



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING
January 22, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

Recognition – Mr. George Luoto, School Committee Member

II. Approval of Minutes

III. Public Participation:

In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:

- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
- *Persons addressing the Committee should limit their statements to approximately two minutes.*

IV. Reports and Presentations

- a) Report of the Superintendent
- b) Subcommittee Reports (if needed)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 1. Reading of Proposed Adoptions and Revisions of School Committee Policies – J Section

VI. Matters for Action:

- a) Old Business
- b) New Business
 1. Approval of Hudson High School Program of Studies



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2. Approval of Hudson High School Varsity Baseball Overnight Spring Trip to Plymouth, Falmouth, and Marion on 3/29/2019 - 3/31/2019
3. Approval of Hudson High School World Language Department Trip to Costa Rica on 2/13/2020 - 2/22/2020 (tentative dates)
4. Approval of the establishment of a student activity account for the Math League Club

VII. Items of Interest to the School Committee

VIII. Executive Session

- a) To conduct strategy sessions in preparation with union personnel (Hudson School Secretarial Association) because an open session may have a detrimental effect on the legal position of the Committee.

IX. Adjournment

The Agenda reflects topics that the Chairperson reasonably anticipates will be discussed.

Report of the Superintendent



JANUARY 22, 2019

Hudson Public Schools

REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.


SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators B, E

Standard II: Indicators A, B, C,

Standard III: Indicators A, C

Standard IV: Indicators A, E



REPORT OF THE SUPERINTENDENT

I. HIGH SCHOOL PRINCIPAL SEARCH UPDATE

The process to conduct a search for a new principal for the Hudson High School continues to be on schedule. The focus groups and surveys were completed on time and it captured stakeholders' input on the leadership skills and qualities that the new principal should have. The job opening was posted on School Spring on January 3rd as planned and will remain open until Friday, January 25th. Once the posting is closed we will evaluate the pool of applicants and decide whether a job posting extension is needed. Otherwise, the process will continue as scheduled.

II. GRADE 8 – SCIENCE, TECHNOLOGY AND ENGINEERING (STE) MCAS TEST

The building principals and technology director developed the MCAS testing calendar for the upcoming months. A change has been made to the grade 8 STE MCAS test administration. The test will be administered on May 20th instead of May 1st. The school calendar attached (Appendix A) reflects the change and it will be posted on our website. Parents of grade 8 students will receive notification of the change.

III. QUINN MIDDLE SCHOOL SCHEDULE

The administration and faculty at Quinn Middle Schools have been engaged in discussions regarding the successes and challenges of the current middle school schedule. As a result, a process has been developed to evaluate and identify priorities that will guide the development of a new schedule for the 2019-2020 school year. See appendix B for details.

IV. ARC PILOT UPDATE

The rollout of the ARC Pilot continues to be on target. On January 11th, students at the High School received information regarding the program. Parents received the following message from the school:

“There is some very exciting news about a pilot program coming to Hudson High School. After two years of study, a group of teachers have created an intervention block called ARC - Academics, Relationships, and Community - to provide students with a built in break during their day. This built in break will allow students to catch up on missed work, check in with teachers, and make meaningful personal connections with staff.

The ARC committee presented the pilot program at the December 18th School Committee meeting. At that meeting, they shared a brief video describing ARC. A parent information session about the ARC pilot will be held on **January 17th from 6:00-8:00pm in F101**. HUDTV will record this session for parents that cannot make it.”

V. ONLINE REPORT CARD PUBLISHING

The following message was sent to High School parents on January 4, 2019:

“Starting in the second quarter, Hudson High School will utilize the Aspen student information system to publish report cards directly to your portal. Report cards will not be mailed home, unless you contact the school and specifically ask for a paper mailing. Quarter 2 report cards will be published to the Aspen portal on Friday February 1st, 2019.

In order to see your student’s report card, you will need your Aspen log in and password AND you must have accessed the portal at least once before February 1st to get the email notification.

Parents can sign up for Aspen portal access using this link. [Aspen Online Application form.](#) Also, if parents are having problems accessing their Aspen account, they should [emailaspenhelp@hudson.k12.ma.us.](mailto:emailaspenhelp@hudson.k12.ma.us)”

VI. TEACHER MINI-GRANT OPPORTUNITY

As a result of our Corporate Partnership Program (Appendix C) rollout, we have secured \$4,000 in funds from private donors to launch a Teacher Mini-Grant Program. The program is intended to recognize teachers who demonstrate a commitment to strengthening their own teaching methods and applying innovative new ideas to their classrooms. The mini-grant awards are designed to provide funding for teachers to implement new teaching methods and techniques that fosters high order thinking, problem solving, and service learning for all students. The application process will be disseminated to teachers by the end of January.

VII. FULL-TIME SUBSTITUTE TEACHERS

School Districts across the Commonwealth have been struggling with securing day-to-day substitute teachers to fill the teachers’ daily absences. The Hudson Public Schools also struggles with securing substitute teachers for the day and concerted efforts have been made to ensure continued advertising and recruiting of viable candidates for our pool of substitute teachers.

In order to increase our school’s capability to provide daily coverage for teacher absences, the District will be hiring full-time substitute teachers to report to each school daily. Although this effort will not completely fill the current coverage gap, it will provide relief and additional support for school administrators in optimizing their schedules during teacher absence.

<https://www.telegram.com/news/20190105/low-pay-economy-shrinking-substitute-teacher-market-in-central-mass>

2018-2019 SCHOOL YEAR

August 27th — STAFF RETURNS

Aug. 27	Teachers Report
Aug. 27	Grade 5 Orientation
Aug. 27	Grade 8 Orientation
Aug. 28	Students—First Day of School
Aug. 31 - Sep. 3	No School—Labor Day
Sep. 10	No School—Professional Day
Sep. 13	Quinn Open House
Sep. 20	Elementary Open House
Sep. 27	HHS Open House

August/September 2018						
S	M	T	W	T	F	S
26	27	28	29	30	X	1
2	X	4	5	6	7	8
9	X	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
21 days						

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	X	X	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
21/42 days						

Oct. 8	No School—Columbus Day
Oct. 9	No School—Professional Day
Oct. 11	HHS Evening Conferences
Oct. 16	Half Day—PreK- 4 Conferences
Oct. 17	Half Day—PreK- 4 Conferences (E)

Nov. 5	Half Day-Quinn Conferences (E)
Nov. 6	Half Day-Quinn Conferences
Nov. 12	No School—Veterans Day
Nov. 14	Half Day—Professional Day
Nov. 21-23	No School—Thanksgiving Break

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	X	13	14	15	16	17
18	19	20	X	X	X	24
25	26	27	28	29	30	
18/60 days						

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	29
30	X					
15/75 days						

Dec. 12	Half Day—Professional Day
Dec. 24-31	No School—December Break

On District half days, there is no Preschool

Jan. 1	No School—New Years Day
Jan. 9	Half-Day—Professional Day
Jan. 21	No School—Martin Luther King Day
Jan. 18-23	Half-Day—High School Exams

January 2019						
S	M	T	W	T	F	S
			X	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	22	23	24	25	26
27	28	29	30	31		
21/96 days						

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	X	X	X	X	23
24	25	26	27	28		
15/111 days						

Feb. 13	Half Day—Professional Day
Feb. 18-22	No School—February Break

Mar. 6	Half-Day-Quinn Conferences
Mar. 7	Half-Day-Quinn Conferences (E)
Mar. 13	Half Day-Professional Day
Mar. 14	HHS Evening Conferences
Mar. 26	MCAS-ELA Comp. 10 REVERSE Half-Day for HHS
Mar. 27	MCAS-ELA Reading 10 REVERSE Half-Day for HHS

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
21/132 days						

April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	X	X	X	X	20
21	22	23	24	25	26	27
28	29	30				
17/149 days						

April 1	MCAS Testing Window Opens Grades 3-8
Apr. 2	MCAS-ELA Reading 8
Apr. 3	REVERSE Half-Day for HHS
Apr. 9	Half Day PreK-4 Conferences (E)
Apr. 10	Half Day PreK-4 Conferences
Apr. 15-19	No School—April Break
Apr. 24	Half Day—Professional Development

May 20	MCAS—Science Grade 8
May 21	MCAS—Math 8 and 10
May 22	REVERSE Half-Day for HHS
May 27	No School—Memorial Day

May 2019						
S	M	T	W	T	F	S
				1	2	3
	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	X	28	29	30	31	
22/171 days						

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
9/180 days						

Jun. 2	High School Graduation
Jun. 4-5	MCAS—STE Grade 9
Jun. 11-13	Half Day-High School Exams
Jun. 10	Last Day of Kindergarten with 0 snow days
Jun. 13	Last Day of School with 0 snow days
Jun. 30	Last Possible Day of School

 denotes 1/2 day X denotes no school

Scheduling: Task Force and Focus Group

Quinn Middle School, January 2019

Timeline

Fall 2018	Quinn Middle School started a new schedule.
December 13 & 19, 2018	Dr. Rodrigues, Ms. Provost, Mr. Webster, Mr. Gaffny, and Dr. Beauchamp (administrators) talked about feedback and chose this process.
January 3-11, 2019	Dr. Beauchamp ran focus groups.
January 11, 2019	Administrators settled the task force plan.
January 16, 2019	Task force heard focus group results and chose staff priorities.
January 17, 2019	Administrators heard staff priorities and settled next steps. Mr. Gaffny will use staff priorities to make schedule choices.
January 22, 2019	Administrators will see Mr. Gaffny's schedule choices and will check that they meet staff priorities and laws, building space, etc.
January 23, 2019	Task force will see schedule choices and will say if they meet staff priorities and if they can be improved.
TBD	Administrators will settle schedule choices.
TBD	Schedule choices will be available to parents for comment by survey and email.

Focus Groups

Mr. Gaffny invited staff to be in a focus group to talk about student and staff needs and the schedule. There were 17 focus groups. Most focus groups had 4 staff members and took 30 minutes.

Focus groups had 23 core teachers, 8 related arts teachers, 4 world language teachers, 8 special education teachers, 2 English language teachers, 2 speech language pathologists, 1 literacy specialist, 6 guidance department members (including 2 interns), 9 paras, and the school nurse. One core teacher had an IEP meeting and the numeracy specialist was out sick.

Dr. Beauchamp put all of the focus group thoughts into themes.

Task Force

Mr. Gaffny asked staff to choose task force members: 2 Related Arts (1 World Language, 1 Specialists/RA), 1 SPED, 1 ELL, 1 Guidance/Nurse, and 4 core teachers (at least one for each grade and each content area). The task force heard focus group results. The group decided which themes are most important for a new schedule based on student and staff needs.

Overview

Staff liked the rotating schedule, morning breakfast and rolling homeroom time, and daily classes.

Thinking about student and staff needs, the staff priorities are:

Tier 1

- Social, Unstructured, Active, and/or Outdoor Time
- Transitions (i.e., between classes and dismissal)
- Between Role Communication Time (e.g., SPED talking with RA teachers)
- Increasing PE
- Time for Student/Teacher Relationships

Tier 2

- Flexibility and Time on Team
- Designated Social/Emotional Learning Instruction Time
- Within Role Communication Time (e.g., RA teachers talking with each other)
- 5th Grade Approach
- Improved Remedial Time (i.e., homework and extra help)

Tier 3

- Reducing Required Related Arts
- Maintain/Increase Time for Organization

Tier 4

- Less Pull-Out during Classes
- Longer Core Classes
- Fewer Daily Classes/Transitions

Tier 5

- Reducing World Language
- Maintaining/Increasing Music
- Reduced Complexity and Slower Pace
- Guaranteed Staff Lunch
- Longer and/or Locked (i.e., same time every day) Lunch
- Related Arts with Grade Level Peers
- Additional Prep Time

Scheduling Successes

Three main features of the 2018-2019 schedule stood out as successful, according to staff. The main success was the rotating schedule. The rotation allows staff to work with students at varied times of day, which is correlated to varied energy levels, attention capacity, etc. The rotation also reduces the number of times PE follows lunch for a given student, which can lead to stomachaches.

The second success was the morning breakfast and rolling homeroom time. This time is key for breakfast, connection, organization, and preparing for the day. However, some noted that behavior management is challenging during this time.

The final main success was daily classes: "Seeing the students more often and in a more consistent way creates less confusion and more success understanding content and completing work."

An additional success was mentioned, but along with overwhelming requests for increases in the area. Staff were appreciative of opportunities for within-role communication, e.g., Team Time, because it allows communication and the team model.

Tier 1

Social, Unstructured, Active, and/or Outdoor Time

Staff reported a need for increased socialization, unstructured time, active and/or outdoor time. According to staff, social, unstructured, active and/or outdoor opportunities (currently break and lunch) are short and/or infrequent compared to the needs of middle school students. There are also several details about the implementation of break and lunch that further hinder socialization:

- Some homerooms/break rooms are physically separate from the rest of the team.
- In-classroom breaks restricts socialization with other teams and students in other homerooms.
- EL Newcomers have no clear home for break and feel uncomfortable.
- Break and lunch are mixed-team for some students, particularly Academic Support and ELD students.

Additional challenging features/outcomes of the implementation of break include:

- Break is too short to take a ball out to play.
- Some students have nowhere to go for break.
- When homeroom/break room teachers are pull-out teachers and they're absent, there is no substitute, so no built-in supervision.
- The lack of socialization leads to extra chatting and acting out in class as well as bathroom and water fountain breaks during the class after break to socialize.
- The lack of socialization and physical activity leads to behavioral challenges during homeroom, transitions, lunch, and dismissal.
- Students don't know everyone who is on their team.

Transitions

Staff reported a need for more defined and/or longer transitions between classes and at dismissal. A number of factors converge to make transitions challenging:

- Core block length is shorter than the length of lessons provided by the curricula so teachers are instructing up to and through the block dismissal bell and at times may have their next class waiting to enter immediately. Those teachers are not monitoring the hallway and the class that is waiting is not supervised.
- The lack of a block start bell, in combination with the shorter class time, encourages teachers to start their lessons as soon as possible after the bell dismissing the previous block, even if not all students are present. Students arriving after instruction has begun miss the instruction and disrupt the class.
- The determination of whether a student is tardy falls on the teacher, which creates inconsistent expectations throughout the school, which makes meeting expectations stressful and/or challenging for students and enforcement challenging for teachers.
- Students and some staff travel across the school between blocks, often along with many other older students.
- The entire school is in transition at the same times.
- Students arrive to class worried and unsure whether they are late.
- Time is not allotted in the daily or school year schedule to develop skills in students transitioning from elementary school so that they can transition between classes, often across the school and carrying a number of supplies, efficiently.
- Sufficient time is not allotted in the daily schedule for movement or socialization so middle school students, who are particularly inclined to prioritize their movement and socialization needs, use transitions as an opportunity to meet those needs.

Note: Two teachers modified their approach so that transitions were fine for them. Their students leave all class materials in their classrooms.

Between Role Communication Time

Staff reported needing dedicated time to communicate between roles. Communication time would be used to share information about student life events, specific student work and needs, differentiation and EL support, as well as interdisciplinary and cross-curricular opportunities. Staff who work across teams or grade levels are particularly challenged to find adequate communication time. Communication needs are between teams, RAs, World Language teachers, SPED, EL, SLP, and guidance. Additionally, "lack of staff interaction means no sense of community."

Note: SLP use currently unscheduled time for consultation and collaboration.

Increasing PE

Staff reported needing students to have more PE. More PE is good for all students, and particularly good for EL students. Staff suggested reducing other RAs and, for 5th grade, World Language, in exchange for more PE.

Time for Student/Teacher Relationships

Staff reported not having enough time to build student/teacher relationships with their large caseloads.

Tier 2

Flexibility and Time on Team

Staff reported a need for scheduling and grouping flexibility that can only be met through time on team (all students in a team being in a team class at the same time). Teams would use flexible scheduling for a number of purposes:

- Social/emotional and behavioral expectations meetings
- Social/emotional curriculum delivery
- Team building (5th grade students don't know each other's names) and "home base"
- A period of adjustment to middle school for 5th graders
- Whole team and cross-curricular activities
- Targeted intervention
- Extended core class length for science labs, math tests, etc.
- Handling team teacher absence without a sub (8-10 times on one team last school year)

Designated SEL Instruction Time

Staff reported needing designated time for social/emotional learning (SEL) instruction. Guidance is fully prepared to give faculty materials to begin weekly SEL time immediately.

Within Role Communication Time

Staff reported needing dedicated time to communicate within roles (meeting with fellow core teachers, with fellow SPED teachers, etc.). Teams who have time for communication mentioned wanting to be sure they keep the time, at a minimum. In addition to the current uses of Team Time by grade level teams, communication time within roles would be used for curricular collaboration and discussion of student needs and placement. The time would also increase a sense of community and teamwork. Existing Team Time appears to be insufficient; the nurse has begun to facilitate communication within teams about which students are coming to the nurse class after class. Existing Team Time is taken by parent teacher conferences: In December, 13 of 19 Team Times for one grade level team were used for conferences and an additional Team Time was used for an IEP meeting, which limits its use for within role communication.

5th Grade Approach

Staff reported that 5th grade needs a significant period of transition to QMS, which may include a period for transition in the fall, a different schedule, or an entirely different model for 5th grade. This is due to the 5th graders' developmental needs and abilities as well as the stark contrast between the HPS 4th grade model and the QMS 5th grade model. Specific suggestions for differences for 5th graders are included under other headings.

Improved Remedial Time

Staff reported needing students to have improved designated homework/extra help time. Many students cannot stay after school for help and do not complete homework at home. Unstructured time requires the student to be self-disciplined and motivated.

Tier 3

Reducing Required Related Arts

Calls for reducing courses included reducing Related Arts (e.g. only offer music, art, PE, health, engineering), for all students but particularly for 5th grade. Staff reported that one art class is necessary, particularly for EL students, but not two. The rigor of Related Arts classes could be reduced in the context of four rigorous core classes. Staff mentioned giving students choices within the Related Arts, which would reduce the number of required courses but maintain the number of Related Arts offered. Note. Maple mentioned that Related Arts adds variety and allows students to try different things.

Maintain/Increase Time for Organization

Staff reported that homeroom time was useful for organization but could be improved and that dismissal time was insufficient for organization.

Tier 4

Less Pull-Out during Classes

Staff reported that service delivery and band/chorus pull-out and/or scheduling during Related Arts and other content classes has negative consequences. With 8 different pull-outs, the impact on a student in an individual course is evident. For example, one student has 6 PE classes during the 18-class course because of pull-outs and total student pull-out is up to 50% per class one day each cycle.

This practice takes away RA class time and access for students who may need an RA-type class the most: those who need a less language-based and/or more active class (EL, literacy, SLP and some SPED), those who need a less rigorous class (EL, literacy/numeracy, SLP, some SPED, and some guidance), and those who seek enrichment (band/chorus). Some students are missing both RA blocks for the year to attend services.

For students with multiple pull-outs or scheduled services, service providers face increased scheduling challenges, leaving some students not getting the full amount of services they need. Band/chorus students are implicitly made to choose between their RA and band/chorus each time they have band/chorus and sometimes pass that decision off to their band/chorus teacher by asking for permission to stay in their RA. Students want to stay in their RAs both because of their interest in the RA and because they want to practice good academic behaviors. This recurrently places the student and both teachers in a challenging position. The same can be said for band/chorus and RTI.

Pull-outs are also increasing the cognitive load on students as they leave a class in progress, transition to services, engage in a challenging session, and return to the same or a different class in progress. This competes with the cognitive load required for classes and services. Many of these same students face academic and social difficulty recovering from absence and can miss up to 4 out of 6 RA blocks for a single service. As a result, these students have low “buy-in” to the RAs.

Many of these students have a strong need for consistency, which is hampered by frequent absence from an ongoing course. A further complication is that, due to other scheduling conflicts, ELs are assigned to RAs for other grade levels despite a particular need for on-grade socialization.

Related Arts classes are also held during teams’ prep and Team Time. Since service providers are providing services during that time, their opportunities to communicate with teams are greatly reduced.

Longer Core Classes

Staff reported that core block length is shorter than the length of lessons provided by the curricula and also insufficient to meet the demands of standards over the school year, even with daily classes. Shortened core blocks have limited:

- instruction time over the year,
- coverage of expected content,
- supported application/practice,
- reflection,
- choice,
- depth,
- rigor,
- longer writing/reading tasks,
- science labs,
- remediation (also previously met through Flex),
- students' perceptions of teachers' willingness to help students during class,
- teacher attention to students, and
- teacher/student relationship.

The typical amount of time requested is 60 minutes in order to follow the Eureka and Lucy lesson plans as well as expected science and social studies activities and content (range: 50 to 90 minutes). One team suggested alternating math and ELA to allow for longer classes and another suggested 1-2 longer practice blocks weekly, if necessary. One team suggested that professional development may be needed if the block length changes.

Notes: One Spruce teacher felt that shorter blocks are good for the students with short attention spans. Oak agreed that professional development may be needed if classes were lengthened.

Fewer Daily Classes/Transitions

Staff reported a need for fewer transitions and fewer classes in a day. Generally, the numbers of transitions, classrooms, and teachers are seen as creating more stress and overwhelm.

For 5th grade students, staff report that the schedule is developmentally inappropriate, require social/emotional support that is currently unavailable, and also require skills that are underdeveloped. They are concerned with the number of teachers a student sees, the number of daily transitions, and the number of classes.

EL students also need predictability, fewer transitions, and more routine than this schedule provides.

Notes: Guidance stated that some students benefit from the frequent physical activity of numerous daily transitions.

Tier 5

Reducing World Language

Some calls for reduced classes specifically included reducing the length and/or frequency of World Language or eliminating it for the lower grade(s). This is due to the required attention span, stress and rigor associated with a full immersion course. Intensive World Language, and the associated reduction in math and ELA class time, was also considered inappropriate for students who haven't passed MCAS.

World Language is the sole point of serious disagreement within the staff body. World Language teachers are very enthusiastic for the opportunity to introduce rigor to their instruction through daily core-length classes and have seen dramatic achievement growth. And still, some and not all World Language teachers desire a shorter class period to maintain student energy and focus. Even 7th grade students are struggling to participate and pay attention toward the end of the block.

EL students would benefit from access to World Language and/or Heritage Language classes.

Maintaining/Increasing Music

Staff reported a desire to maintain and/or increase access to music education. Staff reported that music is appropriate curriculum for all students and helps with math and language development. Staff suggested reducing other RAs in exchange for a music requirement.

Reduced Complexity and Slower Pace

Staff reported schedule-related stress generally and due to complexity/pace affecting students, staff and parents. The schedule requires extensive hand-scheduling of some pull-out services. One service provider has trouble locating students for pull-outs, including calling and interrupting classrooms, while other students are waiting for group services to begin, because of complexity and ASPEN inaccuracy.

Adults are reportedly having difficulty with the schedule. Parents struggle to help students with organization. One teacher said, "I don't know my schedule off the top of my head." A handful of focus groups mulled over what time they needed to return to students before and, in side conversations, during the focus group, finally relying on listening for students in the hall.

The nurse has recorded a marked increase in visits due to headaches, possibly due to stress.

Guaranteed Staff Lunch

Staff are occasionally providing services during their lunch times and eating during their preps or Team Time due to student/services scheduling or lack of para.

Longer and/or Locked Lunch

Staff reported that students need a longer and locked (same time every day) lunch. Rotating lunch is not an issue for the students with diabetes and students can get stomachaches when they have PE right after lunch, so rotating lunch reduces that likelihood.

Related Arts with Grade Level Peers

Staff reported that EL students are not in RAs with their teams/grades, which hampers their integration.

Additional Prep Time

SPED teachers reported needing additional prep time for testing, IEP meetings, and supporting differentiated instruction.

Appendix A

Focus Group Guidelines and Environment/Student Background

QMS SCHEDULE FOCUS GROUPS

Thanks for agreeing to be part of this focus group. I appreciate your willingness to participate. We will move fairly quickly, even though people might have more to say about a particular topic.

FACILITATOR

Anne Beauchamp, PhD, Hudson Public Schools Research and Accountability Specialist. I conduct and support applied research and the use of existing data and education research in the district.

PURPOSE

The reason we are having these focus groups is to find out how students' and staff members' needs can be better met through scheduling. We need your expertise and want you to share your honest and open thoughts with us.

GROUND RULES

1. We want you to do the talking/writing. We would like everyone to participate. I may call on you if I haven't heard from you in a while.
2. There are no right or wrong answers. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. What is said in this room stays here. We want you to feel comfortable sharing when sensitive issues come up.
4. I will be taking additional notes. I want to capture everything you have to say. I won't identify anyone by name in my report. You will remain anonymous.
5. Feel free to contact me with questions or additional thoughts after this focus group.
asbeauchamp@hudson.k12.ma.us

AGENDA

- Quick overview
- 10 minute student schedule journey map
- 10 minute staff schedule journey map
- You're done – thank you!







Appendix A

Focus Group Guidelines and Environment/Student Background






KEY DIP STRATEGIC PRIORITIES

- ↗ Diverse student-centered instructional practices
- ↗ Positive learning community
- ↗ Rigorous learning experiences for all students
- ↗ Multi-tiered system of support
- ↗ Strong community among all stakeholders
- ↗ Age-appropriate social emotional learning

TYPICAL MIDDLE SCHOOL SETTING GOALS

-  Interdisciplinary team organization
-  Thematic, integrated or interdisciplinary curriculum
-  Some or all longer/flexible periods of instructional time
-  Child-centered instruction
-  Teacher collaboration time
-  Team empowerment over the entire environment

TYPICAL MIDDLE SCHOOL STUDENT

-  Wants more independence: seeks more support from trusted and respectful non-parent adults
-  Drawn to things that are interesting, engaging, and valuable: needs instruction that is meaningful, multisensory, and/or interactive
-  Rapidly improving problem solving and abstract thinking skills: learns well with reflection and choice
-  Strong focus on peers
-  Rapid physical changes: frequently needs to fidget/move

Hudson Public Schools

Corporate Partnership Opportunities

Partnerships support Hudson Public School's mission
*Delivering World-Class Education Today,
 for the Global Leaders of Tomorrow*



Show Your Support Today

The Hudson Public Schools (HPS) has a history of educational excellence in the MetroWest Region and across the State. To remain competitive and a leader in education, the District is developing new courses of studies and innovative pathways to respond to the 21st Century educational needs of all students. The Corporate Partnership Programs will enhance the District's ability to fulfill its mission of delivering world-class education today, for the global leaders of tomorrow.

Mini-Grants	School Sponsor	Program Sponsor
<p>The Mini-Grants Program (MGP) main goal is to recognize teachers who demonstrate a commitment to strengthening their own teaching methods and applying innovative new ideas to their classrooms. The MGP awards are designed to provide funding for teachers to implement new teaching methods and techniques that fosters higher order thinking, problem solving, and service learning for all students.</p>	<p>The Adopt-a-School Program (ASP) is an initiative that provides a structured pathway for partnership between a Hudson school and our community of supporters. This program is intended for corporate and community organizations interested in building relationships with schools that support student success for a minimum of one academic year. During this collaboration, partners and schools will work together to determine how to best connect partner resources and interests with the school's unique needs.</p>	<p>The Advancing Educational Opportunities Program (AEOP) is an initiative designed for corporate and community organizations to sponsor college and career pathways. Sponsorships come in the form of financial support, internships for students, participation in Career and Technical Education Advisory Boards, Career Fairs, Volunteers, and more. Corporate participation in this program is intended to support the expansion of educational pathways for the Hudson students through experiential exposure to higher education and the business world.</p>

Sponsorship Benefits

- Recognition in press releases
- Your logo listed on Hudson Public Schools' website
- Recognition of your partnership during events
- Promotion of your business brand
- Increased media exposure for your business
- Increased brand awareness
- Wider demographic reach for your business advertising
- Enhances customer experience
- Increased in the public's emotional connection to your business

Reading of Proposed Adoptions and Revisions of School Committee Policies – J Section

HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW

2018-2019

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language underlined and bolded and in **red**.

SECTION J – STUDENTS

Section	Existing Policy	Proposed Change or New Policy
JB	No Existing Policy	<p>JB - EQUAL EDUCATIONAL OPPORTUNITIES</p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:</p> <p>No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.</p>

		<p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p> <p>SOURCE: MASC</p> <p>UPDATED: March 2018</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964</p> <p>Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972</p> <p>Executive Order 11246, as amended by E.O. 11375</p> <p>Title IX, Education Amendments of 1972</p> <p>M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)</p> <p>BESE regulations 603 CMR 26:00</p> <p>BESE regulations 603 CMR 28.00</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>NOTE: The cross reference is to a related statement in this manual. The change in 1993 was to add the classification of sexual orientation in the specific definitions protected by law against discrimination.</p>
JC	No Existing Policy	<p>JC - ATTENDANCE AREAS</p> <p>Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the</p>

establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the following general guidelines will also be applied:

- 1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural barriers will be used for boundaries.**
- 2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.**

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

SOURCE: MASC

LEGAL REFS.: M.G.L. [71:37C](#); [71:37D](#); [71:37I](#); [71:37J](#)

603 CMR [17.00](#)

603 CMR [26.00](#)

CROSS REF.: [JCA](#), Assignment of Students to Schools

		<p>NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E.</p> <p>The cross reference above is to a closely related category in the NEPN classification system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements.</p>
JCA	No Existing Policy	<p>JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS (It replaces JFBA)</p> <p>Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.</p> <p>Special permission may be granted for the following reasons:</p> <ol style="list-style-type: none"> 1. If the change involves a hardship case or if there are medical considerations. 2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons. 3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school.; <u>permission will not extend beyond the current school year.</u> 4. <u>To permit secondary school students to take courses not offered in their assigned schools.</u> <p>School bus transportation will not be provided for students attending schools outside their attendance area. <u>unless they can be accommodated on existing bus routes and schedules or a hardship is</u></p>

involved; or unless specific permission is granted by the School Committee.

Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. **Attendance boundary is defined as the houses on those streets that are assigned to a specific elementary school. The attendance boundary is determined by the actual addresses of those houses.** Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.

The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.

The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.

The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.

Kindergarten	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	20

Acceptance:

Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be

		<p>rescinded.</p> <p>SOURCE: MASC October 2016</p> <p>LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J 603 CMR 17.00</p> <p>603 CMR 26.00</p> <p>CROSS REF.: JC, Attendance Areas</p> <p>NOTE: The cross reference is to a related category in the NEPN classification system.</p>
JCAA	<p style="text-align: center;">ASSIGNMENT TO GRADES</p> <p>In the Hudson Public Schools it is expected that most students will progress from grade to grade, kindergarten through grade 12. There may be instances where promotion from one grade to the next is not in the child's best interest.</p> <p>Student grade assignment will reflect a careful analysis of all factors involved for consideration for promotion/non-promotion (academic, social, emotional, and physical development), and will always result in what the school considers to be a decision in the best interest of the child.</p> <p>If retention is considered by the parents/guardian or by the school, the Principal will confer with the parents/guardians, special education staff and other appropriate personnel before making a determination. A student should not be retained in Grades K-8 more than once.</p> <p>The decision of the Principal is final. Any student not promoted, if not on an Individual Education Plan (IEP), will be referred for special education evaluation.</p> <p>Adopted by the Hudson School Committee: January 13, 1981 Revised by the Hudson School Committee: April 26, 1983 Revised by Hudson School Committee: January 10, 2012</p>	<p style="text-align: center;">ASSIGNMENT TO GRADES</p> <p>In the Hudson Public Schools it is expected that most students will progress from grade to grade, kindergarten through grade 12. There may be instances where promotion from one grade to the next is not in the child's best interest.</p> <p>Student grade assignment will reflect a careful analysis of all factors involved for consideration for promotion/non-promotion (academic, social, emotional, <u>and physical development</u>), and will always result in what the school considers to be a decision in the best interest of the child.</p> <p>If retention is considered by the parents/guardian or by the school, the Principal will confer with the parents/guardians, special education staff and other appropriate personnel before making a determination. A student should not be retained in Grades K-8 more than once.</p> <p><u>The decision of the Principal is final. Any student not promoted, if not on an Individual Education Plan (IEP), will be referred for special education evaluation.</u></p> <p>Adopted by the Hudson School Committee: January 13, 1981 Revised by the Hudson School Committee: April 26, 1983 Revised by Hudson School Committee: January 10, 2012</p>

JCAB	<p style="text-align: center;"><u>SCHOOL BOUNDARY LINES</u></p> <p><u>The school boundary lines shall be determined by the school age population needs and the available public school accommodations. Boundary lines shall be adjusted by the school administration when a noticeable change in either of these factors indicates the need, and the adjustment submitted to the School Committee for approvals.</u></p> <p><u>The legal residence of parents or guardian shall be the determining factor in assigning a child to a particular school.</u></p> <p><u>The School Committee will be notified when an exception is to be made for health reasons, or for any other reason not specifically voted by the Committee, such as bilingual or special needs assignments.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	Discontinue- Replaced by JC
JD	<p style="text-align: center;"><u>CENSUS</u></p> <p><u>The census of school age children shall be conducted in accordance with Massachusetts General Laws, Chapter 51, Section 4, as amended by Chapter 367 of the Acts of 1977.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	Discontinue
JEB	<p style="text-align: center;"><u>ENROLLMENT AND AGE OF ENTRANCE</u></p> <p><u>All children who reside in Hudson shall attend the public schools unless enrolled in some other school approved by the Committee or otherwise legally excluded.</u></p> <p><u>Initial admission to kindergarten shall be solely on the basis of chronological age. Children may enroll in kindergarten if they have attained the age of five years prior to September 1st.</u></p> <p><u>Admission grades other than kindergarten shall be based on</u></p>	<p>JEB-ENTRANCE AGE</p> <p>In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:</p> <ol style="list-style-type: none"> 1. Children who will be five years of age prior to the first day of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.

	<p><u>chronological age, emotional and academic readiness and such other factors as shall be deemed appropriate by the Superintendent of Schools.</u></p> <p><u>Upon initial enrollment in the Hudson Public Schools, parents or guardians shall provide a certified copy of the child's birth certificate, a copy of the child's immunization record, proof of residency, and other such documents as determined by the Superintendent of Schools or his/her designee.</u></p> <p>Adopted by Hudson School Committee: January 13, 1981 Revised by Hudson School Committee: March 25, 1986 Amended by Hudson School Committee: September 9, 2003 Amended by Hudson School Committee: April 26, 2005</p>	<p>The admission of children whose birthdays fall after the first day of school will be solely at the school's discretion.</p> <p>2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.</p> <p>SOURCE: MASC October 2016</p> <p>LEGAL REFS.: M.G.L. 15:1G</p> <p>603 CMR 8.00</p>
JF	No Existing Policy	<p>JF - SCHOOL ADMISSIONS</p> <p>All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.</p> <p>Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.</p> <p>SOURCE: MASC</p> <p>LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A</p> <p>603 CMR 26.00</p> <p>CROSS REFS.: JLCA, Physical Examination of Students</p>

		<p><u>JLCB</u>, Inoculations of Students</p> <p><u>JFBB</u>, School Choice</p> <p><u>JFABD</u>, Homeless Students: Enrollment Rights and Services</p> <p>NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:</p> <p><u>JFAB</u>, Admission of Non-resident Students <u>JFABA</u>, Non-resident Tuition Charge <u>JFABD</u>, Admission of Homeless Students <u>JFABB</u>, Admission of Foreign Students</p>
JFABC	<p><u>SPECIAL RECOGNITION CERTIFICATES FOR FOREIGN EXCHANGE STUDENTS</u></p> <p><u>The School Committee authorizes the Superintendent of Schools to have prepared and awarded at appropriate ceremonies (i.e., graduation or assemblies) "Special Recognition Certificates" to note the accomplishments of foreign exchange students who attend Hudson Public Schools for periods in excess of sixty calendar days, via recognized student exchange programs.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	<p>JFABC - ADMISSION OF TRANSFER STUDENTS</p> <p>The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.</p> <p>To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.</p> <p>LEGAL REFS.: Chapter <u>12</u>, <u>Section 11</u> of the Acts of 2010</p>

		SOURCE: MASC February 2011
JFABD	<p><u>HOMELESS STUDENTS: MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT</u></p> <p><u>To the extent practical and as required by law, The Hudson Public School District will work with homeless children and youth and their parents or guardians to ensure that these students have equal access to the same free, appropriate public education, including a public preschool education, as provided to other students.</u></p> <p><u>DEFINITION</u> <u>The Hudson Public School District is in compliance with Massachusetts Department of Elementary and Secondary Education (MA ESE) regulations and advisories . ESE adopted the definitions of homeless, children and youth from Section 725(2) of the federal McKinney-Vento Act.</u></p> <ul style="list-style-type: none"> • <u>individuals who lack a fixed, regular and adequate nighttime residence, or have a primary nighttime residence in a supervised, publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.</u> <p><u>This definition shall include:</u></p> <ul style="list-style-type: none"> • <u>children and youth who are sharing housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations</u> 	<p>JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</p> <p>To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.</p> <p>Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:</p> <ol style="list-style-type: none"> 1. Sharing the housing of other persons due to loss of housing or economic hardship; 2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; 3. Living in emergency or transitional shelters; 4. Being abandoned in hospitals; 5. Awaiting foster care placement; 6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings; 7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; 8. Migratory children living in conditions described in the previous examples. <p>The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.</p>

are living in emergency or transitional shelters, are abandoned in hospitals or are awaiting foster care placement; children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and unaccompanied youth – a youth who not in the physical custody of a parent or guardian.

LIAISON

The Superintendent shall assign a staff person to serve as the Homeless Education Liaison, whose role is to assist homeless students in enrolling in school and to ensure that they receive the educational services for which they are eligible. This liaison may have other duties within the school district. The homeless liaison for the Hudson Public Schools is:

Jenny Gormley, Director of Health, Nursing, and Safety
155 Apsley Street Hudson, MA
01749
jmgormley@hudson.k12.ma.us

ENROLLMENT

The Hudson Public School District must immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment—such as school records, medical records or proof of residency. In the case of an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their right to appeal rights in writing. The district’s liaison will carry out dispute resolution in accordance with statute and regulations. Furthermore:

- homeless students have a right to, either remain in

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

their school of origin, or to attend school where they are temporarily residing;

- students who chose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing; the Homeless Education Liaison must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

The Hudson Public School District shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin.

Furthermore:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation; if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin, and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and if the districts cannot agree upon such a method, the responsibility and the costs must be shared equally.

ACCESS TO COMPARABLE SERVICES

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities, programs for students with limited

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

SOURCE: MASC

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the location educational liaison or the director of the homeless shelter where the students reside, as the determination of eligibility for free lunch.

ACCESS TO PRESCHOOL

An important goal of McKinney-Vento is to afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The Hudson Public School District Homeless Education Liaison and early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers must coordinate and collaborate to review and revise practices or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

DISPUTE RESOLUTION

If a dispute arises over school selection or enrollment, The Hudson Public School District will immediately enroll the homeless student in the school in which enrollment is sought—pending resolution of the dispute—and must provide the parent, guardian, or unaccompanied youth with a both a written statement of the school placement decision and a notice of the right to appeal the decision. The HPS shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

UNACCOMPANIED YOUTH & CHILDREN, AND YOUTH IN STATE CARE OR CUSTODY

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the

	<p><u>street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives. Also, in collaboration with the Department of Children and Families (DCF), MA ESE has determined that children and youth in state care or custody who have been placed out of their homes in temporary, transitional or emergency living placements are awaiting foster care placement and, therefore, homeless.</u></p> <p><u>Unaccompanied youth or students in state care or custody who are awaiting foster care are entitled to the same educational rights and services, including transportation, under McKinney-Vento as any homeless child or youth in the care of their parent(s)/guardian(s).</u></p> <p><u>Adopted by Hudson School Committee: January 10, 2012</u></p>	
JFABE	No Existing Policy	<p>JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</p> <p>In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment.</p> <p>Definitions</p> <p>Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.</p>

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.**
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.**
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).**
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International**

		<p>Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. <u>The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs.</u> Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.</p> <ul style="list-style-type: none">• In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.• The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.• Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.• The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.
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		<p>LEGAL REFS: M.G. L. 15E;</p> <p style="text-align: center;">Interstate Compact on Educational Opportunity for Military Children</p>
JFABF	No Existing Policy	<p>JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</p> <p>The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.</p> <p>The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.</p> <p>Best Interest Determination</p> <p>Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student</p>

and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

		<p>To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.</p> <p>LEGAL REFS: Every Student Succeeds Act (ESSA);</p> <p>Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)</p>
JFBA	<p style="text-align: center;"><u>INTRADISTRICT CHOICE</u></p> <p><u>Purpose:</u> <u>To provide parents or legal guardians with the opportunity to enroll their children in an elementary school outside their school attendance district when, in their opinion, such a move would best suit the needs of the individual child.</u></p> <p><u>Assignment of Students:</u> <u>Individual school attendance boundaries are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. Attendance boundary is defined as the houses on those streets that are assigned to a specific elementary school. The attendance boundary is determined by the actual addresses of those houses. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with a positive vote from the School Committee.</u></p> <p><u>The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.</u></p> <p><u>The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</u></p> <p style="text-align: right;"> <u>Kindergarten 20</u> <u>Grade 1 20</u> </p>	<p>Discontinue – Replaced by JCA</p>

<u>Grade 2</u>	<u>20</u>
<u>Grade 3</u>	<u>20</u>
<u>Grade 4</u>	<u>20</u>

Acceptance:

Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment.

Exceptions:

The Superintendent is authorized to make an exception to this policy for individual elementary students under the following conditions:

- If the location of the student's parents' or legal guardian's residence is changed from one school attendance boundary to another within the Town of Hudson after the beginning of the school year, the student may complete the current school year at that school.

Transportation:

Hudson Public Schools does not provide transportation. The parents or guardian must stipulate in writing to the Superintendent that they will be responsible for providing all necessary transportation for the particular student attending school outside his/her school attendance boundary. Transportation must be provided in a timely manner or transfer may be rescinded.

Adopted by Hudson School Committee: April 24, 2018

Approval of Hudson High School Program of Studies

Memorandum



To: Dr. Marco Rodrigues
From: Jonathan Bourn
Date: January 18, 2019
Re: Proposed Changes to the 2019-20 Program of Studies

Each year, the High School Leadership Team conducts a review of the Program of Studies and makes recommendations for changes that reflect course selection trends, program development, fiscal resources, and current data on college and career readiness. This year, the concerted priority was to create a Program of Studies that would contribute to balanced core classes in an effort to create the best schedule for the most students.

This memo lists all new courses, deleted courses, and substantive changes proposed for 2019-2020. The changes outlined below reflect the collective thinking of the High School Leadership Team. I look forward to sharing these proposed changes with the Hudson School Committee.

New Courses	
Course Name	Rationale
839: Advanced Fashion Design - Grades 9-12	Based on student interest, this course is a continuation of the concepts from introduction to fashion design. This is an elective course not offered at nearby vocational schools. Advanced Fashion Design also improves the academic resume of students seeking to pursue a degree in fashion related programs, or a career in the fashion industry.
471: Honors Medical Interpretation II - Grade 11	This course is a continuation of Medical Interpretation I, but culminates in a certification to serve as a translator in the medical. As a result, students that successfully complete the course and earn the certificate have additional employment opportunities available to them upon graduation.
566: Human Body Systems (PLTW) Grades 10&11	Human Body Systems is the second course (of three) in our Project Lead the Way Biomedical pathway. Our first course launched in 2018-2019, and the third course will be added in 2020-2021.
248: Intermediate Algebra - Grade 11	This course is intended for Juniors who have completed Algebra 1 and Geometry, but may not have built a solid mathematical foundation for the concepts necessary for college-level math courses. Students who successfully complete this course, will be prepared for Algebra 2 and possibly Statistics.
535: AP Physics C	AP Physics C replaces AP Physics 2 to offer advanced Physics coursework for students seeking to pursue scientific studies beyond high school. Calculus is a co-requisite. In 2018-2019, we began a re-design of our physics program with the launch of AP Physics 1 for juniors, in order to provide more opportunities for students who were ready for

	mathematically advanced science coursework. Juniors enrolled this year in AP Physics 1 will be well-prepared for the challenge of AP Physics C as seniors.
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Course Name Changes	
Course Name for SY 18-19	Course Name for SY 19-20
610: Computer Design & Production	610: Design & Advertising
678: TV News	678: Broadcast Production
684: Advanced TV News	684: Advanced Broadcast Production
875: Chorus	875: Vocal Ensemble Performance
456: Honors Spanish 6	456: Spanish for College & Career
361: World Cultures Latin America & Africa	361: Traditional People - Modern Challenges in Latin America and Africa
362: World Cultures Middle East & Asia	362: Religion, Identity & Conflict in the Middle East
363: World Cultures Eastern Faiths	363: Eastern Faiths: Beliefs and Ways of Being

Deleted Courses The following courses have been removed from the Program of Studies for historically low enrollment:	Electives Offered in SY 2020-2021 The following courses will be offered in SY 2020-2021, and on an every other year basis.
Course:	Course:
Video Animation	Art Appreciation (formerly Stylistic Art Movement)
Web 2.0 Cloud Computing	Cold War through Film
Exploring Mobile Apps	Ethics
Media Literacy	Traditional People - Modern Challenges in Oceania (formerly World Cultures Oceania)
Linguistics	Adobe Illustrator
French	Honors Accounting I
VHS	PLTW Engineering Design & Development
Environmental Science	AP Environmental Science
H. Genetics	

Hudson High School
Hudson, Massachusetts

Program of Studies



2019-2020

Hudson High School
69 Brigham Street
Hudson, MA 01749



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Statement of Nondiscrimination

Chapter 622/Title IX Equity Statement: Hudson High School is in compliance with the Chapter 622 of the Acts of 1971 and Title IX of the Educational Amendments of 1972. Chapter 622 guarantees that all aspects of public school education must be fully open and available to members of both sexes, minority groups and handicapped. No student may be excluded from any course, activity, service or resource available in that school because of the race, color, sex, sexual orientation, religion, national origin, or handicap of that student. Title IX of the Educational Amendments of 1972 insures that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination in any federally-assisted program. For information, please contact the Title IX/Chapter 622 Coordinator at 978-567-6100.

Chapter 622/Title IX Grievance Procedure: Any student or employee of the Hudson Public Schools who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any educational program or activity on the basis of sex, sexual orientation, race, religion, color, national origin, or handicap, may file a complaint with the Chapter 622/Title IX Coordinator. This may be done through the Superintendent's Office, 155 Apsley Street, Hudson, MA 01749.

Hudson High School

Core Values and Beliefs about Learning

(March 2016)

Hudson High School educates students for active citizenship in a global environment. We aim to cultivate each student's passion for learning and ability to think critically and independently.

Hudson PRIDE is:

- **P**erseverance
 - We work hard to achieve our goals and overcome challenges
- **R**esponsibility
 - We take ownership of our learning and value service to our community and our world
- **I**ntegrity
 - We act with honesty and hold ourselves accountable
- **D**iversity
 - We treat all with dignity and work to build a strong school community
- **E**xcellence
 - We hold ourselves to high academic and social expectations



Demographic Profile

Hudson is located in Central Massachusetts, seventeen miles east of Worcester and twenty-eight miles west of Boston. Hudson is a residential town with a population of 19,000 with a significant amount of industry and businesses in the community. The public school system consists of one pre-school program, three elementary schools (grades K-4), one middle school (grades 5-7) and one high school (grades 8-12). The High School is accredited by the New England Association of Schools and Colleges.

Course Commitment - Schedule Change Procedures

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. 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. From time to time, student course requests cannot be filled. When this occurs, student schedules are often completed without consultation with the specific student.

Schedule adjustments will only be considered when certain conditions apply (see below). When these conditions are met, change requests can be addressed during the summer schedule adjustment period in the guidance office. Students wishing to meet with a counselor during this period to address schedule issues that meet one or more of the conditions below must sign-up for an appointment with their guidance counselor. Walk-in appointments will not be accepted during the summer adjustment period. If a student is unavailable to address a schedule request during the summer, counselors will be available at the start of school during the school day in the guidance office. Students with schedule concerns will attend all scheduled classes until the September schedule adjustment period begins. Dates for the September schedule adjustment period will be publicized in the summer. It is important for students and parents to understand that the number of seats in each class is limited. That said, the school cannot guarantee that all change requests that meet the conditions below can be resolved.

Conditions required for schedule change requests (core academic classes) to be considered:

- Students who requested a specific **core academic** course and are not enrolled in that course
- Students who have been assigned to a different course level than the one they requested
- Students who have not met the prerequisite for a course
- Students who completed and passed a summer school course that replaces a course failed in the previous school year

Change requests **will not** be allowed for any reasons other than those listed above. This includes requests to change courses based on teacher assignments, lunch schedules, or to be in classes with friends.

Schedule Changes *Beyond* the Schedule Adjustment Period

Course change requests initiated beyond the adjustment period will only be considered under extenuating circumstances and must be authorized by your child's guidance counselor, teacher, the appropriate department director and the assistant principal assigned to your child's grade. A "Request for Schedule Change" form must be obtained in the guidance office to begin the process. No schedule changes will be approved that reduces a student's course load below 28 credits except in extenuating circumstances with the approval of the principal. Discretionary changes to course levels will not be considered until mid-September. An example of a discretionary change would be dropping AP English Literature and adding Honors English 12. It is important that students spend time in a course before he/she requests a level change so that they and the teacher have the opportunity to gauge the appropriateness of the placement.

Students who are approved to withdraw from a course after the adjustment period will receive a final letter grade of "WP" (withdrew passing) or "WF" (withdrew failing). This applies to course level changes as well as changing courses all together. Students who withdraw from a course after the conclusion of term 1 (full-year and 1st semester courses) or term 3 (2nd semester courses) will automatically receive a letter grade of "F" regardless of the student's grade at the time of the withdrawal. These grades become a part of the student's permanent academic transcript and will not be removed from the transcript under any circumstances.

AP Course Requests & Schedule Changes

AP course offerings are determined by the number of student requests. Given this, students who request an AP course during the course selection period in February are making a commitment to the course. Students are not permitted to change their AP course request after course selection; they must initially attend the class if it is scheduled. Requests to drop an AP level course will not be considered until mid-September when all discretionary changes to course levels will be considered. Students who are approved to withdraw from their AP course during term 1 will receive a WP (withdrew passing) or WF (withdrew failing) on their transcript. Students who withdraw from an AP course after term 1 will automatically receive a final letter grade of "F" regardless of the student's grade at the time of withdrawal.

Information on Health and Sexuality Education

All students are required to take one semester of Wellness each year at Hudson High School. These courses include units on human sexuality and human sexual education. Parents or guardians may exempt their child from any portion of a curriculum that involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student exempted under this policy may be given an alternative assignment. A copy of the Parental Notification Relative to Sex Education policy of the Hudson School Committee (Policy IHAMB) can be obtained from the Superintendent's Office by calling 978-567-6100 or found online at www.hudson.k12.ma.us. Our program provides information and data to provide knowledge for students in the 21st century. We encourage students and families to communicate together to share their personal morals and ethical family values.

The following curriculum suggestions cover the spectrum of what will be taught in wellness courses.

1. Abstinence: The advantage and pressures of adolescence
2. Physiology
 - a. Secondary Sex Characteristics
 - b. Male and Female Reproductive Systems
 - c. Menstrual Cycle
 - d. Masturbation
 - e. Human Sexual Response
 - f. Fertilization and Conception
 - g. Prenatal Development and Birth
 - h. Reproductive System Diseases and Disorders
3. Pregnancy Prevention: Methods of Family Planning and the role of Abstinence
 - a. Condoms and other barrier methods
 - b. Hormonal methods, Intrauterine Devices, and emergency contraception
 - c. Natural methods
 - d. Sterilization
 - e. When Contraception Fails
 - i. Women choose: 1. To give birth; 2. Adoption (closed/open); 3. Abortion
4. Sexual Risks
 - a. HIV/AIDS
 - b. Sexually Transmitted Infections/Diseases
 - c. Teen Pregnancy
 - i. Health Risks, Education Challenges, and Financial Issues
 - ii. Decision-Making and Teen Parenting Options
 - d. Unwanted Sexual Activity
5. Family
 - a. Nurturing a Family Unit
 - b. Importance of Family
 - c. Understanding the Changing Family
 - d. Challenges that May Arise
 - e. Balancing Work, School and Family
 - f. Managing Resources
 - g. Caring for the Family
6. Understanding Sexuality
 - a. Puberty
 - b. Human Sexual Response Cycle
 - c. Impacts of Sexual Relationships
 - i. Choosing Abstinence
 - ii. Dealing with Sexual Pressure
 - d. Biological sex- sex chromosomes and intersex (babies born with ambiguous biological sex) and biological differences
 - e. Gender
 - i. Gender Identity and Expression
 1. Masculinity and Femininity
 2. Transgender
 - ii. Sexual Orientation (heterosexual, homosexual, bisexual)

TO PLAN A PROGRAM



To plan a program, students and parents should:

1. Work together to select courses. For many students, course selection is the beginning of responsible decision making. Yet, particularly in the beginning stages, students need their parents' help and advice in thinking through their decisions. Parents must indicate approval of the final decisions by logging into iParent and approving course requests.
2. Consider more than just the upcoming year.
 - Present 7th graders will meet with parents, middle school and high school counselors to develop an educational plan and to make Grade 8 course selections.
 - Present 8th, 9th, and 10th graders should review their educational plans with counselors as they make course selections for the coming year.
 - Present 11th graders should review their credit standing and discuss future educational and career plans in conferences with their counselor as a prelude to course selection.
3. Obtain as much information about courses as possible. Read this booklet carefully. Most important, meet with guidance counselors. The counselors know the curriculum and will serve as expert advisors in planning your educational program. A conference with your counselor can be arranged by calling 978-567-6250.
4. Check graduation requirements.
5. Consider future career and educational plans.

Students planning to go to a four-year college should select courses to meet college-entrance requirements. Two-year colleges and community colleges offering transfer programs may require the student to present a background of college preparatory subjects. Advanced Placement and Honors courses provide the most rigorous training for college.

Even students not now planning on college should keep college entrance requirements in mind in case their plans change.

6. Students must be scheduled for the maximum number of hours available in order to meet the Department of Education's 990 hour minimum.
7. *Students who fail to meet the maximum number of hours may be unable to graduate with their class.*

AN IMPORTANT MESSAGE TO PARENTS AND STUDENTS



The material contained in this Program of Studies is our best estimate of what will be offered during the 2019-2020 school year at Hudson High School. It may be necessary to make adjustments to course offerings based on course selection numbers, staffing levels, and/or the approved FY20 school budget.

GRADUATION REQUIREMENTS

(Approved by the Hudson School Committee – January 8, 2013)

In order to graduate, all students must earn a minimum number of 96 credits.

Students must earn passing grades in the courses listed below as well as pass ELA, Math and Science MCAS tests:

English	16 Credits	English 9, English 10, English 11, English 12
Mathematics	16 Credits	
Science	12 Credits	Must be lab-based science classes
Social Studies	12 Credits	US/World I (9), US/World II (10), US/World III (11)
World Language	8 Credits	Must be 2 courses of the same language
Wellness	8 Credits	One semester each year
Fine, Performing, or Applied Arts	2 Credits	One semester of music, drama, visual arts, technology, business, or family & consumer science

All of the credits above are earned in grades 9-12. No credits are earned in Grade 8 – this includes world language.

Students must accumulate the following number of minimum credits each year in order to remain with their graduating class:

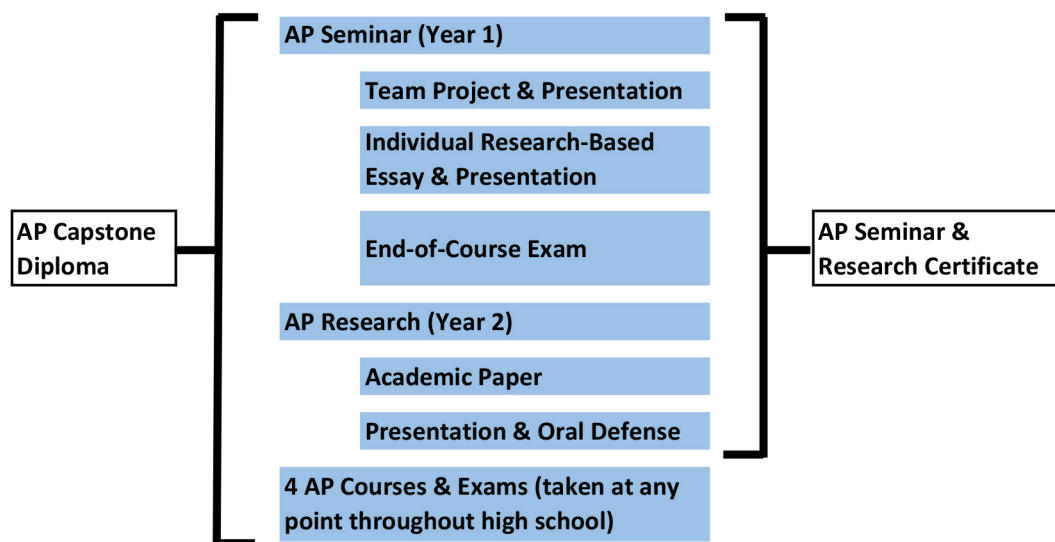
For a freshman to become a sophomore	24 Credits
For a sophomore to become a junior	48 Credits
For a junior to become a senior	72 Credits

Seniors must be passing **24 credits** on the April report card in order to be eligible to attend senior activities.

AP CAPSTONE PROGRAM

The College Board’s AP Capstone is an innovative college-level program based on two courses - AP Seminar and AP Research – that complement and enhance discipline-specific AP courses. The program immerses high school students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. This option allows students taking multiple AP courses to distinguish themselves to colleges and universities. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.



Course Offerings:

Advanced Placement Seminar	Advanced Placement Research
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AP Seminar 105 - 4 Credits

Advanced Placement - Grades 10-12

AP Seminar is an interdisciplinary course designed to help students build research and argumentation skills. Using an inquiry framework, students examine real-world issues through a variety of perspectives, analyzing the work of authors and researchers in many fields. Students practice synthesizing divergent perspectives and communicate these evidence-based arguments in writing and verbal presentations. Collaboration with peers is the backbone of the course, and students will also develop effective skills to work in a group.

AP Research 106 - 4 Credits

Advanced Placement - Grades 11-12 - Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question. In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their progress, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. (Taken from the AP Capstone Implementation Guide developed by the College Board)

ENGLISH LANGUAGE ARTS

Mr. Todd Wallingford, Director of Humanities, 978-567-6107 ext. 3

Email: twallingford@hudson.k12.ma.us

While engaged in authentic and challenging literacy experiences in reading, writing, listening and speaking, we provide rigorous, student-focused instruction that addresses the unique needs and talents of all students while stimulating their intellectual curiosity.

The English Language Arts Department offers a wide array of courses that aim to prepare students for college and career while challenging them to think deeply about issues that shape their lives. Through instruction that is aligned to the Massachusetts Curriculum Frameworks for English Language Arts and Literacy, student read a variety texts, write in multiple genres, develop stronger vocabulary and grammar, and practice their speaking and listening skills.

Students are required to enroll in one core English Language Arts class every year and may take additional electives. Writing well is a skill accomplished through active practice. It is a complex, recursive thinking process that requires the writer to move through several stages. All classes require extensive writing, formal and informal, that serves many purposes. Reading, too, is a complex skill that reaches far beyond mere decoding of words. Reading is taught as explicit processes, ones that all students can practice and improve. Students are taught how to be critical readers and consumers of multiple types of text. Through class discussions, students learn to construct meaning from text. They understand that interpretation and analysis require the application of evidence to support a position or thesis. Through critical and analytical reading, students deepen their ability to understand and discuss literature.

Throughout the year, the ideas and themes explored through these texts often build upon those studied in social studies, providing students with a cross-curricular insights. For instance, in grade 8, themes of personal, cultural, and institutional identity are explored throughout literature in English and through the study of citizenship in social studies. Additionally, this humanities experience extends to instruction in five core skill areas that serve students well beyond their classroom walls and their senior year - the ultimate goals of our course work. Through routine reflection on skill development, each student tracks growth and sets goals to become: an effective communicator, a critical thinker, an effective collaborator, a creative and innovative thinker, and an independent learner.

<i>Core Course Offerings</i>		<i>Elective Course Offerings and Pathways</i>
Grade 8	Essentials of English 8 - Academic	<u>Writing Electives:</u> Creative Writing 8 - Academic Elective Creative Writing I - Academic Elective Creative Writing II - Academic Elective <u>Journalism Electives:</u> Big Red Journalism I - Academic Elective Advanced Big Red Journalism - Honors Elective <u>Other English Electives:</u> Academic Literacy 8 - Academic Elective
	English 8	
Grade 9	Essentials of English 9/10 - Academic	
	English 9 - Academic	
	English 9 - Honors	
Grade 10	Essentials of English 9/10 - Academic	
	English 10 - Academic	
	English 10 - Honors	
Grade 11	Essentials of English 11/12 - Academic	
	English 11 - Academic	
	English 11 - Honors	
	Advanced Placement Language and Composition	
Grade 12	Essentials of English 11/12 - Academic	
	English 12: - Coming of Age Literature - Academic	
	English 12: - Coming of Age Literature - Honors	
	English 12: Dystopian Literature - Academic	
	English 12: Dystopian Literature - Honors	
	Advanced Placement Literature and Composition	

CORE ENGLISH COURSES

Essentials of English 8 194

Grade 8

While this course shares learning outcomes and themes of study with English 8 (184), it is designed with the structures and supports necessary to meet the specific needs of students who struggle significantly with reading and writing. Students explore themes of identity through multiple genres of text in order to become more effective in both written and spoken language. Through many types of writing, students begin to learn how to support a clear thesis with well developed ideas. Students recognize language conventions as they read and learn to incorporate correct grammar and usage into their own writing. Students contribute to class discussions in order to develop stronger oral communication skills and build active listening skills through a variety of methods.

English 8 184

Grade 8

In eighth grade English, students focus on sharpening their skills in reading, writing, grammar and vocabulary, as well as speaking and listening. While students read a vast selection of texts, most of these explore issues surrounding the creation of identity – the forces that shape and alter individual and institutional identities. Among these text are: *The Outsiders* by S.E. Hinton, *A Christmas Carol* by Charles Dickens, *Copper Sun* by Sharon Draper, *A Raisin in the Sun* by Lorraine Hansberry, *The Giver* by Lois Lowry, short stories from Edgar Allan Poe, as well as a variety of other short stories and poems. Students analyze author's craft and the ways writers develop their art in the English language. Students draft, revise, and edit their writing, as well as work on their speaking and listening skills. In collaborative environment, students strive to become confident and independent learners who think critically, creatively and communicate effectively across the curriculum and in their own lives.

Essentials of English 9/10 195 - 4 Credits

Academic - Grades 9-10

While this course shares learning outcomes and themes with the 9th and 10th grade English Language Arts courses, it is designed with the structures and supports necessary to meet the specific needs of freshmen and sophomores who struggle significantly with their literacy skills. Particular emphasis is placed on the development of student's reading comprehension, language skills (including vocabulary knowledge and development) and critical thinking skills. By exploring various themes through multiple genres of text (fiction, literary non-fiction, poetry, and film) students refine their writing skills and complete analytical, persuasive, and expository essays, along with personal and creative writing and a research project.

English 9 149 - 4 Credits

Academic - Grade 9

In this course, students study literature, writing, and vocabulary. Major texts include: *Lord of the Flies* by William Golding, *Romeo and Juliet* by William Shakespeare, *Animal Farm* by George Orwell, as well as many other short stories, essays, and poems. Students strengthen their close, critical reading skills through assessments that include: annotated texts, close readings, class discussions, exams, and analytical and personal essays. The course emphasizes deep understanding and inquiry of texts that often explore issues of justice, morality, and identity.

English 9 150 - 4 Credits

Honors - Grade 9

In this course, students study literature, writing, and vocabulary. Major texts include: *Lord of the Flies* by William Golding, *Romeo and Juliet* by William Shakespeare, *Animal Farm* by George Orwell, as well as many other short stories, essays, and poems. Students strengthen their close, critical reading skills through assessments that include: annotated texts, close readings, class discussions, exams, and analytical and personal essays. The course emphasizes deep understanding and inquiry of texts that often explore issues of justice, morality, and identity. Students who take the course for honors credit are subject to more rigorous grading standards on major assignments, complete reading and writing assignments that supplement the core academic texts, and are generally ready to work with a significant degree of independence.

English 10 123 - 4 Credits

Academic - Grade 10

In English 10, students examine the ways that stories hand down ideas, lessons, and world views about what makes us human. This process of storytelling and our ability to communicate – in oral and written form – is one of the most valuable ways in which we teach one another every day. Our stories are what bring us together as humans, and also what set us apart as individuals. Essential questions that focus the way students examine literature in grade ten include: How do writers provide insights into human experience through fictional means? How do writers use literary techniques to convey their ideas? What does it mean to be human? As students read, write, and learn about an author's craft, they come to understand that: writers often provide insights

into human experience through fictional means; writers use literary techniques to convey their ideas; careful, close reading helps us make meaning from a text; writers write with purpose to a specific audience. Major texts include, but are not limited to: The Adoration of Jenna Fox by Mary Pearson, Things Fall Apart by Chinua Achebe, To Kill A Mockingbird by Harper Lee, Macbeth by William Shakespeare, Outliers by Malcolm Gladwell, The Curious Incident of the Dog in the Night-Time by Mark Haddon, as well as much poetry, short fiction, and non-fiction selections.

English 10 121 - 4 Credits
Honors - Grade 10

In English 10, students examine the ways that stories hand down ideas, lessons, and world views about what makes us human. This process of storytelling and our ability to communicate – in oral and written form – is one of the most valuable ways in which we teach one another every day. Our stories are what bring us together as humans, and also what set us apart as individuals. While students focus on the same themes and literacy skills as students in Academic English 10, they are held to higher expectations regarding academic independence as well as the complexity and quantity of texts they read and write throughout the year. Essential questions that focus the way students examine literature in grade ten include: How do writers provide insights into human experience through fictional means? How do writers use literary techniques to convey their ideas? What does it mean to be human? As students read, write, and learn about an author’s craft, they come to understand that: writers often provide insights into human experience through fictional means; writers use literary techniques to convey their ideas; careful, close reading helps us make meaning from a text; writers write with purpose to a specific audience. Major texts include, but are not limited to: The Adoration of Jenna Fox by Mary Pearson, Things Fall Apart by Chinua Achebe, To Kill A Mockingbird by Harper Lee, Macbeth by William Shakespeare, Outliers by Malcolm Gladwell, The Curious Incident of the Dog in the Night-Time by Mark Haddon, as well as much poetry, short fiction, and non-fiction selections

Essentials of English 11/12 196 - 4 Credits
Academic - Grades 11-12

While this course shares learning outcomes and themes with other 11th and 12th grade English Language Arts courses, it is designed with the structures and supports necessary to meet the specific needs of juniors and seniors who struggle significantly with their literacy skills. Particular emphasis is placed on the development of student’s reading comprehension, language skills (including vocabulary knowledge and development) and critical thinking skills. By exploring various themes through multiple genres of text (fiction, literary non-fiction, poetry, and film) students refine their writing skills and complete analytical, persuasive, and expository essays, along with personal and creative writing and a research paper.

English 11 133 - 4 Credits
Academic - Grade 11

English 11 focuses on developing advanced writing, reading, thinking and communication skills to prepare students to meet their future goals beyond high school. The course helps students hone strategies for closely reading in order to comprehend, enjoy, and learn from many different types of complex texts, including short stories, drama, novels, poetry, movies, songs and personal essays. Students develop writing skills by practicing personal and analytical writing. They will also strengthen grammar and technical writing skills, develop structures for analytical thinking and writing, and learn strategies for using important details to support ideas in speaking and writing. A major topic of this course will be the role of storytelling in our lives and its expression in literature. Students read, write and discuss the ways people think about, and the ways writers write about, stories. Major texts may include, but are not limited to: The Great Gatsby by F. Scott Fitzgerald, The Things They Carried by Tim O’Brien, Twelfth Night by William Shakespeare, selected works by Sherman Alexie, and the film Big Fish. Throughout their studies, students consider: What is the power of the individual voice to make change? What roles do stories play in our lives? What is the story and who gets to tell it? How do the stories we tell and the language we use define who we are and how we think?

English 11 131 - 4 Credits
Honors - Grade 11

Honors English 11 students focus on the same themes and literacy skills as students in Academic English 11, advancing students’ thinking and communication skills in preparation for college and career success. Honors students are held to higher expectations regarding academic independence as well as the complexity and quantity of texts they read and write throughout the year. The course helps students hone strategies for closely reading in order to comprehend, enjoy, and learn from many different types of complex texts, including short stories, drama, novels, poetry, movies, songs and personal essays. Students develop writing skills by practicing personal and analytical writing. They will also strengthen grammar and technical writing skills, develop structures for analytical thinking and writing, and learn strategies for using important details to support ideas in speaking and writing. A major topic of this course will be the role of storytelling in our lives and its expression in literature. Major texts may include, but are not limited to: The Great Gatsby by F. Scott Fitzgerald, The Things They Carried by Tim O’Brien, Twelfth Night by William Shakespeare, Strength in What Remains by Tracy Kidder, and the film Big Fish. Throughout their studies, students consider:

What is the power of the individual voice to make change? What roles do stories play in our lives? What is the story and who gets to tell it? How do the stories we tell and the language we use define who we are and how we think?

Advanced Placement Language and Composition 148 - 4 Credits

Advanced Placement - Grades 11

AP English Language and Composition prepares students for much of the reading and writing in which they will engage in college. This course meets the standards of the Advanced Placement Program provided by the College Board, preparing students for the AP English Language and Composition exam. Students are required to take this exam in May. Students read texts from various genres purposefully and analytically. They respond to a range of literature in English, analyzing, summarizing, and interpreting texts, and expressing their ideas in discussion and writing. Students study what makes writing effective by reading nonfiction and fiction texts, and apply that study to their own writing. Students compose for different audiences and purposes. The course helps students become confident, effective writers and emphasizes the writing process: brainstorming, planning, pre-writing, drafting, editing, and revising. Students develop the knowledge and strategies needed to edit their own and others' work in peer critiques. Students use syntax, organization, levels of discourse, logic, diction, and detail to further their understanding as readers and effectiveness as writers.

English 12: Coming-of-Age Literature 143 - 4 Credits

Academic - Grade 12

Coming-of-age literature focuses on the transition from childhood to adulthood. Students examine their own coming-of-age journeys while studying selected texts from this genre. They examine the turning points in their lives, and in literary characters' lives, that determine individual paths to adulthood. Through literature and writing, students discuss how families, friends, societies, and psychologies shape peoples' morals and values. Finally, the class examines what it truly means to be an adult, and how one knows when he or she has achieved "adulthood." Major texts may include, but are not limited to, "The Body" by Stephen King, Frankenstein by Mary Shelley, Room by Emma Donoghue, Hamlet by William Shakespeare, as well as high-interest short stories, essays, and poems, and films. This course helps students develop the reading comprehension and writing skills needed in college and the workplace. Through personal writing, analytical essays, and business writing, students develop critical thinking skills and the ability to revise and improve their writing.

English 12: Coming-of-Age Literature 141 - 4 Credits

Honors - Grade 12

Coming-of-age literature focuses on the transition from childhood to adulthood. Students examine their own coming-of-age journeys while studying selected texts from this genre. They examine the turning points in their lives, and in literary characters' lives, that determine individual paths to adulthood. Through literature and writing, students discuss how families, friends, societies, and psychologies shape peoples' morals and values. Finally, the class examines what it truly means to be an adult, and how one knows when he or she has achieved "adulthood." Major texts may include, but are not limited to, "The Body" by Stephen King, Room by Emma Donoghue, Hamlet by William Shakespeare, Frankenstein by Mary Shelley, Another Brooklyn by Jacqueline Woodson, as well as high-interest short stories, essays, and poems, and films. In their senior year, students take greater responsibility for their learning. In this honors level course, students are expected to think more expansively, to draw comparisons among literary texts from different times and places, and to explore the significance of characters and themes to their own lives. Student writing includes persuasive, expository, personal, and analytical essays. Students work to make their writing more precise, concise, and concrete, and to develop a sense of their personal voice.

English 12: Dystopian Literature 143A - 4 Credits

Academic - Grade 12

Dystopian literature focuses on futuristic, "seemingly perfect" societies, but as readers soon find out, there is nothing perfect or free about these societies. These "perfect" societies face the same problems citizens face today, but they have often chosen solutions that have dire consequences. Students in this course examine the use of propaganda, the restriction of freedom, the constant surveillance, and the dehumanized state of these societies in short stories, novels, and films. While some of these texts are science fiction, not all of the reading falls into that category. Students read texts by Suzanne Collins, Margaret Atwood, Ray Bradbury, and many other accomplished writers. This course helps students develop the reading comprehension and writing skills needed in college and the workplace. Through personal writing, analytical essays, and business writing, students develop critical thinking skills and the ability to revise and improve their writing.

English 12: Dystopian Literature 141A - 4 Credits

Honors - Grade 12

Dystopian literature focuses on futuristic, "seemingly perfect" societies, but as readers soon find out, there is nothing perfect or free about these societies. These "perfect" societies face the same problems citizens face today, but they have often chosen

solutions that have dire consequences. Students in this course examine the use of propaganda, the restriction of freedom, the constant surveillance, and the dehumanized state of these societies in short stories, novels, and films. While some of these texts are science fiction, not all of the reading falls into that category. Students read texts by Suzanne Collins, Margaret Atwood, Ray Bradbury, and many other accomplished writers. In their senior year, students take greater responsibility for their learning. In this honors level course students are expected to think more expansively: to draw comparisons among literary texts from different times and places, and to explore the significance of characters and themes to their own lives. Student writing includes persuasive, expository, personal, and analytical essays. Students work to make their writing more precise, concise, and concrete, and to develop a sense of their personal voice.

Advanced Placement English Literature and Composition 151 - 4 Credits

Advanced Placement - Grade 12

Students participate in an Advanced Placement program that is part of a national program of college-level courses and exams for secondary school students. This course is intended to provide a challenge and an opportunity for driven students to work in greater depth and with more independence than they do in most high school courses. Literary analysis of various genres (short stories, novels, poetry, essays, and plays) is emphasized, as well as skills of written and oral expression. Students enrolled in the course are required to take the AP English Literature and Composition exam in May.

SPECIALTY ELECTIVE ENGLISH COURSES

Creative Writing 8 - 187

Academic Elective - Grade 8 - Semester

By focusing in on one type of writing at a time - a genre - students in this elective study how particular kinds of writers shape their ideas into the written word. Over the course of the semester, students read both extended and short texts, unlocking the key to successful writing. How does a successful biographer, columnist, or short story author write so well? What are the keys to writing great memoirs, graphic novels, or children's stories? As students develop a deeper understanding of each writer's craft, they begin to read like writers. In turn, inspired and influenced by the writers they have studied, students churn out great writing of their own.

Creative Writing I 110 - 2 Credits

Academic Elective - Grades 9-12 - Semester

Students with interest in writing and its process work in class and at home to improve their skill and style. Responses to reading, both formal and informal, help to structure the curriculum. Students are expected to participate actively by sharing their writing, contributing to class discussion, and critiquing each other's work. The course focuses on the personal essay with additional exposure to short stories, poetry, and drama.

Creative Writing II: Workshop for Publishing 109 - 2 Credits

Academic Elective - Grades 10-12 - Semester

This class is built for writers who aspire to sharpen their craft and take their work to publication. While students work in poetry, fiction and narrative nonfiction, the curriculum remains flexible enough for each student to focus in on a genre of choice. Fiction writers examine fundamental storytelling components including character, place, plot, structure, voice, dialogue, and point of view. Poets work each day to silence the editor in order to access original language and creative ideas, and then revive the editor to craft the beauty and wisdom of the poems. Nonfiction writers explore realms of truth, fact, and fiction as they read and write memoirs, profiles and stories of adventure, challenge, love, friendship, heartache, triumph and opportunity. Throughout the course, students read and study published works both for inspiration and to learn more about the craft. In a writers' workshop format, students provide feedback on one another's drafts in a communal and structured space that builds understanding of audience, voice, and style. Students also learn about the publication process, and are expected to submit their work for editorial review and publication.

Big Red Journalism 152 - 4 Credits

Academic Elective - Grades 9-12

In this course, students will contribute to our online newspaper (www.bigredhawks.com) that covers all aspects of the Hudson High School community. Students increase competence in all phases of journalism as well as study the rights and responsibilities of journalists. Students learn about reporting, writing and editing news, features, sports articles as well as opinion pieces. They practice covering school events and games on Twitter, Instagram, and Snapchat. Students learn how to create more visually appealing copy using Photoshop, InDesign, and flash animation. They also learn how to take captivating photographs to accompany their news and feature articles. Guest speakers from local newspapers provide students with behind-the-scenes advice on sports

reporting, editorial writing, editorial cartoons, local news coverage, and much more. To complete our course, students also study freedom of the press and the restrictions placed on student newspapers, copyright laws, and the production process.

Advanced Big Red Journalism 153 - 4 Credits

Honors Elective - Grades 10-12

Students who have successfully completed Journalism and want a leadership role on the newspaper should sign up for this honors level course in which they provide constructive criticism, help new journalists find story ideas and sources, and plan the production of each week's newspaper edition on the web. Students learn about editors' roles and responsibilities as well as the ethical dilemmas they often face. Students are in charge of a group of new students in the Journalism class, helping them to plan and improve their writing, photographs, and graphic design. This course may be taken over consecutive years, with students assuming increased responsibility for the newspaper's management each year.

Academic Literacy 8 171

Academic - Grade 8 - Semester

Designed specifically for students who struggle with their reading and writing skills, this class focuses on accelerating the fluency and comprehension skills of students who read below grade level. Instruction focuses on academic literacy skills that students must possess to achieve success across all disciplines and in standardized testing. Students work to develop skills and habits of effective readers and writers through instruction that emphasizes vocabulary development, comprehension strategies, and sustained reading.

SOCIAL STUDIES

Mr. Todd Wallingford, Director of Humanities, 978-567-6107 ext. 3

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While reading, writing, discussing, and thinking deeply about the past as well as their cultural and physical environment, we instruct students in the development the skills, knowledge, and dispositions necessary for informed and engaged civic lives.

The Social Studies and History Department offers a wide range of courses that aim to prepare students for college and career, developing their civic competence – the skills, knowledge, and dispositions we must all possess to be effective participants in our democracy. Instruction that is aligned to the Massachusetts History and Social Studies Framework provides students with ongoing practice in reading, writing, speaking, and listening, as well as routine opportunities to showcase these skills through authentic assessment activities.

Students are required to take a core course from grades 8 through 11 and may take additional electives each year. In grade 8, students explore the foundations of US government and develop the skills, knowledge, and dispositions necessary for active citizenship. Then, in their subsequent three years, US and World History are woven together; while a US narrative drives each course, events and themes in world history that impacted our nation are examined, as is our nation’s international influence. In this way, student understand the economic, political, and cultural forces that increasingly “globalize” our world. Meanwhile, students who opt to take electives can choose from a wide selection of courses which expand their thinking and help develop skills and perspectives to navigate their way through our increasingly complex world.

Across each year, social studies and English Language Arts courses share themes, providing students with cross-curricular humanities experiences. For instance, in grade 8, themes of personal, cultural, and institutional identity are explored throughout literature in English and through the study of civics in social studies. Additionally, this humanities experience extends to instruction in five core skill areas that serve students well beyond their classroom walls and their senior year - the ultimate goals of our course work. Through routine reflection on skill development, each student tracks growth and sets goals to become: an effective communicator, a critical thinker, an effective collaborator, a creative and innovative thinker, and an independent learner.

<i>Core Course Offerings</i>		<i>Elective Course Offerings and Pathways</i>
Grade 8	Civics: Citizenship in Action - Academic	<u>World Cultures Electives:</u> Traditional People-Modern Challenges in Latin America & Africa- Academic Elective Religion, Identity and Conflict in The Middle East - Academic Elective Eastern Faiths: Belief and Ways of Being - Academic Elective Traditional People-Modern Challenges in Oceania (Offered in alternate years; next offered 2020-2021) <u>Law and Decision-Making Electives:</u> Conflict Resolution - Academic Elective Contemporary Legal Issues - Academic Elective Sociology - Academic Elective Ethics - Academic Elective (Offered in alternate years; next offered 2020-2021) Psychology - Academic Elective Abnormal Psychology - Academic Elective Advanced Placement Psychology Advanced Placement United States Government & Politics <u>Other Social Studies Electives:</u> Contemporary World Issues - Academic Elective Economic Theories - Academic Elective The Cold War Era & Film - Academic Elective (Offered in alternate years; next offered 2020-2021)
Grade 9	Essentials US/World History 9 - Academic	
	US and The World History I - Academic	
	US and The World History I - Honors	
Grade 10	Essentials of US/World History 10 - Academic	
	US and The World History II - Academic	
	US and The World History II - Honors	
Grade 11	Essentials of US/World History 11 - Academic	
	US and The World History III - Academic	
	US and The World History III - Honors	
	Advanced Placement United States History	
Grades 8-10	US and The World History - Academic - For English language learners only	

CORE SOCIAL STUDIES COURSES

Grade 8 Social Studies: Civics - Citizenship in Action 384

Academic - Grade 8

This course explores the roots of American democracy, the role of citizens, and the institutions of American government. The course's first unit serves as a foundation, as students examine their own personal identity and their role as a part of a community. Students then explore the process by which American colonists formed a new independent society and the foundations of democratic government. Afterwards, the course examines the major principles and structures of American government. Finally, students study how the rights of American citizens have changed overtime and how to apply the skills of citizenship in a real world context. In the process, students hone their reading, writing, speaking, and listening skills to enable them to think and express their ideas as active citizens. Essential questions that focus the course include: What does it mean to be an active citizen? How do Americans work toward the common good?

Essentials of US/World History 9 390 - 4 Credits

Academic - Grade 9

This course is designed for grade 9 students who benefit from specialized instruction in the study of US and World History. While this course is aligned to common standards and covers content comparable to all grade 9 US and the World History I courses, students in this course have supports designed to meet the specific literacy needs with which they struggle. This course examines our nation's history and some of the international forces that shaped it, from the Revolutionary era to the end of the 19th Century.

US and The World History I 326 - 4 Credits

Academic - Grade 9

Freshmen pick up where they left off in grade eight social studies, at the Age of Exploration with the emergence of a global economy. While this course examines the American Revolution as forerunner to subsequent revolutions throughout the Western world, it also considers the events of the early republic in the context of these revolutions and other international and internal forces. Throughout the 19th Century, the unique history of our nation unfolded on a world stage on which it increasingly became a major player. As students study this history, they develop their abilities to read, think, and express themselves as historians. Students explore the following questions throughout each unit: What are my rights and responsibilities as a citizen of Hudson, the United States, and the world? How can beliefs and ideas affect change? How does the distribution of power shape society? How have geography, technology, and economics influenced historical events?

US and The World History I 327 - 4 Credits

Honors - Grade 9

Freshmen pick up where they left off in grade eight social studies, at the Age of Exploration with the emergence of a global economy. While this course examines the American Revolution as forerunner to subsequent revolutions throughout the Western world, it also considers the events of the early republic in the context of these revolutions and other international and internal forces. Throughout the 19th Century, the unique history of our nation unfolded on a world stage on which it increasingly became a major player. As students study this history, they develop their abilities to read and think, and express themselves as historians. Honors students explore the same content as those in the academic program, but are expected to work with more independence as they read, research, and write about social, political, economic, and cultural issues that arise throughout the course. Students explore the following questions throughout each unit: What are my rights and responsibilities as a citizen of Hudson, the United States, and the world? How can beliefs and ideas affect change? How does the distribution of power shape society? How have geography, technology, and economics influence historical events?

Essentials of US/World History 9/10 391 - 4 Credits

Academic - Grade 9/10

This course is designed for grade 9 and 10 students who benefit from specialized instruction in the study of US and World History in the 19th and 20th Century. While this course is aligned to common standards and covers content comparable to all grade 9 and 10 US and the World History courses, students in this course have supports designed to meet the specific literacy needs with which they struggle. This course examines our nation's history and some of the international forces that shaped it, from the founding of our nation through end of World War II

US and The World History II 301 - 4 Credits

Academic - Grade 10

This course examines our nation's history in the context of the international forces that shaped it, from the end of the 19th Century through the end of World War II. Throughout their studies, students consider various concepts related to power, progress and humanity in the context of global industrialism, imperialism, and world war. Students develop critical reading, writing,

and research skills by examining a wide variety of both primary and secondary source documents. They develop and employ historical thinking skills to understand the history of the increasingly complex and globalized world in which they live.

US and The World History II 302 - 4 Credits

Honors - Grade 10

This course examines our nation's history in the context of the international forces that shaped it, from the end of the 19th Century through the end of the World War II. Throughout the course, students consider various concepts related to power, progress and humanity in the context of global industrialism, imperialism, and world war. Students develop critical reading, writing, and research, skills by examining a wide variety of both primary and secondary source documents. They employ historical thinking skills to understand the history of the increasingly complex and globalized world in which they live. Honors students explore the same content as those in the academic program, but are expected to work with more independence as they read, research, and write about social, political, economic, and cultural issues that arise throughout the course.

Essentials of US and World History II 392- 4 Credits

Academic - Grades 11

Essentials history is designed to mirror the themes of Hudson High School's traditional 11th grade history program focusing on history from the 1950's-2009. The following themes are explored during each decade: American Influence in the World; Change (Politics, Culture); Conflict and Perspective as agents of change; and Relationship between Governments and People. The course emphasizes social history exposing students to the music, TV shows and films that defined a decade. Students will be learning about the United States alongside another country, be it Germany and the USSR in the 50's, Vietnam and China in the 60's, Iran in the 70's, or South Africa in the 80's. By turning their lens on the United States and then refocusing on another part of the world students will be able to compare, assess and analyze the trends that influence the course themes.

US and The World History III 328 - 4 Credits

Academic - Grade 11

Students in this course study historical developments in the United States and in other countries, as well as international relations, from the end of WWII to the present. Major course themes include the creation of national identity and interdependence in the Cold War era, attempts at progress and the relationship between governments and people, the realignment of alliances after the end of the Cold War, and the emergence of globalization and terrorism. Students examine the role of United States power in the post-WWII world and evaluate what role the US should take in the global arena today. Students utilize historical thinking to assess change and continuity in society and engage in decision-making analysis. Through simulations, discussions, primary and secondary source analysis, and examination of literature and film, students experience global events from a variety of historical perspectives. The goal of the course is to provide students with the opportunity to become more informed and engaged participants in the global community.

US and The World History III 329 - 4 Credits

Honors - Grade 11

Students in this course study historical developments in the United States and in other countries, as well as international relations, from the end of WWII to the present. Major course themes include the creation of national identity and interdependence in the Cold War era, attempts at progress and the relationship between governments and people, the realignment of alliances after the end of the Cold War, and the emergence of globalization and terrorism. Students examine the role of United States power in the post-WWII world and evaluate what role the US should take in the global arena. Students utilize historical thinking to assess change and continuity in society and engage in decision-making analysis. Through simulations, discussions, primary and secondary source analysis, and examination of literature and film, students experience global events from a variety of historical perspectives. The goal of the course is to provide students with the opportunity to become more informed and engaged participants in the global community. Students in this honors course explore the same content as the academic program, but they move at a faster pace, go into greater depth, engage in more independent work, demonstrate strong interest and inquiry, and publicly share their ideas and work on a regular basis.

Advanced Placement United States History 320 - 4 Credits

Advanced Placement - Grades 11-12

Advanced Placement United States History is the equivalent of a first-year college US history survey course. Throughout the year, students examine the political, social, economic, and cultural changes that have occurred in US history. The course emphasizes historical thinking skills, writing, primary/secondary source analysis, and historiography, and prepares students for the Advanced Placement United States History test, which enrolled students are required to take in May. Throughout the year, students are expected to take on the responsibility of independent learning, a skill necessary for success at the next academic level.

US and World History 323E - 4 Credits

Academic - Grades 8-10 - For English learners only

US and The World History is designed for beginner level English language learners. In this course, students are introduced to the foundational concepts and academic skills needed to succeed in the formal study of history. The class focuses on world and United States geography, political and economic systems, fundamental documents and events in US history, and the rights and responsibilities of citizenship. Students develop their skills through classroom analysis of primary and secondary source documents, including written texts, maps, and charts. Students also develop their skills through discussion, reading, writing, research, and presentations. This course aims to prepare English language learners for success in the core US and the World History courses at Hudson High School.

SPECIALTY ELECTIVE SOCIAL STUDIES COURSES

Traditional People-Modern Challenges in Latin America & Africa 361 - 2 Credits

Academic Elective - Grades 10-12 - Semester

Why is the Maasai way of life endangered? Why is written history more valued than oral storytelling? Who are the Baka, the Yanomami, the Dinka and what can we learn from them about our own humanity? This course offers students an opportunity to study the lands, cultures and people of Latin America and Africa through history, geography, literature, art, current events, philosophy and film. By examining the components of culture and how these components define the people who inhabit these regions, students will develop an understanding of what can be gained from preserving the ways of life of traditional peoples and how these cultures are threatened by modernization.

Religion, Identity and Conflict in the Middle East 362 - 2 Credits

Academic Elective - Grades 10-12 - Semester

Why is religion such a powerful cultural force? What do people do for faith? How does power influence the behavior of members of a community? WC Middle East will provide students with the opportunity to examine this region of the world through geography, literature, film, politics and religion. Judaism and Islam will be examined as students explore communities and conflict. The Israeli-Palestinian conflict, how fundamentalism shaped the nation of Afghanistan and the long history shared by the US and Iran, will be some of the topics explored in this course. Debate, dialogue and role play will provide students with the opportunity to compare their values and culture with that of the people that live in these regions of the world. Politics, religion and current events will shape our study during this semester long World Cultures elective.

Eastern Faiths: Belief and Ways of Being 363 - 2 credits

Academic Elective - Grades 10-12 - Semester

WC Eastern Faiths offers students an opportunity to get to know themselves and what they believe. Students will develop a familiarity with mindfulness and meditation and understand the spiritual roots of these practices as they explore the intersection of belief and culture for the people of India, China and Japan. The question, "Why is religion such a powerful cultural force?" will be the focus of study as students develop a deeper understanding of Hinduism, Buddhism, Daoism, Confucianism and Shintoism and how these beliefs shape cultural practice. During this semester long course students will explore the history and mythology of each of these faiths through reading religious texts, discussion and project based learning. Whether becoming a creating an on-line profile for a Hindu deity, designing a school that reflects Daoist philosophy, or examining the role of fear/superstition in Shintoism, students will begin to understand the influence of faith on the components of a culture and in the process become more aware of who they are.

Traditional People-Modern Challenges in Oceania 309 - 2 Credits (Offered in alternate years; next offered 2020-2021)

Academic Elective - Grades 10-12 - Semester

What role does body art play in Maori culture? How have the Aborigines been able to exist for +40,000 years on the island of Australia? How do the values of the traditional cultures of New Guinea influence how islanders deal with conflict? Who are the Kombai, Asmat and Dani and what can we learn from them about our own humanity? This course offers students an opportunity to study the traditional peoples of Oceania, their lands, cultures, history, geography, literature, art, and philosophy. WCO will examine the impact of modern problems on these traditional people. By exploring the components of culture and how these components define the people who follow them, students will develop an understanding of what can be gained from preserving traditional cultures and how these cultures are coping with influences from the modern world.

Conflict Resolution: Leadership through Mediation 364 - 4 Credits

Academic Elective - Grades 9-12

Conflict is a normal part of life that we encounter in our relationships with friends, family, and classmates. Conflict also exists between different groups in our communities and at the global level between and within nations. Good leadership is essential

at all of these levels to ensure that conflicts are dealt with constructively rather than destructively. This course explores the phenomenon of conflict, focusing on various nonviolent strategies for managing, resolving, and transforming it. Major areas of study include causes of conflict, individual conflict styles, mediation, negotiation, and arbitration strategies, and techniques for effectively preventing conflict. Students taking this course are trained as peer mediators who support students in resolving interpersonal conflicts, and also teach a variety of conflict prevention lessons throughout our school community over the course of the year. Skills gained in this course - including interpersonal communication, analysis, presentation/teaching, and mediation/conflict resolution - will continue to be relevant and useful in students' relationships, education, and workplace.

Contemporary Legal Issues 345 - 2 Credits

Academic Elective - Grades 10-12 - Semester

Contemporary Legal Issues introduces students to the justice system through an analysis of current topics and cases in the news. Investigation of legal fields including constitutional, criminal, family, and workplace law allow students to understand how the legal system works and its role in their lives. Through an exploration of the corrections system and a field trip to Norfolk Prison, students wrestle with questions of when and how justice is served. A major goal of the course is for students to think critically about how the legal system is currently implemented and the role played by individual lawmakers, criminal justice professionals, and citizens. Research, analysis of current events, discussions, debates and seminars are important components of the class. Mock trials, field trips, simulations, and guest speakers are also critical to student learning. Students wishing to earn honors credit may contract to fulfill additional requirements, including research on the impact of Supreme Court decisions and presentations of a series of current events.

Sociology 344 - 4 Credits

Academic Elective - Grades 10-12

Sociology is the study of how human beings are shaped by their social environment. Every society has specific systems that have been created to allow us to live together in an organized and coherent way rather than in chaos - sociology creates the opportunity for us to investigate these systems. In doing so, we gain a deeper understanding of ourselves and the world we live in. The course begins by examining sociological theories and learning the research methods used by social scientists. Students then put their knowledge to work in their examination of topics such as culture, socialization and social development, social institutions (including the family, media, educational system, and religious organizations), conformity and deviance, and diversity. Students are expected to hone a variety of academic and social skills in the course. Therefore, they write and read extensively, participate thoughtfully in a variety of discussion styles and activities, engage in simulations, give presentations, and execute authentic research projects.

Ethics 343 - 2 Credits (Offered in alternate years; next offered 2020-2021)

Academic Elective - Grades 10-12 - Semester

Ethics describes a set of moral principles that dictate conduct. This course investigates applied ethics which focuses on specific moral issues in contemporary life. The course is not designed to promote a particular ethical system or set of answers to moral questions; instead, it is designed to challenge students to examine their own thinking and to improve their ability to think critically about ethical debates and to explain, defend, and implement their own system of ethics. The course begins with an introduction to ethical reasoning and systems of ethical thought. A variety of ethical issues are then chosen by class participants, allowing a wide array of topics on which to focus our analysis. Topics may include abortion, legalization of marijuana, death penalty, drone strikes, physician assisted suicide, as well as other subjects taken from the news and current debate. The course is conducted as a seminar where class dialogue and debate, analysis of ethical scenarios, reading, writing, listening, and presenting are the primary modes of instruction and evaluation. Students leave the course with a variety of tools that they can apply to understanding and resolving future ethical dilemmas.

Psychology 346/352 - 4 Credits

Academic Elective - Grades 11-12

Psychology is the study of human behavior and mental processes. This survey course presents an overview of topics, including the history of psychology, the brain and behavior, sensation and perception, learning, memory, abnormal psychology, states of consciousness, and social psychology. Unit assessments include exams, formal writing pieces, and both group and individual projects. A major goal of the course is to increase students' understanding of why people do what they do and think what they think. Students can also expect to learn how psychology applies to their own lives. Students develop speaking, writing, reading, and listening skills through class discussion, frequent readings, class simulations and demonstrations, popular film, and both formal and informal writing assignments.

Abnormal Psychology 366 - 2 Credits

Academic Elective - Grades 10-12 - Semester

This semester long course investigates the different categories of mental disorders as defined by the current Diagnostic Statistical Manual (DSM). Symptoms, diagnosis, and treatment of mood, personality, anxiety, schizophrenic, and developmental disorders are studied through readings, films, and case studies. Major goals of the course are for students to recognize common misconceptions about mental illness, to understand the prevalence of mental illness in the United States, and to investigate the ethics of diagnosis and treatment. Students also develop their skills through discussion, reading, writing, research, and presentations. The course culminates in a service-learning project intended to raise community awareness of mental illness.

Advanced Placement Psychology 351 - 4 Credits

Advanced Placement Elective - Grades 11-12

This survey course provides students with the opportunity to explore different areas in the world of psychology. Students work together to learn about the major areas associated with human thought and behavior. From Freud to Skinner to Piaget, students examine classical theories of psychology and investigate fourteen units of study, including the brain and behavior, learning, sensation and perception, cognition, abnormal behavior, and social psychology. Students question why people act and feel the way they do and what motivates behavior. Together, students work to achieve a primary goal of psychology: a great understanding of the human mind and behavior. Additionally, students leave the course with a greater understanding of themselves. Students are expected to read and write independently in this fast-paced course. Students can expect frequent multiple choice exams, along with frequent practice and assessment of Free Response Questions (FRQ's) designed to prepare students for the AP Psychology exam. As students work to develop their ability to read and analyze a college-level text, listening, reading, and writing skills are emphasized throughout the course. This course is equivalent to an introductory college course in psychology and prepares students to take the AP Psychology exam in May, a requirement of all students enrolled in the class.

United States Government & Politics 239 - 4 Credits

Advanced Placement Elective - Grades 11-12

This course gives students an analytical perspective on government and politics in the United States, including the study of general concepts used to interpret US politics and the analysis of specific examples. The course develops students' familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. Topics such as constitutional underpinnings of United States Government, political beliefs and political behaviors, public policy, institutions of national government, civil rights, and civil liberties are covered in this course. This course requires students to answer analytical and interpretive free-response questions on a frequent basis, along with practice analyzing and interpreting data and other information relative to US government and politics. Students are required to take the AP exam in United States Government and Politics in May.

Contemporary World Issues 370 - 2 Credits

Academic Elective - Grades 8-9 - Semester

This course introduces students to issues that influence our lives as both citizens of the US and the World. Students will investigate a variety of topics, including the pressing economic, environmental, health, and human rights issues of our age. Each class is designed around the unique interests of its students, as they participate in a decision making process to identify the areas of focus. We will examine issues from multiple angles and through multiple sources with the goals of both formulating a point of view and developing the skills necessary to ask critical questions. Using a variety of media, the course emphasizes reading, writing, speaking, listening, and leadership skills.

Economic Theories 306/306A - 2 Credits

Academic Elective - Grades 10-12 - Semester

Economic literacy is increasingly essential to understanding how our nation and our world function. How does our market system work? How do individuals, households, and companies make economic decisions? Do CEOs and professional athletes earn their salaries? What are the costs and benefits of trade? Where do I fit in the global marketplace? Answering these questions necessitates a fundamental understanding of economic reasoning and core economic concepts. In this course, students first learn about basic economic concepts and various economic philosophies and systems, especially the US system and market theory. Then, students apply their knowledge and skills to analyze a number of contemporary US economic issues: rationing of goods and services, the role of greed in our economy, minimum wage, banking and interest rates, and price gouging during natural disasters. Finally, students analyze the events and circumstances that brought about the financial crisis in 2008 and the role of the government in stemming the tide of that crisis. Ambitious students may enroll in this course for honors credit, which requires them to read and write more extensively as well as complete independent projects aligned to course goals.

The Cold War Era and Film 440 - 2 Credits (Offered in alternate years; next offered 2020-2021)

Academic Elective - Grades 10-12 - Semester

This class looks at an intersection between art and cultural context by examining an historical era during which the film community became directly intertwined with politics. During the Cold War, fear of communist espionage and infiltration, nuclear war and disaster, as well as many other sources of panic governed Hollywood and the nation. Through the avenues of direct plot lines, allegories, and satire, Hollywood displayed in its films these fears that swept across the United States. Students analyze and discuss films and their historical and cultural context in an attempt to gain a greater understanding of this important historical era. This approach allows students to see history through the eyes of those who experienced it, understand that films serve as avenues for political and cultural commentary, and helps to develop media literacy skills. In addition, students make connections from what they learn about film and culture during the Cold War to current issues in the film industry, culture, and government in post-9/11 United States. Interested students may take this class for honors credit. Honors students delve deeper into Cold War history by reading and analyzing various secondary works of history on topics the class studies. In addition to completing all of the required class work, students on the honors track are expected to regularly complete additional readings or assignments.

MATHEMATICS

Mr. Robert Knittle, PK-12 Director of Mathematics, 978-567-6107 ext. 133

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The mission of the Hudson Mathematics Program is to create an environment where reflective students can think strategically, methodically, and analytically as independent and collaborative learners, thus enabling them to have solid transferable math, logic and literacy skills in all parts of their lives. Through these skills and enhanced by multiple models of learning, students will become lifelong learners who are prepared to meet the demands of their chosen profession and become an effective citizen in our global community. We believe in helping students to think critically and creatively, to solve rigorous and authentic problems and to collaborate effectively. Problem solving, logic and reasoning, along with communicating effectively through reading, writing and speaking the language of mathematics, are at the core of the Hudson High School math program. We will enable all students to thrive and succeed in and beyond the classroom regardless of ability level, so that they can become productive citizens. Students will gain college and career-ready math skills by taking math courses in a variety of topics, including Algebra, Geometry, Calculus, and Statistics. Four years of mathematics is required for graduation. The minimum requirement in math for admission to Massachusetts state colleges is Algebra I, Geometry, and Algebra 2.

Each student should purchase a scientific calculator as these will be used frequently in class and are allowed on standardized tests (MCAS, SATs & ACTs). The Texas Instruments graphing calculators are the most universally used model for this technology. We recommend either the TI-84 Plus or the TI-84 Plus CE graphing calculator for all math classes, and will support students in learning to use these calculators. Students will benefit from having their own calculator for use at school and at home. While there are smartphone applications that will have the same functionality as a Texas-Instruments graphing calculator, students are not permitted to use phones, tablets, or similar devices when taking high-stakes tests.

Course Offerings:

Math 8 - Academic	Pre-Calculus - Academic
Accelerated Math 8 - Academic	Pre-Calculus - Honors
Algebra I 8 - Honors	Calculus - Honors
Algebra I 9 - Academic	Advanced Placement Calculus AB
Algebra I 9 - Honors	Advanced Placement Calculus BC
Geometry - Academic	Functions and Operations - Academic
Geometry - Honors	Intermediate Algebra - Academic
Algebra II - Academic	Essentials Math 8 - Academic
Algebra II - Honors	Essentials Math 9 - Academic
Statistics - Academic	Essentials Math 10 - Academic
Statistics - Honors	Essentials Math 11 - Academic
Advanced Placement Statistics	Essentials Math 12 - Academic

Movement Between Math Levels

Students seeking to move from an academic level mathematics course into an honors level mathematics course must consistently earn a minimum grade of A- on academic level course assessments or obtain approval of the teacher and curriculum director.

For a student in an honors mathematics course to continue with an honors mathematics course the following year, the student must consistently earn a minimum grade of C- on honors level course assessments or obtain approval of the teacher and curriculum director.

<u>Grade 8</u>		<u>Grade 9</u>		<u>Grade 10</u>		<u>Grade 11</u>		<u>Grade 12</u>	
									AP Calculus BC
							Honors Pre Calculus		AP Calculus AB
					Honors Algebra 2				AP Statistics
Honors Algebra 1		Honors Geometry					Academic Pre Calculus		
		Academic Geometry		Academic Algebra 2					Honors Calculus
									Honors Statistics
							Honors Algebra 2		Honors Pre Calculus
		Honors Algebra 1		Honors Geometry			Academic Algebra 2		
Math 8 Accelerated		Academic Algebra 1		Academic Geometry					Functions & Operations
Math 8 Academic							Intermediate Algebra		Academic Statistics
									Academic Algebra II

Math 8 285

Academic - Grade 8

Grade 8 mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics: Integer Exponents and Scientific Notation; The Concept of Congruence; Similarity; Linear Equations; Examples of Functions from Geometry; Linear Functions; Introduction to Irrational Numbers Using Geometry. Based on level of mastery students will move to Algebra I (Honors or Academic).

Accelerated Math 8 286

Academic - Grade 8

Grade 8 mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics at an in-depth level: Integer Exponents and Scientific Notation; The Concept of Congruence; Similarity; Linear Equations; Examples of Functions from Geometry; Linear Functions; Introduction to Irrational Numbers Using Geometry. Based on level of mastery students will move to Algebra I (Honors or Academic).

Algebra I 8 284

Honors - Grade 8 - Prerequisite: 7A Math and teacher recommendation

This fast-paced course is for highly motivated students with a strong mathematical background in number sense, patterns, and functions; geometry and measurement; data and statistics; and integer manipulation. Students in this course will be expected to master both Grade 8 Math and Algebra 1 topics. Students will apply linear and quadratic models to data that exhibit these relationships and use various methods for analyzing, and solving these functions. Students will contrast linear and exponential relationships to deepen and extend their understanding of these models. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics at an in-depth level: Congruent and Similar Shapes; Relationships Between Quantities and Reasoning with Equations and Their Graphs; Linear and Exponential Functions; Polynomial and Quadratic Expressions, Equations, and Functions; A Synthesis of Modeling with Equations and Functions. Based on level of mastery students will move to Geometry (Honors or Academic).

Algebra I 213 - 4 Credits

Academic - Grades 9-10 - Prerequisite: Math 8

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students will deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics: Relationships Between Quantities and Reasoning with Equations and Their Graphs; Linear and Exponential Functions; Polynomial and Quadratic Expressions, Equations, and Functions; A Synthesis of Modeling with Equations and Functions. Based on level of mastery, students will move to Geometry (Honors or Academic).

Algebra I 215 - 4 Credits

Honors - Grades 9-10 - Prerequisite: Math 8 and teacher recommendation

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students will deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics at an in-depth level: Relationships Between Quantities and Reasoning with Equations and Their Graphs; Linear and Exponential Functions; Polynomial and Quadratic Expressions, Equations, and Functions; A Synthesis of Modeling with Equations and Functions. Based on level of mastery, students will move to Geometry (Honors or Academic).

Geometry 222 - 4 Credits

Academic - Grades 9-10 - Prerequisite: Algebra I

The fundamental purpose of this course is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry Through Coordinates; Circles With and Without Coordinates. Based on level of mastery, students will move to Algebra II (Honors or Academic) or Intermediate Algebra (Academic).

Geometry 221 - 4 Credits

Honors - Grades 9-12 - Prerequisite: Algebra I and teacher recommendation

The fundamental purpose of this course is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics at an in-depth level: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry Through Coordinates; Circles With and Without Coordinates. Based on level of mastery, students will move to Algebra II (Honors or Academic).

Intermediate Algebra 248 - 4 credits

Academic - Grade 11 - Prerequisite: Geometry and teacher recommendation

This course is intended for students who have completed Algebra 1 and Geometry, but may not have built a solid mathematical foundation for the concepts that you will study in your college math courses. You will explore the relevance of mathematics to the real world through a variety of practical, real-life applications. Topics discussed in this course include several fundamental concepts of algebra including equations and inequalities, along with linear, quadratic, exponential functions, trigonometry, and discrete math. Emphasis will be placed on real-world applications of these topics and bringing mathematical thinking to life. The pace of this course will be fairly deliberate, recognizing the need to review previously learned concepts. TI 84/84 Plus graphing calculators will be used extensively to assist students in understanding new concepts and in completing assignments. Based on level of mastery, students will move to Algebra 2 Senior year, and possibly Statistics.

Algebra II 233 - 4 Credits

Academic - Grades 10-12- Prerequisite: Geometry

Building on their work with linear, quadratic, and exponential functions, students will extend their repertoire of functions to include polynomial, rational, trigonometric, and logarithmic functions. Students 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. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics: Polynomial, Rational, and Radical Relationships; Trigonometric Functions; Exponential and Logarithmic Functions. Based on level of mastery, students will move to Pre-Calculus (Honors or Academic) or Statistics.

Algebra II 212 - 4 Credits

Honors - Grades 9-12 - Prerequisite: Geometry and teacher recommendation

Building on their work with linear, quadratic, and exponential functions, students will extend their repertoire of functions to include polynomial, rational, trigonometric, and logarithmic functions. Students 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. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics at an in-depth level:

Polynomial, Rational, and Radical Relationships; Trigonometric Functions; Exponential and Logarithmic Functions. Based on level of mastery, students will move to Pre-Calculus (Honors or Academic) or Statistics.

Statistics 249 - 4 Credits

Academic - Grade 12 - Prerequisite: Algebra II or teacher recommendation

This course will explore statistical basics and applications to other academic disciplines. The focus will be on data collection, interpretation and probability. Descriptive analysis will be conducted through simulated activities.

Statistics 250 - 4 Credits

Honors - Grade 12 - Prerequisite: Algebra II and teacher recommendation

Students will learn fundamental concepts of statistical analysis and basic mathematical modeling. Additionally, students will learn about probability concepts and explore the fundamentals of random probability and study the basics of statistical inference. Practical problems will be discussed throughout the course.

Advanced Placement Statistics 253 - 4 Credits

Advanced Placement - Grades 11-12 - Prerequisite: Honors Algebra II and teacher recommendation

Students in this course will be required to take the AP Statistics Test. A TI-83 or 84 calculator is required for this course. AP Statistics is an applied mathematics course for advanced juniors and seniors. Topics include examining distributions, examining relationships, producing data, determining sampling distributions, and generating probability. Estimation, hypotheses testing and interval estimation with application to classical models will also be studied. Laboratories include activity based learning and computer usage.

Pre-Calculus 232 - 4 Credits

Academic - Grades 11-12 - Prerequisite: Algebra II

Extending their understanding of complex numbers to points in the complex plane, students will come to understand that a point in the plane can be identified with a complex number and that multiplying a number $a + bi$ by a complex number z amounts to rotating and dilating the associated point (a, b) in the plane about the origin. Matrices are studied as tools for performing rotations and reflections of the coordinate plane, as well as for solving systems of linear equations. Inverse functions are explored as students further study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. Throughout the course students will have the opportunity to strengthen and refresh their algebra skills and expand their knowledge and use of graphing calculators. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics: Complex Numbers and Transformations; Vectors and Matrices; Rational and Exponential Functions; Trigonometry. Based on level of mastery, students will move to Calculus or Statistics.

Pre-Calculus 231 - 4 Credits

Honors - Grades 10-12 - Prerequisite: Algebra II and teacher recommendation

Extending their understanding of complex numbers to points in the complex plane, students will come to understand that a point in the plane can be identified with a complex number and that multiplying a number $a + bi$ by a complex number z amounts to rotating and dilating the associated point (a, b) in the plane about the origin. Matrices are studied as tools for performing rotations and reflections of the coordinate plane, as well as for solving systems of linear equations. Inverse functions are explored as students further study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. Throughout the course students will have the opportunity to strengthen and refresh their algebra skills and expand their knowledge and use of graphing calculators. Through the use of manipulatives, cooperative learning, and “real life” scenarios, students will study the following topics at an in-depth level: Complex Numbers and Transformations; Vectors and Matrices; Rational and Exponential Functions; Trigonometry. Based on level of mastery, and student interest students will move to Calculus or Statistics, including the Advanced Placement level.

Calculus 241 - 4 Credits

Honors - Grades 11-12 - Prerequisite: Pre-Calculus and teacher recommendation

This is an introductory calculus course designed for students who are interested in mathematics or science and planning to take calculus in college. Topics covered include a complete study of the derivation and integration of functions and their applications.

Advanced Placement Calculus AB 251 - 4 Credits

Advanced Placement - Grades 11-12 - Prerequisite: Honors Pre-Calculus and teacher recommendation

Students taking AP Calculus AB will be required to take the Advanced Placement Calculus AB test. A TI-83 or 84 calculator is required for this course. Calculus AB is equivalent to Calculus I in college. Advanced Placement Calculus AB is primarily

concerned with developing the student's 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 and problems being expressed graphically, numerically, analytically, and verbally.

Advanced Placement Calculus BC 254 - 4 Credits

Advanced Placement - Grades 11-12 - Prerequisite: Honors Pre-Calculus and teacher recommendation

Students taking AP Calculus BC will be required to take the Advanced Placement Calculus BC test. A TI-83 or 84 calculator is required for this course. Calculus BC is equivalent to Calculus I and II in college. This course will cover all the topics from Calculus AB 251 in addition to improper integrals, Taylor polynomials, Taylor series, parametric and polar functions.

Functions and Operations 261 - 4 Credits

Academic - Grade 12 - Prerequisite: Algebra II and teacher recommendation

The focus of this course is to reinforce previous math function and operation skills. Students will explore topics from previous courses to continue to build their conceptual understanding as they prepare for college placement tests and/or using math beyond high school.

Essentials Math 8 262

Academic - Grade 8

This course will focus upon student's individual needs in preparation for success in further secondary mathematics courses. Through the use of manipulatives, cooperative learning, and "real life" scenarios, this course allows students to explore manipulation of whole numbers, decimals, fractions, integers and rational numbers, solving one and two step equations, probability and geometry. Students will discover algebraic expressions, solving equations, setting up and solving proportions, and graphing equations. Based on level of completion, students will move to Essential Math 9 or Algebra I.

Essentials Math 9 263 - 4 Credits

Academic - Grade 9 - Prerequisite: Essential Math 08

This course will focus upon students' individual needs in preparation for success in further secondary mathematics. During this course students will review basic math facts, all Pre-Algebra concepts, and begin studying Algebra I topics. This course will utilize manipulatives, math labs, problem-solving techniques, lecture, and test-taking skills in mathematics. Course instruction will be focused on each student's specific improvement area as indicated by performance objectives (computation, measurement, number sense, algebra, geometry, etc.). Instruction will include data from multiple assessment formats. Based on level of completion, students will move to Essential Math 10, Algebra I, or Geometry.

Essentials Math 10 264 - 4 Credits

Academic - Grade 10 - Prerequisite: Essential Math 09

This course will focus upon students' individual needs in preparation for success in further secondary mathematics courses. During this course students will review most Algebra I and Geometry concepts, and prepare for further secondary mathematics. This course will utilize manipulatives, math labs, problem-solving techniques, lecture, and test-taking skills in mathematics. Course instruction will be focused on each student's specific improvement area as indicated by performance objectives (computation, measurement, number sense, algebra, geometry, etc.). Instruction will include data from multiple assessment formats. Based on level of completion, students will move to Essential Math 11, Geometry, Intermediate Algebra or Algebra II.

Essentials Math 11 265 - 4 Credits

Academic - Grade 11 - Prerequisite: Essential Math 10

This course will focus upon students' individual needs in preparation for success in further secondary mathematics courses. During this course students will continue to expand upon Algebra I concepts, Geometry concepts, and preview Algebra II concepts. This course will utilize manipulatives, math labs, problem-solving techniques, lecture, and test taking skills in mathematics. Course instruction will be focused on each student's specific improvement area as indicated by performance objectives (computation, measurement, number sense, algebra, geometry, etc.). Instruction will include data from multiple assessment formats. Based on level of completion, students will move to Essential Math 12 or Algebra II.

Essentials Math 12 266 - 4 Credits

Academic - Grade 12 - Prerequisite: Essential Math 11

This course will focus upon students' individual needs in preparation for connecting classroom math skills to real-world applications. During this course, students will continue to expand upon Geometry and Algebra II concepts. This course will utilize manipulatives, math labs, problem-solving techniques, lecture, and test taking skills in mathematics. Course instruction

will be focused on each student's specific improvement area as indicated by performance objectives (computation, measurement, number sense, algebra, geometry, etc.). Instruction will include data from multiple assessment formats.

Algebra I 513E - 4 Credits

Academic - Grades 8-10 (For English language learners only)

This course is designed for beginner level English language learners. Students will learn the foundational math concepts and language skills needed to succeed in the formal study of math in English. Students will study the standard Algebra I curriculum aligned to the Massachusetts state frameworks, including manipulation of whole numbers, decimals, fractions, integers and rational numbers, solving one and two step equations, probability and geometry. Students will learn about factoring and quadratics, simplifying rational expressions and the laws of exponents. Students develop their skills through classroom discourse, whole group activities, use of manipulatives, small group work, and individual work in class and at home. This course will prepare students for success in future math classes with their English-speaking peers. Based on level of mastery and language acquisition skills, students will move to Geometry.

SCIENCE

Ms. Sarah Davis, PK-12 Director of Science, 978-567-6107 ext. 148

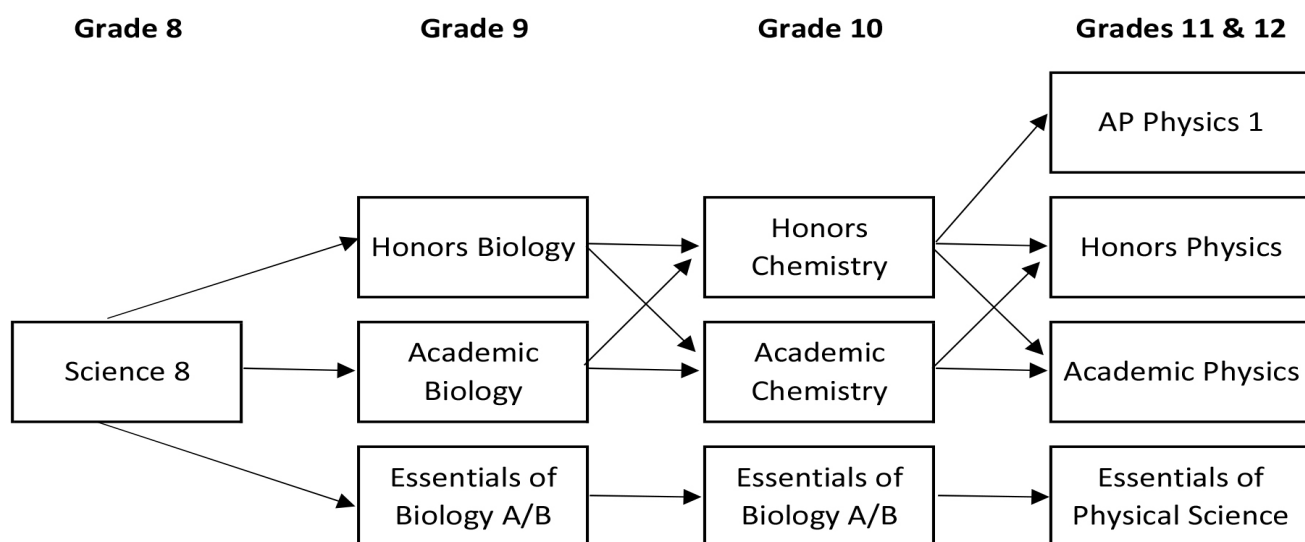
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We will challenge students to investigate scientific problems and create novel solutions, and to use their scientific knowledge to take action and lead in their local and global communities.

The typical course of science study is a three-year sequence of Biology, Chemistry, and Physics. In addition to this core coursework, students are encouraged to choose from a rich array of electives starting in Grade 9 and offered up through Grade 12. All science courses focus on the practices of experimental design, analyzing and interpreting data, modeling, constructing explanations, and arguing from evidence. In a time of ever-increasing emphasis on the sciences, the Hudson High School program is designed to grow students who are ready to think critically, problem-solve creatively, and act to improve the lives of those around them.

All 9th graders are required to take a course in Biology, and Hudson High School students typically take Biology MCAS in spring of the 9th grade.

Science Courses & Electives



<i>Core Course Offerings</i>		<i>Advanced Placement Science Courses</i>
Grade 8	Science 8 - Academic	<i>Advanced Placement Science Courses</i> Advanced Placement Biology (10-12) Advanced Placement Environmental Science (11-12) (next offered in 2020-2021) Advanced Placement Chemistry (11/12) Advanced Placement Physics 1 (11) Advanced Placement Physics C (12)
Grade 9	Essentials of Biology A/B - Academic	
	Biology - Academic	
Grade 10	Biology - Honors	
	Essentials of Biology A/B - Academic	<i>Specialty Science Electives</i> Principles of Biomedical Science (9-10) - Academic/Honors Elective Human Body Systems (10-12) - Academic/Honors Elective Anatomy and Physiology I (11-12) - Academic Elective Anatomy and Physiology II (12) - Honors Elective Athletic Training (11-12) - Academic Elective Marine Ecology (10-12) - Academic Elective Astronomy (10-12) - Academic Elective Forensics (11/12) - Academic Elective
	Chemistry - Academic	
Chemistry - Honors		
Grades 11/12	Essentials of Physical Science - Academic	
	Physics - Academic	
	Physics - Honors	
	Advanced Placement Physics I	

CORE SCIENCE COURSES

Science 8 584

Academic - Grade 8

This course offers an integrated study of physical, life, and earth sciences through a hands-on approach. Topics of study include reasons for seasons, weather and climate, heredity, and atomic interactions. Throughout the course, students will be asked to design investigations, analyze data, construct explanations, and argue from evidence. By the end of this course, students will be prepared to take the Grade 8 STE Massachusetts Comprehensive Assessment System (MCAS) test.

Biology 519 - 4 Credits

Honors - Grades 9-12 - (Lab Science) - Prerequisite: Teacher recommendation

Honors Biology is an accelerated introductory, inquiry-based lab course. Topics of study include biochemistry, cell structure and function, genetics, evolution, biodiversity, ecology, and anatomy and physiology. This course provides a foundation for those students wishing to pursue a career in a field related to life science. In addition to teacher recommendation, a solid understanding of Grade 8 Science content and skills is required. By the end of this course, Grade 9 students will be prepared to take the Biology Massachusetts Comprehensive Assessment System (MCAS) test.

Biology 522 - 4 Credits

Academic - Grades 9-12 (Lab Science)

Academic Biology is an introductory, inquiry-based lab course. Topics of study include biochemistry, cell structure and function, genetics, evolution, and ecology. The laboratory component provides students with the opportunity to explore and apply biological concepts. By the end of this course, Grade 9 students will be prepared to take the Biology Massachusetts Comprehensive Assessment System (MCAS) test.

Essentials of Biology A/B 590/591 - 4 Credits

Academic - Grade 9/10 (Lab Science)

Essentials of Biology A/B is designed for students who require small group, multi-modal instruction in the sciences. The course is co-taught with special education faculty and places special emphasis on the development of academic and literacy skills. Lab activities and other hands-on demonstrations are used to illustrate concepts and students will be regularly asked to demonstrate their understanding in writing. By the end of Grade 10, students will be prepared to take the Biology Massachusetts Comprehensive Assessment System (MCAS) test.

Chemistry 531 - 4 Credits

Honors - Grades 10-12 (Lab Science) - Prerequisite: Biology and teacher recommendation. Concurrent enrollment in Algebra II recommended.

Honors Chemistry is an intensive introductory, inquiry-based lab course. Topics are covered in depth, and students are expected to independently apply algebraic strategies in chemistry contexts and maintain a laboratory notebook. Topics of study include properties of matter, the atom, trends of the periodic table, chemical bonding, reactions, stoichiometry, gases, solutions, equilibrium, acids and bases. Laboratory work is an essential component of the class. This course is designed to prepare students for advanced chemistry electives.

Chemistry 532 - 4 Credits

Academic - Grades 10-12 (Lab Science) - Prerequisite: Biology

Academic Chemistry is an introductory, inquiry-based lab course. The class is designed to promote students' curiosity about the processes of the world around them. Topics of study include properties of matter, the atom, trends of the periodic table, chemical bonding, reactions, stoichiometry, gases, solutions, equilibrium, acids and bases. Laboratory work is an essential component.

Physics 536 - 4 Credits

Academic - Grades 11-12 (Lab Science) - Prerequisite: Chemistry

Academic Physics is an introductory physics course that emphasizes a hands-on approach. The course focuses on forces and motion, conservation of energy and momentum, waves, and electromagnetism. Students are involved in the design, construction, and testing of devices which embody the physical principles studied in the course. Although this course approaches physics with a greater emphasis on understanding and applying concepts than on mathematical applications, basic algebraic problem-solving is included.

Physics 541 - 4 Credits

Honors - Grades 11-12 (Lab Science) - Prerequisites: Chemistry, Algebra II and teacher recommendation

Honors Physics is a fast-paced introductory physics course. This course includes an intensive study of mechanics, energy, momentum, circular motion and wave motion. Students are expected to independently apply algebraic strategies as they apply the laws of physics. Students develop their critical thinking skills and increase their scientific independence through guided inquiry and engineering design challenges.

Advanced Placement Physics 1 564 - 4 Credits

Advanced Placement - Grade 11 (Lab Science) - Prerequisite: B or higher in Honors Chemistry; concurrent enrollment in Honors Precalculus, Honors or AP Calculus and teacher recommendation.

AP Physics 1 is an rigorous introductory physics course designed as the equivalent to a first-semester algebra-based college physics course. Students will develop a deep understanding of foundational physics principles including: kinematics, dynamics, circular and rotational motion, energetics, momentum and energy conservation, electrostatics, and DC electrical circuits, and apply those principles to dynamic physical situations. There is a strong emphasis on group discussion, inquiry-based laboratory design, critical thinking, and reasoning skills. Students electing to take this course will be required to take the Advanced Placement Physics 1 Test.

Essentials of Physical Science 592 - 4 Credits

Academic - Grades 11-12 (Lab Science)

Essentials of Physical Science is a course designed for upperclassmen who require small group, multi-modal instruction in the sciences and, for those students, it is intended to complete the core science requirements needed for graduation. The course is co-taught with special education faculty and places special emphasis on the continued development of academic and literacy skills. Students will study the major themes of the physical sciences, including heat and heat transfer, forces and motion, and electromagnetism. In addition, students will be introduced to the importance of the physical sciences in the engineering of modern technologies. Lab activities and other hands-on demonstrations are used to illustrate concepts and students will regularly be asked to demonstrate their understanding in writing.

Introduction to Physics 410E - 4 credits

Academic - Grades 9-12 (Lab Science) - For English learners only

Introduction to Physics is a general physics course which focuses on science, language, and literacy skills as they apply to physics content. This course focuses on Newton's Laws of Motion, linear and projectile motion, energy and momentum, heat, waves, and electricity. Students develop language and lab skills through hands-on investigations and small group work.

ADVANCED PLACEMENT SCIENCE COURSES

Advanced Placement Environmental Science 547 - 4 Credits (offered althernate years; next offered 2020-2021)

Advanced Placement - Grades 11-12 – (Lab Science) - Prerequisites: students interested in enrolling in 2020-2021 are encouraged to take Marine Ecology.

Students will study 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 problems and examine alternative solutions for resolving and/or preventing them. This course requires heavy reading and interpreting text at the college level. An emphasis is placed on critical thinking and problem-solving skills. Students in this course will be required to take the AP Environmental Science Test.

Advanced Placement Biology 556 - 4 Credits

Advanced Placement - Grades 10-12 - (Lab Science) - Prerequisites: H. Biology (grade of B or higher), H. Chemistry (concurrent enrollment OR grade of B or higher), and teacher recommendation

This intensive, laboratory based course is the equivalent of a first-year college biology course. Students will explore both macroscopic and microscopic areas of biology. Topics of study include biochemistry, cellular biology, heredity, molecular genetics, evolution, and ecology.

Students in this course are required to take the AP Biology test.

Advanced Placement Chemistry 533 - 4 Credits

Advanced Placement - Grades 11-12 (Lab Science) - Prerequisites: H. Chemistry (grade of B or higher), Algebra II, and teacher recommendation

This fast-paced course is the equivalent of a first-year college chemistry class. It is a rigorous course, both in scope and in mathematical demands. Topics in the course include the structure of matter, kinetic theory, equilibria, thermodynamics and

electrochemistry. Laboratory experiences comprise a significant portion of the course, and there will be an emphasis on chemical calculations and mathematical formulation of principles. Students in this course are required to take the AP Chemistry test.

Advanced Placement Physics 1 564 - 4 Credits (see core courses)

Advanced Placement Physics C 535 - 4 Credits

Advanced Placement - Grade 12 (Lab Science) - Prerequisite: H. Physics (grade of B or higher) or AP Physics 1, concurrent enrollment in Honors or AP Calculus and teacher recommendation

AP Physics C is designed for students who have taken a first year physics course and are enrolled in Calculus as co-requisite. The two areas covered in depth are classical mechanics and electricity and magnetism. This rigorous course stresses both the mathematical and the practical applications of the topics being studied. Strong emphasis is placed on laboratory investigations, problem solving, and quantitative manipulations and reasoning. This course prepares students to take both the Mechanics and Electricity & Magnetism (calculus based) Advanced Placement tests.

SPECIALTY ELECTIVE SCIENCE COURSES

Astronomy 504 - 2 Credits

Academic Elective - Grades 10-12 (Lab Science) - Semester

This semester course introduces the student to the foundations and structures of the universe. Through projects, directed readings, class discussions, presentations, models, and videos, students will study galaxies, stars, black holes, pulsars, nebulae, solar systems, planets, moons, comets, asteroids, and other space-based phenomena. The history of astronomy and space exploration by mankind will be covered as well. Night time sky watching activities will be scheduled as weather permits. This is not a quantitative course, so the use of math is very limited.

Marine Ecology 550 - 2 Credits

Academic Elective - Grades 10-12 (Lab Science); Prerequisite: Biology

This semester course is designed for students in grades 10-12 who are interested in the study of interactions among marine organisms and their surrounding biotic and abiotic factors. The course will start with an introduction to the oceans and the types of organisms that live there, the evolutionary characteristics they have developed and their lifestyles and relationships with each other, such as predation and competition. Students will also study impacts of humans (climate change) on the ecological process of the oceans and what can be done to prevent marine extinctions.

Anatomy and Physiology I 520 - 4 Credits (this course will be offered as Anatomy & Physiology for Athletic Training in 2020-2021)

Academic Elective - Grades 11-12 - Prerequisite: C or better in Biology

This full-year course explores the structure and function of human body systems. Through lecture, computer simulation, audio-visual presentation, and dissection, students will explore systems from the organ level to the molecular level.

Anatomy and Physiology II 553 - 2 Credits (A&P II will not be offered after 2019-2020)

Honors Elective – Grade 12 only (Lab Science) - Prerequisite: Anatomy and Physiology I

This semester course is designed for those students who have completed Anatomy and Physiology I and are interested in continuing their study of the human body and its common diseases and disorders. The course will include lecture, laboratory, and research. Dissection comprises a central component of this course.

Athletic Training 549 - 2 Credits (Athletic Training will not be offered after 2019-2020)

Academic Elective - Grades 10-12 - Semester - Prerequisite: C or better in Biology. Anatomy & Physiology I strongly recommended.

This semester course will examine the career of athletic training/sports medicine. The student will develop an understanding of wound care, CPR, injury evaluation and care which will include ankle, knee, hip, shoulder and back. Students will demonstrate acute injury management and post management skills in an on-field situation. Therapeutic modalities will be taught as it relates to rehabilitation of specific injuries. Students in a lab setting will demonstrate the ability to perform a multitude of evaluation techniques as well as taping techniques to support injuries. Students will be required to participate in the HHS Student/Athletic Training Program for a set amount of time.

Forensics 542 - 2 Credits

Academic Elective - Grades 11-12 - Semester (Lab Science); Prerequisites: Biology, Chemistry, Geometry

This semester course is designed for juniors and seniors who are interested in the use of science in criminal investigation. Forensic science studies the application of scientific principles to the examination of evidence. Students will review biological and chemical concepts, learn new analysis techniques, and apply the techniques to simulated “evidence”. Students will be

challenged to think for themselves to support their opinions with scientific proof. Topics include crime scene investigation, blood analysis, physical evidence, prints and impressions, and hairs and fibers. The class involves classroom lectures, discussion of real cases, and frequent lab work.

PLTW BIOMEDICAL SCIENCE

In partnership with Project Lead the Way, Hudson High currently offers two Biomedical Science electives, and will expand to offer three in 2020-2021. Through these courses, students develop skills, confidence, and expertise in a field that is vitally important in today's world and that touches all aspects of daily life. In each course, students develop a resume of in-demand skills. The courses grow strong collaborators and problem solvers, and students develop skill with cutting-edge lab techniques and tools. The real world, project-based experience gained in Biomedical courses will be beneficial to students regardless of the career path they choose to take.

Principles of Biomedical Science (PLTW) 565 - 4 Credits

Academic/Honors Elective - Grades 9-10 (Lab Science)

This full-year course provides an introduction to biomedical science through hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students who take PLTW coursework may be eligible to earn college credit.

Human Body Systems (PLTW) 566 - 4 Credits

Academic/Honors Elective - Grades 10-12 (Lab Science); Prerequisite: Biology

In this full-year course, students explore the interactions of body systems as they step into the roles of varied biomedical professionals. They investigate the structures and functions of the human body, design experiments and conduct dissections, use data acquisition software to monitor body function, and build organs and tissues on a skeletal manikin. They tackle authentic medical cases, and develop plans to treat illness and injury. Students who take PLTW coursework may be eligible to earn college credit.

ENGINEERING

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Hudson High School offers several courses focusing on engineering. These courses are largely hands-on and require students to solve real-life problems using the skills learned in class. Engineering courses push students to be strong collaborators and critical thinkers. The skills mastered in engineering courses will be beneficial to students beyond high school regardless of the career path they choose to take.

Hudson High School is proud offer five engineering courses in partnership with Project Lead the Way (PLTW) and Worcester Polytechnic Institute (WPI). These courses are designated below as “PLTW.” Students who take and pass the PLTW courses for grades 9-12 may be eligible to earn college credit while in high school. Additionally, PLTW has partnered with the College Board in an effort to recognize students who take a combination of Advanced Placement math and science courses and PLTW engineering courses.

<p><u>Engineering Electives</u> Robotics with LEGO Mindstorms - Academic Elective Robotic Design - Academic Elective Introduction to CAD - Academic Elective</p>
<p><u>Project Lead the Way Engineering Courses</u> Grade 8 PLTW Engineering - Academic Elective *Introduction to Engineering Design - Academic Elective *Principles of Engineering - Academic/Honors Elective *Digital Electronics - Academic/Honors Elective (offered alternate years - offered 2019-2020) *Engineering Development and Design (Capstone Course) - Honors Elective (offered alternate years - next offered 2020-2021)</p> <p>*Students who receive a score of 85 or better in the course and achieve a minimum score on the final exam are eligible for college credit through Rochester Institute of Technology.</p>

Three possible pathways for students interested in taking PLTW (Project Lead the Way) courses:

PATHWAY #1 - OPTION #1 for Students Seeking an Engineering Degree

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Math	Honors Geometry	Honors Algebra II	Honors Pre-Calculus or Pre-Calculus	Honors Calculus or AP Calculus AB/BC
English	English 9	English 10	English 11 or AP English	English 12 or AP English
History	US World I	US World II	US World III or AP US History	Optional
Science	Honors Biology	Honors Chemistry or Chemistry	Honors Physics or AP Physics I	AP Chemistry or AP Physics C
World Language	Full Year World Language	Full Year World Language	Full Year World Language	Optional
Elective 1	Introduction to Engineering Design	Principles of Engineering	Digital Electronics	Engineering Development and Design

PATHWAY #2 - OPTION #2 for Students Seeking an Engineering Degree

(Please note: Pathway #2 provides a solid foundation but is not as complete as Pathway #1)

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Math	Algebra I	Geometry	Algebra II	Pre-Calculus
English	English 9	English 10	English 11 or AP English	English 12 or AP English
History	US World I	US World II	US World III or AP US History	Optional
Science	Honors Biology	Honors Chemistry or Chemistry	Honors Physics or AP Physics I	Forensics or an additional science elective
World Language	Full Year World Language	Full Year World Language	Optional	Optional
Elective 1	Introduction to Engineering Design	Digital Electronics	Principles of Engineering	Engineering Development and Design

PATHWAY #3 - Recommended for Students Seeking a Technical Program/Degree

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Math	Algebra I	Geometry	Algebra II	Pre-Calculus
English	English 9	English 10	English 11	English 12
History	US World I	US World II	US World III	Optional
Science	Biology	Chemistry	Academic Physics	Science elective
World Language	Full Year World Language	Full Year World Language	Optional	Optional
Elective 1	Introduction to Engineering Design	Digital Electronics	Principles of Engineering	Engineering Development and Design

Recommended Pathway: It is recommended that students entering the 8th grade who are interested in taking courses under the Engineering area begin with either the Robotics with LEGO Mindstorms course and/or the Grade 8 PLTW Engineering course. Students in grades 9 through 12 who are interested in taking courses under the Engineering area should begin with Robotics Design, Introduction to Engineering Design, and/or Introduction to CAD.

Possible Electives for all proposed Pathways:

- Technology Electives: Any elective offered in the Technology/Business department would be appropriate. Students may want to consider Robotic Design (grades 9-12 elective), Robotics w/ LEGO Mindstorms (8-9), Introduction to CAD (10-12), Honors Accounting I (10-12), Business Management (11-12), Introduction to Marketing (9-12), or Introduction to Computer Science I (9-12)
- Science Electives: The Physics of Fabrication, Astronomy, other chemical or environmental sciences
- History: World Cultures classes, Economics
- Visual Arts: Art I
- Literacy – Opportunities in Technical Writing

Robotics with LEGO Mindstorms 870A - 2 Credits

Academic - Grades 8-9 - Semester

This is a hands-on problem solving course designed to introduce students to programming, logical thinking, teamwork and project-based learning. Students will build working models using Lego Mindstorms EV3 building sets and software. Design challenges are open-ended with problems, background information, and design criteria. Each project has multiple potential solutions to challenge students' creativity. Helpful skills for students to have prior to course include file management basics, general understanding of Windows based programs.

Robotic Design 871A - 2 Credits

Academic - Grades 9-12 - Semester

In this course, students will learn to build and design robots using multiple Tetrix and LEGO/EV3 robotics set. The course will focus on the design process and the integration of multiple systems. Students will utilize both user controlled and autonomous elements to bring their designs to life. They will utilize the EV3 programming system to program their creations. The students will learn how to use each system independently and then begin to blend and integrate each one together to make more advanced designs. It is helpful to have taken Robotics with LEGO Mindstorms but not necessary.

Introduction to CAD 642 - 2 Credits

Academic - Grades 9-12 - Semester

Using engineering principles and creative thinking, students will learn how to build objects from ideas. From common everyday objects to futuristic models, students will be challenged to use the software skills taught in class to extend their imaginations. Principles include basic drafting, 3D modeling, and enhanced use of the CREO Parametric CAD software environment. Students will learn the basics of 3D printing and have access to 3D printers for several different units during the course. Individual and group projects will be used as learning experiences in both organization and teamwork. As a part of the class, students will have the opportunity to receive a student level certification in Creo Parametric.

Grade 8 PLTW Engineering (GTT - PLTW) 588

Academic - Grade 8 - Semester

In this course students will have an opportunity to explore two science topics through the lens of engineers. Grade 8 PLTW Engineering will combine two PLTW Gateway to Technology units and is a continuation of the QMS engineering courses. In Energy & the Environment students are challenged to think big and look towards the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption. Through the Medical Detectives unit students play the role of real-life medical detectives as they solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Introduction to Engineering Design (IED - PLTW) 635A/635AH - 2 Credits

Academic - Grades 9-12 - Semester

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. In this course students will learn basic engineering terminology and practices in addition to learning the basics of design. Students will learn to use Inventor (a 3D solid modeling program) to create their designs and working drawings. Students will learn how they skills learned in geometry and algebra are applied to basic engineering and design principles. Students will create several virtual and hands-on projects throughout the course. Projects include designing and building a puzzle cube and automata toy, making a virtual bathroom vanity, and reverse engineering a toy car.

Principles of Engineering (POE - PLTW) 636/636H - 4 Credits

Academic/Honors - Grades 9-12

This course provides an overview of engineering and engineering technology. Students will develop problem solving skills by tackling real-world engineering problems. This course provides a hands-on approach to science, math, and technology applications. Through theory and practical hands-on experience, students will become familiar with the multifaceted career of engineering. This course will explore various topics including Design Process, Fluid Power, Electronics, Robotics, Mechanical Systems, Materials Testing, Thermo-dynamics, and Engineering for Quality and Reliability. This course is the second core course offered in the Project Lead the Way curriculum.

Digital Electronics (DE- PLTW) 638/638H - 4 Credits - (offered alternate years; offered 2019-2020)

Academic/Honors - Grades 10-12

Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. Students will have the opportunity to create physical and virtual circuits as well as work with microcontrollers during the course.

Engineering Development and Design (EDD - PLTW) 639H - 4 Credits (offered alternate years; next offered 2020-2021)
Honors - Grades 11-12 - Recommended: Students should have completed the PLTW courses IED or POE or DE with a grade of C or better

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel of engineers.

TECHNOLOGY/BUSINESS

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Course Offerings:

<p><u>Business/Finance Electives</u> Accounting I - Honors Elective (offered alternate years - next offered 2020-2021) Business Management - Academic Elective Introduction to Marketing - Academic Elective Personal Finance in Today's Economy - Academic Elective</p>	<p><u>Graphic Arts and Design Electives</u> Digital Imaging and Design - Academic Elective Computer Animation - Academic Elective Design and Advertising - Academic Elective (offered alternate years; offered 2019-2020) Graphic Design I - Academic Elective Advanced Studies in Graphic Design - Academic Elective Adobe Illustrator for Graphic Illustrations - Academic Elective (offered alternate years - next offered 2020-2021) Architecture and Interior Design - Academic Elective Advanced Studies in Architectural Design - Academic Elective</p>
<p><u>Programming Electives</u> Introduction to Computer Science - Academic Elective Video Game Design and Development I - Academic Elective Video Game Design and Development II - Academic Elective Web Design - Academic Elective Computer Programming I - Academic Elective</p>	<p><u>Video Production Electives</u> Media I - Academic Elective Broadcast Production - Academic Elective Advanced Studies in Broadcast Production - Academic Elective</p>

Business/Finance Electives

Recommended Pathway: It is recommended that students consider taking Digital Imaging and Design in grade 8 and then Personal Finance in Today's Economy in grade 9 before taking other electives in the Business area.

Accounting I 614 - 2 Credits

Honors - Grades 10-12 – Semester - offered in alternate years; next offered in 2020-2021

In today's changing business world, accounting is the "language" of business. This is an introductory course in the principles of accounting for students interested in pursuing a career in business. Problems will be completed both manually and on the computer. Students will be introduced to the accounting cycle for businesses and will be able to analyze financial transactions. Topics covered in the course will include general and specialized journals, general and subsidiary ledgers, financial statements, sales and accounts receivables, purchases and accounts payables, payroll and taxes, profit analysis, and financial ratios.

Business Management 637 - 2 Credits

Academic - Grades 11-12 - Semester

The central focus of the course is to build a solid foundation of established business principles and practices that form the groundwork for all business operations. Students will examine the three main business structures (proprietorship, partnership and corporation) as well as small business management, e-commerce, social responsibility and business ethics, financial operations, consumer decisions, and entrepreneurship.

Introduction to Marketing - 643 - 2 Credits

Academic - Grades 9-12 - Semester

This course is an examination of the overall marketing system from the marketing decision-maker's viewpoint. The course emphasizes product, price, promotion, and distribution as well as the planning, research, and organization required to implement marketing concepts. Also, we study the managerial, economic, social, and legal implications of marketing activities, policies, and strategies. Classes will examine various real-life marketing strategies for companies through case studies, videos, advertisements and news articles.

Personal Finance in Today's Economy 670A - 2 Credits

Academic - Grades 9-12 - Semester

This course will inform students how individual choices and economic factors directly influence personal and occupational goals. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal budgets, utilize checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

Programming Electives

Recommended Pathway: It is recommended that students interested in this pathway begin by taking Digital Imaging and Design, Introduction to Computer Science, or Computer Animation.

Introduction to Computer Science 640 - 2 credits

Academic - Grades 8 and 9 only - semester

In this course students will have an opportunity to explore the core aspects of computer programming including computational thinking, algorithm development, and common programming commands and language syntax. Students will reinforce their understanding of these core areas through hands-on projects in the areas of robotics, web development, video game development, app development and hardware.

Video Game Design and Development I 681 - 2 Credits

Academic - Grades 9-12 - Semester

Do you like to play video games? Ever wonder how they are made? This course will provide students with the opportunity to learn all of the creative and technological aspects required to design and create new video games. Students will use GameMaker's Development Environment and the Adobe Creative Suite, to plan, develop and enhance their very own video games for the PC. Foundational skills include developing and communicating concepts, sprite development, victory conditions and basic programming development and debugging.

Video Game Design and Development II 683 - 2 Credits

Academic - Grades 10-12 - Semester - Prerequisite: Video Game Design and Development I

This course will introduce students to new techniques and methods to expand upon the skills learned in Video Game Design and Development I. Students will learn about the business of side video game development by communicating ideas in person and enhancing organization skills through game development documents and storyboard development. The class will be introduced development in a group dynamic, collectively brainstorming concepts, collaborating, developing and distribute a platform game for the pc. Development software includes GameMaker, the Adobe Creative Suite, Audacity Audio Editor and an introduction to Unity.

Web Design 882 - 2 Credits

Academic - Grades 8-9 - Semester

In this project-based course, students will explore the fundamentals of web page design using HTML, CSS and JavaScript. Students compare different development approaches and work with HTML syntax using NotePad++ text editor. Foundational topics include HTML, CSS and JS Syntax, page structure, text formatting, local and external hyperlinks, lists, tables, elements, attributes, properties and values. Finally students will develop custom assets using the Adobe Creative Suite.

Computer Programming I 644 - 2 credits

Academic - Grades 10-12 - Semester (Note: Students are strongly encouraged to complete Algebra I and/or another computing class before enrolling in this course)

This programming course introduces students to the principles of computer science using JavaScript a C based, dynamic language. Students will apply computational thinking, top-down design, algorithm development, debugging with foundational syntax using JavaScript and NotePad++. Students will build web-based programs incorporating statements, variables, functions, conditional statements, Boolean data, loops, arrays and simulations. By the end of the course, students will be able assess a challenging scenario, propose a pseudocode solution, access the appropriate resources to build, assess and debug a program to solve the scenario.

Other programming courses offered through VHS. Please consult the VHS course catalog for an in-depth description.

- AP Computer Science A
- AP Computer Science Principles

Graphic Arts and Design Electives

Recommended Pathway: It is recommended that students begin with Digital Imaging & Design or Graphic Design I.

Digital Imaging and Design 680 - 2 Credits

Academic - Grades 8-9 - Semester

Learn the foundations of digital graphics and design and create art like a pro. In this course students will develop the skills necessary for manipulating and producing images using the computer. Emphasis is placed on a basic understanding of the computer as a creative tool including design and composition, images for the web, screen and print resolution and digital photography.

Students will use the computer to create original designs, as well as to combine existing images and photographs. Creative problem solving, personal expression and competence will be gained. Projects will include working with Adobe PhotoShop, Adobe Illustrator, and Architectural and Interior Design software.

Computer Animation 238 - 2 Credits

Academic - Grades 8-9 - Semester

Learn the basics of computer animation and animated storytelling. Students will be introduced to the principles of animation through simple drawing exercises, animated shorts, and creating their own animations. They will also explore the history of moving images, the illusion of motion and the 12 principles of animation. Students will develop the important skills of storytelling, computer skills, and “pitching” an idea. The class will create optical toys, storyboards, character design, and gifs using Pivot, Adobe Photoshop, Adobe Illustrator, Adobe Flash, and Blender. The class uses programs that are available on the Internet and desktop computers. A portfolio of animation work will be created at the conclusion of the course.

Design and Advertising 610 - 2 Credits (offered alternate years; offered 2019-2020)

Academic - Grades 9-12 (Students are encouraged to take Digital Imaging & Design before enrolling in this course)

This course is for students who may be interested in pursuing a career in Graphic Design or Communications. Self-motivation and interest is imperative for success in this course, as students develop advertisements, logos, and other designs for various companies in this entrepreneur-based course. Design and Advertising is a project-based course that will give students the opportunity to design artifacts for both print and web. Software programs used in this course are Adobe InDesign, Adobe Photoshop & Adobe Illustrator. Students will create a digital portfolio of their work at the end of this course. Students will identify the key steps in the design process, learn and use effective design principles and elements, and determine which software to use for different design products.

Graphic Design I 809 - 2 Credits

Academic - Grades 9-12 - Semester

Graphic Design I is a course in which the student will express themselves visually and be able to showcase their creativity. Students will create original artwork, photo restoration, and digital photo color correction. Emphasis is placed on a basic understanding of the computer as a creative tool including scanning, digital cameras and printing. Creative problem solving, personal expression and competence will be gained in the use of Photoshop.

Advanced Studies in Graphic Design 648 - 2 Credits

Academic - Grades 10-12 - Semester - Prerequisite: Graphic Design I or Adobe Illustrator for Graphic Illustrations

Note: Course may be taken over consecutive semesters.

Advanced Studies in Graphic Design is a continuation of the Graphic Design courses offered. In this course, students will choose one area for concentration in which the student will express themselves visually and be able to showcase their creativity. The assignments are intended to simulate real world experience. Finished comprehensive projects will be created on the computer to a professional quality suitable for inclusion in a student’s portfolio. Students must have a strong knowledge of Adobe Photoshop or Adobe Illustrator. This course may be taken over consecutive semesters. Students will assume increased rigor.

Adobe Illustrator for Graphic Illustrations 808 - 2 Credits (offered alternate years; next offered 2020-2021)

Academic - Grades 9-12 – Semester

In this course, students will develop the skills necessary for producing images using Adobe Illustrator. Emphasis is placed on a basic understanding of the computer as a creative tool, types of illustrations, and personal narratives as well as learning the processes used to produce illustrations. Students will use the computer as a tool to create art and explore different styles of illustrations to create their own graphically illustrated pieces.

Architectural and Interior Design 885 - 4 Credits

Academic - Grades 10-12

Design the house of your dreams! Architectural and Interior Design is a course in which the student will express themselves visually and be able to showcase their creativity. Instruction will be given in the following areas: elements of design, residential styles, kitchen and bath designs, landscape, furniture styles and arrangements. Projects include designing homes for today’s life style including renovations and adding additional living space to existing homes. Computer Aided Design software will be used.

Advanced Studies in Architectural Design 647 - 2 Credits

Academic - Grades 11-12 - Semester - Prerequisite: Architectural and Interior Design

Note: Course may be taken over consecutive semesters.

Advanced Studies in Architectural Design is a continuation of the Architectural and Interior Design Course. In this course, students will choose one area for concentration in which the student will express themselves visually and be able to showcase their creativity. The assignments are intended to simulate real world experience. Finished comprehensive projects will be created on the computer to a professional quality suitable for inclusion in a student's portfolio. Students must have a strong knowledge of the Architectural Design Software. This course may be taken over consecutive semesters. Students will assume increased rigor.

Video Production Electives

Recommended Pathway: It is recommended that students interested in this pathway begin with Digital Imaging and Design or Media I.

Media I 612 - 2 Credits

Academic - Grades 8-10 - Semester

Students will have the ability to analyze, evaluate and produce media in a variety of forms. Through analyzing popular videos and commercials, students will learn what goes in to making the media they consume and use that knowledge to communicate a message and persuade an audience. Designing with storyboards, writing scripts, videotaping and editing their own productions in Final Cut Pro software are all inclusive in this course. Students will also learn to read the visual language of media used in a variety of formats including commercials and movies. All Media students will have the opportunity to participate in two community service videotaping events for broadcast on HUD-TV. Students will also finish the course with a digital media portfolio for college applications, resumes, and internships.

Broadcast Production 678 - 2 Credits

Academic - Grades 9-12 - Semester - Prerequisite: Media I

Students will learn the basics of Broadcast Production including journalistic analysis, documentary production, and student focused learning that builds critical thinking, problem solving, and communication skills. Students will learn the skills of interviewing, writing for a voice-over, and performing a stand-up for a news package. Students will produce, write script, videotape, and edit a weekly school news broadcast based on the school and community announcements for broadcast on HUD-TV. Each student will have the opportunity to assume the real life roles of producer, director, anchor, reporter, camera operator, video editor, and graphic designer. Successful students in this class will develop skills in the following areas: story research, storytelling, script writing, editing and teamwork. At the end of the course, each student will produce a short documentary. Students will finish the course with a digital media portfolio for college applications, resumes, and internships.

Advanced Studies in Broadcast Production 684 - 2 credits

Academic - Grades 10-12 - Semester - Prerequisite: Broadcast News

Note: This course may be taken over consecutive semesters.

Students will enhance their abilities in script writing, videography and editing to create professional videos. Students will have a managerial role in producing HUD-TV's Daily Live Morning Announcement Program, "Friday Morning Lights." Students will also produce a high quality live-to-tape weekly News Magazine Program. Students will analyze documentary films and produce their own 5-minute documentaries. Each student will have the opportunity to assume the real life roles of an operating a TV News Station including: Station Manager, Online Content Manager, News Director, Assignment Editor, Technical Director, News Anchor and News Reporter. In addition, students will help schedule, organize, and manage the day-to-day operations of the Educational Channel for HUD-TV. Students will be introduced to advanced video production techniques in DSLR cinematography, editing, special effects, lighting, and multi-track audio designing. Students will finish the course with a digital media portfolio for college applications, resumes and internships. This course may be taken over consecutive semesters. Students will assume increased rigor.

VIRTUAL HIGH SCHOOL

Ms. Sherry Sleeper, Virtual High School Site Coordinator 978-567-6250 ext. 10111

Email: ssleeper@hudson.k12.ma.us

Virtual High School (VHS) courses offer students opportunities to gain proficiency in online collaboration and accessing and processing data in an online environment. Students learn how to use the Internet and its vast resources in their search for information, from exploring primary source material at the Library of Congress to accessing scientific databases to communicating with experts. Schools are also benefiting from participation in VHS by increasing the number of faculty and students on campus who have a high degree of technological skills. Through VHS, schools are beginning to transform the way learning takes place for students as well as teachers.

VHS offers courses in art, business, foreign language, life skills/health, mathematics, science, social science and technology. Full course descriptions and requirements can be found in the VHS course offerings catalog. Participation and course selection for VHS must be approved by students' guidance counselors.

WORLD LANGUAGE

Mrs. Ana Pimentel, Director of World Language 978-567-6250 ext. 16210
Email: apimentel@hudson.k12.ma.us

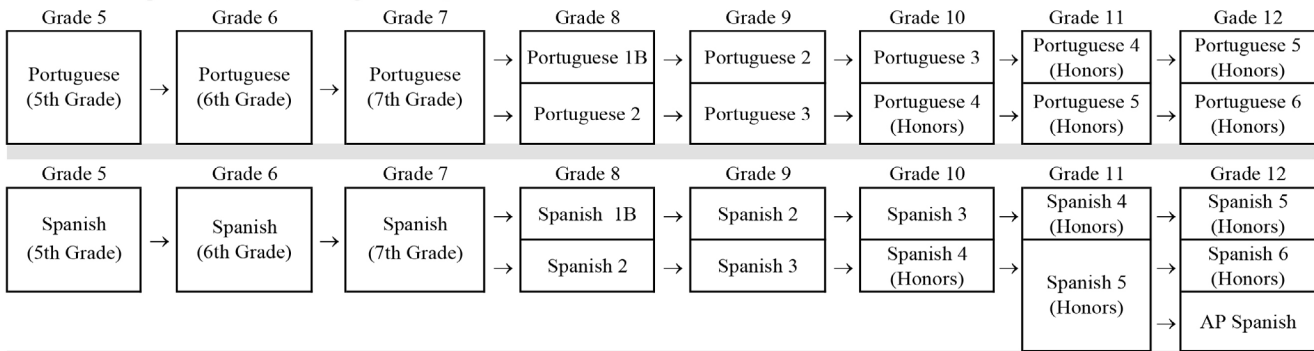
There are many reasons why learning a new language is a valuable professional, academic and personal asset. In an increasingly interconnected world, greater interaction between people of different nations and cultures ensures a growing demand for multilingual professionals. Also, the process of learning a new language improves students' listening, analytical and organizational skills while providing children with a better understanding of their own native language. In fact, research shows that students whose program of studies includes three or more years of World Language are more likely to achieve better grades in college and less likely to drop out. Finally, students learning a new language will gain a deeper understanding and respect for other cultures, societies and traditions while acquiring a more educated perspective on the US position and role in the world.

In the World Language Department, we follow closely ACTFL's orientations regarding curriculum design, instruction and assessment. Some of our most important guiding documents are the NCSSFL-ACTFL Can-Do Statements (<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>) and the World-Readiness Standards for Learning Languages (<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>). With the purpose of assessing how students function in the language in a "real-life" situation, Midterm and Final Exams in the World Language Department consist of conversations in a variety of contexts about a variety of topics. The grade awarded for these exams reports if the student exceeded, met, almost met or did not meet the target of proficiency for the course.

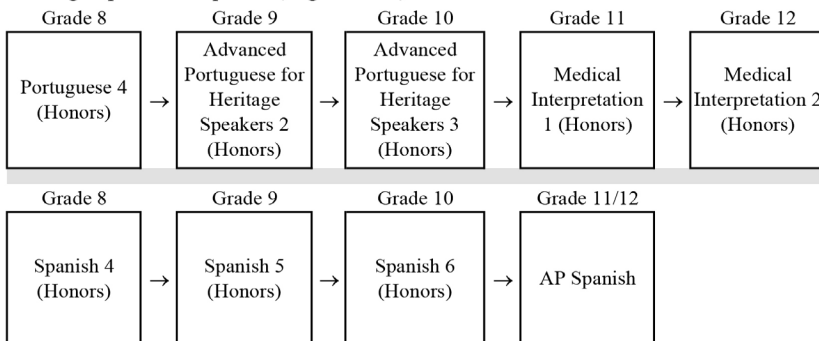
Following ACTFL's guidelines, World Language classes are conducted primarily in the target language (<https://www.actfl.org/guiding-principles/use-target-language-language-learning>).

World Language course progression:

Traditional Sequence (Middle and High School)



Heritage Speakers Sequence (High School)



Spanish IA 415 - 4 Credits

Academic - Grades 8-12

The proficiency target for this class is Novice High.

This is a course for students who are beginning to learn Spanish. Students are introduced to the cultures of the Spanish speaking communities as they develop the skills to communicate about themselves and the world around them using simple sentences,

phrases and expressions. They expand their communicative and cultural competence in this class by engaging in novice-level interpretive, interpersonal, and presentational tasks. At the end of this course, students will be recommended to Spanish 1B or Spanish 2.

Spanish IB 416 - 4 Credits

Academic - Grades 8-12 - Prerequisite: Spanish IA or at least 1 year of Spanish at Middle School

The proficiency target for this class is Novice High.

This is a remediation course for students who have taken Spanish previously but have not achieved the proficiency level necessary for Spanish 2. In this course students continue to develop the skills to communicate about themselves and the world around them by using simple sentences, phrases and expressions. They develop their communicative and cultural competence in this class by engaging in novice-level interpretive, interpersonal, and presentational tasks. Topics of study include famous people from Spanish speaking communities; healthy habits; weather and its connections to geography and culture; and the life in cities and villages in Spanish speaking countries.

Spanish II 405 - 4 Credits

Academic - Grades 8-12 - Prerequisite: Spanish IA, IB or teacher recommendation

The proficiency target for this class is Intermediate Low.

In this course students interact with a variety of informational sources produced by native speakers to native speakers. Students communicate basic personal information, preferences and immediate needs in Spanish. Students ask questions and carry on conversations using simple questions. Spanish 2 curriculum extends and reinforces content of Social Sciences courses by focusing on Roman influences in Spain; people and places of the Spanish Middle Ages; and the influence of Mayas in South American civilizations. The last unit of the course guides students through the exploration of the challenges and possibilities of life in the future.

Spanish III 434 - 4 Credits

Academic - Grades 9-12 - Prerequisite: Spanish II

The proficiency target for this class is Intermediate Mid.

In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with each other, understanding oral and written messages, and making oral and written presentations in Spanish. They communicate on a variety of topics, using more complex structures. They comprehend the main ideas of the authentic materials that they listen to and read, and are able to identify significant details when the topics are familiar. Students exchange information about a diversity of topics.. Spanish 3 curriculum focuses on topics of cultural interest such as being a teenager in Spanish speaking communities, travelling in the Spanish speaking world, and the importance of sports, music and dance for the Spanish speaking cultures.

Spanish IV 453 - 4 Credits

Honors - Grades 9-12 - Prerequisite: Spanish III

The proficiency target for this class is Intermediate Mid.

Students at this level will explore Latin American and Spanish culture through the use of media and other sources. At this level students are able to handle successfully a variety of communicative tasks in straightforward social situations. Students understand the main ideas and identify important details of texts written by native speakers for native speakers that they read, hear or view. Students can write more extensively about familiar topics. Spanish 4 curriculum focus on Social Sciences, Health and Science topics such as labor, risky and healthy behaviors, and environmentally friendly behaviors.

Spanish V 454 - 4 Credits

Honors - Grades 10-12 - Prerequisite: Spanish IV

The proficiency target for this class is Intermediate High.

At this level of language proficiency students develop skills to express ideas while discussing literature, history and current events. They communicate using more fluid sentence-length and paragraph-length messages. Students understand the main ideas, identify important details, and infer information of the authentic materials they read, hear or view. Students' communicative and cultural competence is developed as they engage in intermediate-high level interpretive, interpersonal and presentational tasks. Spanish 5 curriculum focuses on History, Art and Literature topics, such as innovation in the Aztec and Inca civilization; inventions and inventors; innovative aspects of Picasso's work; and innovation in the literary work El Lazarillo de Tormes.

Spanish for College and Career (Spanish VI) 456 - 4 Credits

Honors - Grades 10-12 - Prerequisite: Spanish V

The proficiency target for this class is Intermediate High.

Students taking this course will be presented with tasks that they would face if they were living, studying, or working in a Spanish speaking country. Students will use their language skills to read authentic texts, listen to authentic sources, watch authentic videos, engage in everyday life conversations with friends, role-play complicated situations they may face when living and working abroad, share stories about personal experiences and share their opinions and points of view.

Advanced Placement Spanish Language 975 - 4 Credits

Advanced Placement - Grades 10-12 - Prerequisite: Spanish V

The proficiency target for this class is Intermediate High.

Students electing to take this course will be required to take the Advanced Placement Spanish Language Test. Students participate in an advanced placement program that is part of a national program of college-level courses and exams for secondary school students. This course is intended to provide a challenge and opportunity for dedicated students to work with more depth and independence than they do in most high school courses. Advanced interpretive, interpersonal and presentational skills are required and enhanced. Students are invited to participate in this course based on the recommendations of Spanish teachers and previous achievement levels in Spanish courses or tests. AP Spanish curriculum focuses on the topics of Global Challenges, Science and Technology, Contemporary Life, Families and Communities, and Beauty and Aesthetics.

Portuguese IA 427 - 4 Credits

Academic - Grades 8-12

The proficiency target for this class is Novice High.

This is a course for students who are beginning to learn Portuguese. Students are introduced to the cultures of the Portuguese speaking communities as they develop the skills to communicate about themselves and the world around them using simple sentences, phrases and expressions. They expand their communicative and cultural competence in this class by engaging in novice-level interpretive, interpersonal, and presentational tasks. At the end of this course, students will be recommended to Portuguese 1B or Portuguese 2.

Portuguese IB 428 - 4 Credits

Academic - Grades 8-12 - Prerequisite: Portuguese IA or at least 1 year of Portuguese at Middle School

The proficiency target for this class is Novice High.

This is a remediation course for students who have taken Portuguese previously but have not achieved the proficiency level necessary for Portuguese 2. In this course students continue to develop the skills to communicate about themselves and the world around them using simple sentences, phrases and expressions. They develop their communicative and cultural competence in this class by engaging in novice-level interpretive, interpersonal, and presentational tasks. Topics of study include famous people from Portuguese speaking communities; healthy habits; weather and its connections to geography and culture; and the life in cities and villages in Portuguese speaking countries.

Portuguese II 408 - 4 Credits

Academic - Grades 8-12 - Prerequisite: Portuguese IA, IB or teacher recommendation

The proficiency target for this class is Intermediate Low.

In this course students interact with a variety of informational sources produced by native speakers to native speakers. Students communicate basic personal information, preferences and immediate needs in Portuguese. Students ask questions and carry on conversations using simple questions. Portuguese 2 curriculum extends and reinforces content of Social Sciences courses by focusing on Roman influences in Portugal; people and places of the Portuguese Middle Ages; and the influence Portugal in the world during the Renaissance. The last unit of the course guides students through the exploration of the challenges and possibilities of life in the future.

Portuguese III 437 - 4 Credits

Academic - Grades 9-12 - Prerequisite: Portuguese II

The proficiency target for this class is Intermediate Mid.

In Portuguese III, students continue to develop their communicative competence by interacting orally and in writing with each other, understanding oral and written messages, and making oral and written presentations in Portuguese. They communicate on a variety of topics, using more complex structures. They comprehend the main ideas of the authentic materials that they listen to and read, and are able to identify significant details when the topics are familiar. Students exchange information about a variety of topics. Portuguese 3 curriculum focuses on topics of cultural interest such as being a teenager in Portuguese speaking

communities, travelling in the Portuguese speaking world, and the importance of sports, music and dance for the Portuguese speaking cultures.

Portuguese IV 451 - 4 Credits

Honors - Grades 9-12 - Prerequisite: Portuguese III

The proficiency target for this class is Intermediate Mid.

Students at this level will explore Portuguese speaking culture through the use of media and other sources. At this level students are able to handle successfully a variety of communicative tasks in straightforward social situations. Students understand the main ideas and identify important details of texts written by native speakers for native speakers that they read, hear or view. Students can write more extensively about familiar topics. Portuguese 4 curriculum focus on Health and Science topics such as labor, risky and healthy behaviors, and environmentally friendly behaviors.

Portuguese V 457 - 4 Credits

Honors - Grades 10-12 - Prerequisite: Portuguese IV

The proficiency target for this class is Intermediate High.

At this level of language proficiency students develop skills to express ideas while discussing literature, history and current events. They communicate using more fluid sentence-length and paragraph-length messages. Students understand the main ideas, identify important details, and infer information of the authentic materials they read, hear or view. Students' communicative and cultural competence is developed as they engage in advanced level interpretive, interpersonal and presentational tasks. Portuguese 5 curriculum focuses on topics from Social Sciences and Art, such as gender roles and the Suffragist Movement; inventions and inventors; innovative aspects of Portuguese and Brazilian art in the twentieth and twenty-first centuries; and the Portuguese Democratic Revolution of 1974.

Portuguese for College and Career (Portuguese VI 460 - 4 Credits

Honors - Grades 10-12 - Prerequisite: Portuguese V

The proficiency target for this class is Intermediate High.

Students taking this course will be presented with tasks that they would face if they were living, studying, or working in a Portuguese speaking country. Students will use their language skills to read authentic texts, listen to authentic sources, watch authentic videos, engage in everyday life conversations with friends, role-play complicated situations they may face when living and working abroad, share stories about personal experiences and share their opinions and points of view.

Advanced Portuguese for Heritage Speakers I 461 - 2 or 4 Credits

Honors - Grades 9-12 - Semester or Full Year - Prerequisite: Being a native or heritage speaker of Portuguese

This course aims to support heritage speakers of Portuguese as they continue to develop skills in the interpretive, interpersonal and presentational modes of communication. Students will use their language skills to expand their understanding of the literature, history and cultures of the Portuguese speaking world.

Advanced Portuguese for Heritage Speakers II 465 - 2 or 4 Credits

Honors - Grades 9-12 - Semester or Full Year - Prerequisite: Advanced Portuguese for Native Speakers I

This course aims to support heritage speakers of Portuguese as they continue to develop skills in the interpretive, interpersonal and presentational modes of communication. Students will use their language skills to expand their understanding of the literature, history and cultures of the Portuguese speaking world.

Advanced Portuguese for Heritage Speakers III 443 - 2 or 4 Credits

Honors - Grades 9-12 - Semester or Full Year - Prerequisite: Advanced Portuguese for Native Speakers II

This course aims to support heritage speakers of Portuguese as they continue to develop skills in the interpretive, interpersonal and presentational modes of communication. Students will use their language skills to expand their understanding of the literature, history and cultures of the Portuguese speaking world.

Medical Interpretation I 470 - 4 credits

Honors - Grade 11 - Prerequisite: Teacher recommendation and Advanced Low level of Portuguese. Students who have not achieved an Advanced Low level of proficiency will be allowed to take the class if they take a Portuguese class concurrently

The national demand for trained health professionals is on the rise and health professions are in competition with other fields for young recruits. This program assists bilingual students to develop skills today that will allow them to pursue healthcare interpretation as a future profession or as a professional anchor as they work their way through college. In this course, students study interpreting ethics, modes and techniques and sharpen their language conversion skills through supervised role-play

practice, personal study and language lab activities. These activities do more than simply prepare the students for a future career, they also promote individual health awareness and disease prevention strategies. Students who complete the two years of the Medical Interpretation program and pass the final exam at the end of the second year, receive a Certificate of Accomplishment.

Medical Interpretation II 471 - 4 credits

Honors - Grade 12 - Prerequisite: Medical Interpretation I

In this course, students continue studying interpreting ethics, modes and techniques and sharpen their language conversion skills through supervised role-play practice, personal study and language lab activities. During this course, students expand the contexts of interpretation to Court, School and Community Interpretation.

Students that complete the two years of the Medical Interpretation program and pass the final exam at the end of the second year, will receive a Certificate of Accomplishment.

PERFORMING ARTS

Mrs. Andrea Reagan, Performing Arts Subject Matter Leader
 Email: areagan@hudson.k12.ma.us

In the Performing Arts, students learn to CREATE, PERFORM, PRODUCE and PRESENT art in the media of instrumental music, vocal music and drama. Students develop music literacy and theatrical literacy to better enable them to CONNECT with and RESPOND to art and the world around them, to express themselves, and to deepen and enrich their personal life experiences.

Course Offerings:

<u>Drama Electives</u> Drama I - Academic Elective Drama II - Academic Elective Drama III - Advanced Theatre Studies - Cycle 1: Solo Acting Styles - Academic Elective Drama IV - History, Literature, and Performance - Cycle 1: Theatre - Academic Elective Public Speaking - Academic Elective	<u>Music Performance Electives</u> Concert Band - Academic Elective Wind Ensemble - Academic Elective Vocal Performance Ensemble - Academic Elective
<u>Music Studies Electives</u> Music History - Academic Elective (offered in alternate years; offered in 2019-2020) Music Theory I - Academic Elective (offered in alternate years; offered in 2019-2020) Advanced Placement Music Theory (offered in alternate years; next offered 2020-2021) Songwriting Through Music Technology - Academic Elective Beginning Keyboard / Guitar Workshop - Academic Elective Intermediate Keyboard / Guitar Workshop - Academic Elective	

Drama I 857 - 2 Credits

Academic Elective - Grades 8-12 - Semester

As a general introduction to Theatre, Drama I is a class where students will learn by doing. Through various class projects students will learn how to cast a play, create sets, costumes, and design lights. Students will also learn the elements necessary to create properties, sound design, and basic play writing. Students must actively participate in this project and performance based class.

Drama II 860 - 2 Credits

Academic Elective - Grades 9-12 - Semester - Prerequisite: Drama I, or by special arrangement with teacher

Building on the background established in Drama I, Drama II will focus on acting. Projects include scene productions where students will explore acting techniques and basic theatrical devices which include character analysis and script analysis. Students will learn the value of critique by assessing both their own and the work of others. Students must work both independently and cooperatively in this performance based class.

Drama III - Advanced Theatre Studies - Cycle 1: Solo Acting Styles 867/867A - 2 or 4 Credits

Academic Elective - Grades 10-12 - Full year or Semester - Prerequisite: Drama II or by special arrangement with the teacher

In this course, students will work both cooperatively and independently on various aspects of theatre. During the three year rotation of this course, we will focus on solo acting styles, play writing, and directing. The second semester of the class will center on group performances. Mandatory performances include The Advanced Theatre Studies Class Play and The Disability Puppet Show.

Drama IV - History, Literature, and Performance – Cycle 1: Theatre 880/880A - 2 or 4 Credits

Academic Elective - Grades 10-12 - Full year or Semester - Prerequisite: Drama II or by special arrangement with the teacher

In this course, students will explore the history and transformation of theatre from its early years to today. During the two year rotation of this class, we will focus on Theatre and Musical Theatre. Students will learn how the historical events of the time affected the styles of the day, read and analyze influential plays, and they will enhance their performing abilities by producing scenes from each unit of study. Students must work both independently and cooperatively in this intensive performance based class.

Public Speaking 874 - 2 Credits

Academic Elective - Grades 8-12 - Semester

Public Speaking is a course that will emphasize the practical skill of presenting a speech in front of an audience. This class will include techniques to lessen speaker anxiety, and the use of visual aides to enhance one's presentations. The goal of the class is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. Students must actively participate in this project-based class.

Beginning Keyboard / Guitar Workshop 867 - 2 Credits

Academic Elective - Grades 8-12 - Semester

This course is open to students interested in learning keyboard and guitar. Students will learn fundamental keyboard and guitar skills, as well as basic musicianship and theory. Students will develop practice and performance techniques, accompanying skills, intonation, melodic and rhythmic skills, and interpretive approaches to music while learning a varied repertoire of music in different styles and from different time periods. This course positions students to take Intermediate Keyboard/Guitar, Music Theory I, and Songwriting through Music Technology.

Intermediate Keyboard / Guitar Workshop 878- 2 Credits

Academic Elective - Grades 9-12 - Semester

This course is open to students who have completed Beginning Keyboard/Guitar Workshop or by permission of instructor. Students will build upon skills learned in Beginning Keyboard/Guitar Workshop, working at their own pace while deepening their knowledge and application of music theory, performance techniques, and musicianship, while learning a varied repertoire of music in different styles and from different time periods. This course can be repeated due to its individualized approach. This course positions students to take Music Theory I and Songwriting through Music Technology.

Vocal Performance Ensemble 875/875A - 2 or 4 Credits

Academic Elective - Grades 8-12 - Full year or Semester

This course is open to any student interested in singing music of all types. Students will learn correct vocal technique, ear-training skills, beginning theory, and beginning sight-singing. Music from all periods will be performed in two and three-part harmony, with emphasis on a cappella singing. This is a performance-based class: in addition to the HHS winter and spring concerts, there will be school and community opportunities to perform. Students are strongly encouraged to repeat this course over their high school career, as literature study and technique focus changes on a yearly basis. This course positions students to take Beginning Keyboard/Guitar, Music Theory I, and Songwriting through Music Technology.

Songwriting Through Music Technology 888 - 2 Credits

Academic Elective - Grades 8-12 - Semester

This course will focus on music literacy, musical form, melody and lyrics, chord progressions, vocal harmonies, bass line development, and rhythm. Software for Music notation (such as Noteflight) and composition (such as Garage Band), and other Chromebook apps will be used, and emphasis will also be placed on building basic vocal and chordal (piano and guitar) skills. Students who have previously taken Keyboard / Guitar workshop, Vocal Performance Ensemble, Concert Band, or Music Theory I would be well-equipped to take this course. This course also positions students for further study in music.

Concert Band 873/873A - 2 or 4 Credits

Academic Elective - Grades 8-12 - Full year or Semester

This course is open to students who have prior experience performing on a woodwind (flute, oboe, clarinet, saxophone, bassoon), brass (trumpet, horn, trombone, tuba), or percussion instrument, or by special arrangement with the instructor. This instrumental performing ensemble experience is designed to develop individual and team musicianship: instrumental performance technique, intonation and tonal skills, rhythmic skills, and expressive/interpretive skills. A variety of music will be explored and performed throughout the year. Students will be expected to participate in performances outside of class time and will be notified of required performances well in advance. Performances at annual winter and spring concerts, select school events, Veterans' Day and Memorial Day parades, music festivals, and other special events make up the band performance schedule. Advanced students will be encouraged to audition for the Central Massachusetts district, Massachusetts All-State, and national-level festivals. Students are strongly encouraged to repeat this course over their high school career, as literature study and technique focus changes every year on a five-year rotation.

Wind Ensemble 863/863A - 2 or 4 Credits

Academic Elective - Grades 10-12 - Full year or Semester

This course is open to advanced musicians who have prior experience performing on a woodwind, (flute, oboe, clarinet, saxophone, bassoon) brass, (trumpet, horn, trombone, tuba) or percussion instrument, and who have previous experience in grade-level

bands and the Hudson High School Concert Band, or by special arrangement with the instructor. This instrumental ensemble experience is designed as an extension of Concert Band, to develop musicianship from Proficiency to Mastery: instrumental performance technique, intonation and tonal skills, rhythmic skills, and expressive/interpretive skills. A variety of music will be explored and performed throughout the year. Students will be expected to participate in performances outside of class time and will be notified of required performances well in advance. Performances at annual winter and spring concerts, chamber music performances, music festivals, and other special events make up the Wind Ensemble performance schedule. Advanced students will be encouraged to audition for the Central Massachusetts district, Massachusetts All-State, and national-level festivals. Students are strongly encouraged to repeat this course over their high school career, as literature study and technique focus changes every year on a five-year rotation.

Music Theory I 864 - 2 Credits (offered alternate years; offered in 2019-2020)

Academic Elective - Grades 9-12 - Semester

This course is designed to introduce students to the fundamental components of music in the western tonal tradition. Course topics include Aural skills (ear-training/sight-singing), melodic and harmonic notation and reading, rhythm notation and reading, basic piano/keyboard skills, scale, mode, triad, and chord construction, simple two-part, three-part, and four-part harmony, introduction to musical forms and analysis, orchestration, composition, and other special topics in music theory as time allows. (Sections of this course are offered every other year, opposite Advanced Placement Music Theory) Students who have previously taken Keyboard / Guitar workshop, Vocal Performance Ensemble, Concert Band, or Songwriting through Music Technology would be well-equipped to take this course. This course positions students for further study in music.

Music History 813 - 2 Credits (offered alternate years; offered in 2019-2020)

Academic Elective - Grades 9-12 - Semester

This course will trace the musical developments of Art Music in the Western Tonal System through the Baroque, Classical, Romantic, Twentieth-Century, and Modern eras. We will examine the social, political, and historical background issues which influenced each composer's style. Students will learn to differentiate style characteristics between each of the identified musical eras. Course work will include active listening, reading and research into composers' lives and contributions to music history. Special topics, as well as the history of Jazz, Rock, and Popular music in America may be explored as time allows. Students are also encouraged to continue study with music electives.

Advanced Placement Music Theory 854 - 4 Credits

Advanced Placement Elective - Grades 10-12 - Full year

Prerequisite: Music Theory I, or by special permission of the instructor

Course topics include Ear Training / Aural Skills; Composition of a bass line for a given melody, implying appropriate harmony; Realization of a figured bass.; Realization of Roman numeral chord progression; Analysis of repertoire, including study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages; Introduction to twentieth-century scales, chord structures, and compositional procedures; Procedures based in common-practice tonality including: functional triadic harmony in traditional four-voiced texture (with vocabulary including non-harmonic tones and secondary dominants), tonal relationships, and modulation to closely related keys; Phrase structure and small forms (e.g. rounded binary, simple ternary, theme and variation, strophic); Introduction to Chromatic harmony, techniques of modulation, distant key relationships, and larger musical forms. Students are required to register for and take the AP Music Theory Exam offered in the spring.

VISUAL ARTS

Mrs. Diane Hoff, Visual Arts Subject Matter Leader

Email: dfhoff@hudson.k12.ma.us

The Visual Arts program at Hudson High School follows the National Standards for Visual Arts and Media by offering traditional and contemporary art practices in two-dimensional and three-dimensional form. While experimenting with a variety of material, medium, artistic styles, techniques and tools, students explore ways to generate new ideas and give meaning to their art. They learn to observe, interpret, think critically and reflect on their own art making, as well as on the art making of others.

Course Offerings:

Art 1 - Academic Elective	Advanced Pottery - Academic Elective
Art 2 - Academic Elective	Photography - Academic Elective
Art 3 - Academic Elective	Advanced Photography - Academic Elective
Art 4 - Honors	Art Appreciation (formerly called Stylistic Art Movement) - Academic Elective - offered in alternate years; next offered in 2020-2021
Advanced Placement Studio Art	Introduction to Creative Fashion Design - Academic Elective
Pottery - Academic Elective	Advanced Creative Fashion Design - Academic Elective

Art 1 812 - 2 Credits

Academic Elective - Grades 8-12 - Semester

Art 1 is a basic comprehensive course that covers all fundamentals of fine art: drawing, painting, design, color, technical applications, printing and a variety of media.

Art 2 822 - 2 Credits

Academic Elective - Grades 9-12 - Semester - Prerequisite: Art 1

Art 2 expands on the knowledge base of the elements and principles of design learned in Art 1. Students will further their degree of competency in technique and materials and will be introduced to more complex forms of artistic style and media.

Art 3 832 - 4 Credits, Full year

Academic Elective - Grades 10-12 - Prerequisites: Art 1 and Art 2

This full year course offers a strong foundation in drawing and painting using both black and white and color mediums. Subject matter covered will include visual representation from life; figure drawing and still life drawing will be explored. Shading, perspective and more advance techniques will be taught. Charcoal, pastel, pen and ink and other mediums will be used. Students will produce artwork of a quality that may go towards a senior year college portfolio.

Honors Art 4 843 - 4 Credits, Full year

Honors Elective - Grades 11-12 - Prerequisites: Art 1, Art 2, and Art 3

This course is designed for students who have a strong foundation in the above sequential art courses. It teaches an advanced level of theory and practice in the creative process. A variety of media will be used. Students will create a body of work suitable for a college entrance portfolio. This class is recommended for any student who has shown strength in the visual arts. This course is beneficial to students wanting to take AP Studio Art. Students do not need to be applying to art colleges in order to take this course.

Advanced Placement Studio Art 829 - 4 Credits, Full year

Advanced Placement Elective - Grades 11-12 - Prerequisite: Art 3 and preferably Art 4 and/or teacher approval

AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This class encourages creative as well as systematic investigation of formal and conceptual issues. It emphasizes making art as an ongoing process that involves the student in informed and critical decision-making. The course helps students develop technical skills and familiarizes them with the functions of the visual elements. AP Studio Art will encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. The work done in AP Studio Art should reflect these three areas of concern: quality, concentration, and breadth. Concentrations are individual to each student. Please see the AP website for more information on 2D Design or Drawing.

Pottery 820 - 2 Credits

Academic Elective - Grades 9-12 - Semester

Students will learn hand-building techniques and will produce both functional and sculptural objects. Students will explore the capabilities of clay with a focus on careful joining and smoothing. High-fire clay and glazes will be used.

Advanced Pottery 828 - 2 Credits

Academic Elective - Grades 9-12 - Semester - Prerequisite: Pottery

Students will build on the skills and techniques learned in the previous pottery class and will be introduced to assignments that are more complex. Hand-building will be an important part of this class and wheel throwing will be introduced. This course will cover centering, opening, raising and finishing cylinders, bowls, vases and other functional objects.

Photography 817 - 2 Credits

Academic Elective - Grades 10-12 - Semester

This course is an introduction to black and white photography. Students will use a variety of materials and programs such as pinhole cameras, 35mm cameras with film, Instagram, social media, and digital formats. Students will focus on photograph composition, picture taking, and studies in artist design and contrast. A variety of photographers will be studied. In this class, the student's photographic skills will expand over the course of the semester by experimenting with different forms of work in and outside of the darkroom. Students will create photography projects based on alternative methods of photography and will work with iPads, smart phones and digital media. Students will have the opportunity to develop a photography portfolio of their work and will have a chance to express themselves creatively through the methods and techniques of photography. Students in the class have the ability to move on to AP Studio Art in the future if they would like to advance their studies in photography.

Advanced Photography 818 - 2 Credits

Academic Elective - Grades 10-12 - Semester

Prerequisite: Photography 817

This course is a continuation of Photography. Students will focus on photograph composition, picture taking, and studies in artist design and contrast. A variety of photographers will be studied. In this class, the student's photographic skills will expand over the course of the semester by experimenting with different forms of work in and outside of the darkroom. Examples of what will be created are double exposures, vignetting, surrealist compositions, alternative processes with the enlarger, work on larger paper, as well as work on alternative artworks based on photography skills. Students will have the opportunity to develop a photography portfolio of their work and will have a chance to express themselves creatively through the methods and techniques of photography. Students will explore using cell phones, digital media and other multimedia technology as a tool in taking photographs. Students in the class have the ability to move on to AP Studio Art: 2D Design in their senior year.

Art Appreciation 838 - 2 Credits

Academic Elective - Grades 8-12 - Semester

This collaborative course will explore the many interesting periods and styles in the history of visual art. Students will gain an understanding on how art is a reflection of one's culture and society. Students will learn strategies for interpreting visual art and discuss contemporary art topics. A variety of art projects will also be given to strengthen an understanding of techniques and stylistic movements.

Introduction to Creative Fashion Design 837 - 2 Credits

Academic Elective - Grades 9-12 - Semester

This project-based course is for students interested in exploring the fashion industry. Students will begin analyzing different designers' collections while learning about current and past trends in fashion history. Students will learn how to draw figures and garments through hands-on projects. Presentation boards and fashion flat collections will be produced using CAD (computer-aided design). Students will translate designs into three-dimensions with non-traditional materials.

Advanced Creative Fashion Design 839 - 2 Credits

Academic Elective - Grades 9-12 - Semester - Prerequisite: Introduction to Creative Fashion Design 837

This project-based course is for students interested in further exploring the fashion industry. Students will build on skills and techniques learned in the previous fashion class and will be presented with more complex projects using both traditional textiles and non-traditional materials. Garment construction will be introduced through the use of commercial patterns.

EARLY CHILDHOOD EDUCATION

Mrs. Jeannie Graffeo, Early Childhood Education and Wellness Subject Matter Leader 978-567-6250 ext. 10152

Email: jgraffeo@hudson.k12.ma.us

Academic Elective courses are offered in Child Growth and Development and an opportunity for a career pathway in Early Education and Care. Through the Early Childhood Education I and II courses, students engage in classroom studies and an internship program. To prepare students to work in Early Education and Care (EEC), students develop a foundation of knowledge of 3-5 year-olds using the National Standards and the 2017 Massachusetts Department of Early Education and Care (MA Dept. EEC) Categories of Study in the classroom and in the field. The internship program is conducted in PreK-K sites in the Hudson Public Schools (HPS) and in preschool/daycare centers within the Hudson region that have formed a collaboration. Other placements are not an option for students to seek their internship hours. Through the internship experience, students will work with children ages 3-5 years in order to complete their 150 hour requirement and fulfill requirements from the MA Dept. of EEC. After graduation from Hudson High School, completion of the 3 Early Childhood courses and associated requirements with a B average or better, students will have the opportunity to apply for MA Dept. EEC certification.

Students and families will need to provide exclusive transportation to and from the off-campus internship sites.

Articulation Agreement: Students who complete and pass Child Growth and Development (Course 869), Early Childhood Education I (Course 893) and Early Childhood Education II (Course 894) with a minimum final grade of B- and who maintain a minimum GPA of 2.0 are eligible to receive 3 elective credits for Early Childhood Education (ECE888) through Quinsigamond Community College.

Course Offerings:

Child Growth and Development - Academic Elective	Early Childhood Education II - Academic Elective
Early Childhood Education I - Academic Elective	

Child Growth and Development 869 - 4 Credits Academic Elective - Grades 9-12

This course encompasses the study of the developing child from birth to age 12. Emotional, physical, social and intellectual developments are considered simultaneously. As a result of this study, the student should not only have a better understanding of the young child but also have a fundamental background for parenthood. This is the 1st of 3 courses needed for the MA Dept. of EEC pathway.

Early Childhood Education I 893 - 4 Credits

Academic Elective - Grades 10-12 - Prerequisite: Students must have completed and passed Child Growth and Development with a B or better; may undergo a CORI background check, and/or may be required to be fingerprinted. This course can be taken with the permission of Early Childhood Instructor.

Early Childhood Education I is a field study program offered to sophomores and juniors for the MA Dept. of EEC certification pathway. The course can also be taken by seniors; however, seniors will not qualify for the certification pathway. Students and families will provide exclusive transportation from school and site.

The concept of pre-school education and development of 3-5 year olds are studied in the classroom while applying skills at an internship. Students will work in PreK-K sites in the Hudson Public Schools or in preschool/daycare centers within the Hudson region that collaborate with the Hudson Public Schools. To prepare students to work in Early Childhood Care and Education, students will begin to develop a foundation of knowledge of 3-5 year-olds and have opportunities to share learning experiences with peers through classroom experiences as they also intern in the field. The students will participate in routine care, play activities including a puppet show, plan programs and environments, implement classroom management practices, nurture child health and safety, and implement child care policies. Students may be required to complete a CORI for each work site. In the event that a daycare/ school requires a further background check (i.e. fingerprinting), these fees will be the responsibility of the student and not the Hudson Public Schools. The internship program is an experience similar to employment. Therefore, students are responsible for following the procedures and expectations of the Employee handbook of the daycare/ school.

Early Childhood Education II 894 - 4 Credits

Academic Elective - Grade 12 - Prerequisite: Students must have completed and passed Early Childhood Education I with a B or better; may undergo a CORI background check, and/or may be required to be fingerprinted. Students will need to provide

their own transportation to the off-campus internship sites.

Early Childhood Education II is a field program of study offered to seniors. This course is the next level to ECE I and is a continuation to the internship established and is the final course for the MA Dept. of EEC license pathway (see above ECE I description) The students will participate in routine care, play activities, create manipulatives, and learn to plan and implement lesson plans in all content areas connected to the state preschool guidelines and standards. Students may be required to complete a CORI for each work site. In the event that a daycare/ school requires a further background check (i.e. fingerprinting) than the fees associated will be the responsibility of the student and not the HPS. The internship program is an experience similar to employment. Therefore, students are responsible for following the procedures and expectations of the Employee handbook of the daycare/ school.

HEALTH & PHYSICAL EDUCATION

Mrs. Jeannie Graffeo, Early Childhood Education and Wellness Subject Matter Leader 978-567-6250 ext. 10152

Email: jgraffeo@hudson.k12.ma.us

Wellness Mission Statement: The Hudson Public Schools Wellness Department empowers every student to acquire evidence based skills for lifelong health and wellness. Students will demonstrate an understanding of this content and develop health literacy, self-management, promotion and advocacy. Guided by Massachusetts State Health Frameworks and National Health Education and Physical Education Standards, this comprehensive program provides a safe learning environment that respects the diversity of all individuals. The Wellness program provides each student with critical thinking, social/emotional, and problem-solving skills that will assist in understanding the importance of wellness and their responsibility to their community.

Course Offerings:

Wellness 8: General Fitness & Health Concepts for Early Adolescents - Academic	Wellness 11: Adventure Activities, Advanced Conditioning and Making Healthy Decisions - Academic
Wellness 9: Individual Lifetime Fitness Concepts & Health Strategies for Youth - Academic	Wellness 12: Individual Fitness Practices & Lifetime Health Strategies - Academic
Wellness 10: Cooperative, Competitive & Health-Enhancing Physical Activities & Relationship Concepts - Academic	Mindfulness and Movement - Academic Elective

All grade level Wellness courses provide concepts and themes in: Wellness; Anti-Bullying and Healthy Relationships; Social / Emotional Learning; Dialectical Behavior Therapy (DBT); Substance Use Disorders; Fitness; Group Initiatives; Dance/Rhythmic activities; Mind-Body-Spirit Connections. Based on data from the Metro-West Health Adolescent Survey and National Standards, curriculum is planned developmentally in the Wellness content areas of: Decision Making; Human Anatomy and Growth; Relationships; Games and Sports; Targeted Fitness Areas.

Wellness 8: General Fitness & Health Concepts for Early Adolescents 010 Academic - Grade 8 - Semester

The physical education component of this wellness course will include team building exercises, group initiatives, cooperative learning, net games, and rhythmic movement. The health component will build on concepts introduced during middle school that impact community members including: anti-bullying strategies, healthy relationships, stress and stress reduction, communicable and non-communicable diseases, drug awareness, hygiene, and reproduction (School counselors will extend learning with 4 classes on stress management, early college planning, substance abuse, and healthy relationships.)

Wellness 9: Individual Lifetime Fitness Concepts & Health Strategies for Youth 011 - 2 Credits Academic - Grade 9 - Semester

In this course, students will learn stress reduction basic techniques and resistance training. Students will also experience group initiatives, square/line dancing, and territorial games. In the health component, students will complete a Cardiopulmonary Resuscitation (CPR) unit with the opportunity to become CPR certified and learn about individual and group aspects of nutrition, consumer health, and mental health. (School Counselors will extend learning with 4 classes on mental health, substance abuse prevention, goal setting, and learning styles.)

Wellness 10: Cooperative, Competitive & Health-Enhancing Physical Activities, and Disease Prevention 012 - 2 Credits Academic - Grade 10 - Semester

Students will participate in traditional team sports as well as individual physical activities. Students develop guided relaxation practices as part of the physical education's Body-Mind-Spirit theme and engage in dances through the decades. In the health component of the class, the students will focus on disease prevention and the body systems and learn to build health relationships by understanding family challenges. (School Counselors will extend learning with 4 classes on career exploration and readiness: Myers-Briggs, Career Profiles, and Reality Fair/resume building.)

Wellness 11: Adventure Activities, Advanced Conditioning and Making Healthy Decisions 013 - 2 Credits Academic - Grade 11 - Semester

The physical education component of this course will provide students opportunities for indoor and outdoor team building adventure activities, Body Resistance Training Part II, Rhythmic Gymnastics, and Stress Reduction Techniques. In the health

component, students will learn more about interpersonal relationships and Consumer Sciences; sexual identity and diseases; tobacco; alcohol; and other drug abuse. They will also have an opportunity to be recertified in CPR. (School Counselors will extend learning with 3 classes: options after high school, success as seniors, making healthy decisions.)

Wellness 12: Individual Fitness Practices & Lifetime Health Strategies 014 - 2 Credits

Academic - Grade 12 - Semester

Students in the physical education component of this class will increase their understanding of the various ways to stay active and healthful after high school. Content will include group initiatives, interpretive dance, and lifetime activities. In health, students will focus on reducing stress and time management and extend learning of human reproduction and STDs. (School Counselors will extend learning with 3 classes: college application process, interviewing, alternatives to college).

Mindfulness and Movement 015 - 2 Credits

Academic Elective - Grades 11-12 - Semester

This course will cover the basic knowledge, attitudes, and concentration necessary for the body and mind to benefit from mindfulness and movement exercises. Flexibility, balance, and body alignment will be part of each exercise session. Students will practice the skills of proper breathing/relaxation techniques as a form of stress management.

SPECIAL PROGRAMS

Students requiring specialized instruction access the school's curriculum in a variety of ways depending on individual student needs. This includes access to a modified curriculum within mainstream classes, as well as specialized instruction in substantially separate classes that is geared toward improving basic skills, life skills, and passing the MCAS while focusing on the student's individualized education program (IEP). The Hudson High School special education department utilizes and adheres to the Massachusetts Frameworks & Common Core of Learning state standards. Modifications are determined during the Special Education team meeting process, and are designed to meet the disability-related needs of individual students. Students receive these different services based on their eligibility and as written in their IEP.

Course Offerings:

Reading Intervention - Academic	Academic Support - Academic
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Reading Intervention 198 - 4 Credits

Academic Elective - Grades 8-12 - Full year

Reading Intervention is an elective taught by a special education teacher for students in grades 8-12 who have been identified as needing a developmental reading program. Students are assigned to the elective as part of the Individualized Education Plan (IEP) process.

Academic Support 197 - 4 Credits

Academic - Grades 8-12 - Full year

Academic Support is an elective taught by a special education teacher for students in grades 8-12. The purpose of this class is to teach students compensational, organizational, transition planning, understanding of the student's disability to enhance self-advocacy skills. This course uses a variety of strategies to assist students with organizing assignments, breaking down long-term projects, acquiring basic skills, and increasing fluency, vocabulary and comprehension depending on the student's individual needs. Students will learn skills that will enable them to achieve academic success by receiving instruction in a supportive learning environment. Students will receive academic support and learn appropriate strategies that will help them succeed across the curriculum. Students are assigned to this Elective as part of the Individualized Education Program (IEP) process.

ENGLISH LEARNER EDUCATION PROGRAM

Ms. Erin Goldstein, Director of English Learner Education 978-567-6107 ext. 113

Email: eegoldstein@hudson.k12.ma.us

The English Learner Education (ELE) Program at Hudson High School is designed to meet the diverse needs of adolescent English learners (ELs). The goal of the program is to advance the achievement of English learners by guiding their development of the language and literacy skills needed for success in high school and preparedness for college and career. The program has two main components - English Language Development (ELD) classes that provide instruction in English language and literacy and Academic Seminar (AS) classes that support students in developing the academic skills needed for success in high school classes as well as college and career. Course placement is determined based on formal assessments of English proficiency in conjunction with academic transcripts, prior schooling, native language literacy, parental input, and student goals.

Course Offerings:

English Language Development 1A and 1B - Academic	English Language Development 5 - Academic
English Language Development 2A and 2B - Academic	English Language Development 6 - Academic
English Language Development 3 - Academic	Academic Seminar - Academic
English Language Development 4 - Academic	

English Language Development 1A and 1B 755/756 - 4 Credits each

Academic - Grades 8-12 - For English learners only

English Language Development 1 (ELD 1) develops the entering student's language and literacy skills for both social and academic settings. Through guided reading, writing, and discussion focused on essential questions, students begin to develop their abilities to use English to achieve their personal and academic goals. By the end of the two concurrent courses, students should be able to communicate with English-speaking administrators, teachers, and students and perform academic work in English with substantial support.

English Language Development 2A and 2B 750/753 - 4 Credits each

Academic - Grades 8-12 - For English learners only

Prerequisite: English Language Development 1A and 1B or qualifying score on language assessment

English Language Development 2 (ELD 2) develops the beginning student's language and literacy skills with a continued focus on social and academic settings. Through guided reading, writing, and discussion focused on essential questions, students expand their abilities to use English to achieve their academic goals. By the end of the two concurrent courses, students should, with significant support, be able to utilize reading strategies to engage with academic texts, use knowledge of academic genres and the writing process to construct academic texts, comprehend and take notes on academic lectures, deliver academic presentations, and engage in academic discussions.

English Language Development 3 751 - 4 Credits

Academic - Grades 8-12 - For English learners only

Prerequisite: English Language Development 2A and 2B or qualifying score on language assessment

English Language Development 3 (ELD 3) cultivates the developing student's language and literacy skills with a focus on academic settings. Through guided reading, writing, and discussion focused on essential questions, students further expand their abilities to use English to achieve their academic goals. By the end of this course, students should, with moderate support, be able to select and utilize appropriate reading strategies to engage with diverse academic texts, use knowledge of academic genres and the writing process to construct a variety of academic texts, comprehend and take notes on academic lectures, deliver academic presentations, and engage in academic discussions.

English Language Development 4 760 - 4 Credits

Academic - Grades 8-12 - For English learners only

Prerequisite: English Language Development 3 or qualifying score on language assessment

English Language Development 4 (ELD 4) cultivates the expanding student's language and literacy skills with a focus on academic settings. ELD 4 students refine their abilities to use academic English through guided reading, writing, and discussion focused on essential questions. By the end of this course, students should, with limited support, be able to select and utilize appropriate reading strategies to engage with diverse academic texts, use knowledge of academic genres and the writing process to construct a variety of academic texts, comprehend and take notes on academic lectures, deliver academic presentations, and

engage in academic discussions.

English Language Development 5 768 - 4 Credits

Academic - Grades 8-12 - For English learners only

Prerequisite: English Language Development 4 or qualifying score on language assessment

English Language Development 5 (ELD 5) advances the bridging student's language and literacy skills with a focus on academic settings. ELD 5 students refine their abilities to use academic English through guided reading, writing, and discussion focused on essential questions. By the end of this course, students should independently be able to select and utilize appropriate reading strategies to engage with diverse academic texts, use knowledge of academic genres and the writing process to construct a variety of academic texts, comprehend and take notes on academic lectures, deliver academic presentations, and engage in academic discussions.

English Language Development 6 770 - 4 Credits

Academic - Grades 8-12 - For English learners only

Prerequisite: English Language Development 5 or qualifying score on language assessment

English Language Development 6 (ELD 6) advances the reaching student's language and literacy skills with a focus on academic settings. ELD 6 students refine their abilities to use academic English through guided reading, writing, and discussion focused on essential questions. By the end of this course, students should have a sophisticated ability to independently select and utilize appropriate reading strategies to engage with diverse academic texts, use knowledge of academic genres and the writing process to construct a variety of academic texts, comprehend and take notes on academic lectures, deliver academic presentations, and engage in academic discussions.

Academic Seminar 769 - 2 Credits

Academic - Grades 8-12 – Semester - For English learners only

Academic Seminar (AS) assists students in developing the academic skills needed to for success in content area classes and for college and career readiness. Students are expected to build independence and motivation as learners by setting and tracking academic goals and working diligently both in and out of class. Students document and reflect on their learning by tracking their academic progress, writing regular reflections, and maintaining ongoing communication with the instructor.

CENTRAL OFFICE ADMINISTRATION

Dr. Marco Rodrigues, Superintendent
Ms. Kathy Provost, Assistant Superintendent
Ms. Patricia Lange, Director of Finance & Operations
Ms. Cathy Kilcoyne, Director of Student Services

HIGH SCHOOL ADMINISTRATION

Mr. Jonathan Bourn, Interim Principal
Ms. Danica Johnston, Assistant Principal
Mr. Daniel McAnespie, Assistant Principal

DIRECTORS/SUBJECT MATTER LEADERS

Ms. Sarah Davis, Science
Ms. Jeannie Graffeo, Early Childhood/Wellness
Ms. Denise Hayes, Special Education Team Chair
Ms. Diane Hoff, Visual Arts
Mr. Robert Knittle, Mathematics
Ms. Ana Pimentel, World Language
Ms. Andrea Reagan, Performing Arts
Ms. Ellen Schuck, Technology
Mr. Todd Wallingford, English/Social Studies
Ms. Jessica Winders, Athletic Director

SCHOOL COUNSELORS

Ms. Angela Flynn, Director
Ms. Kristina Ansara-Stachowski
Ms. Kerry Bartlett
Ms. Karen Botcheller
Ms. Melissa DiFonzo
Ms. Erin Learned

**HHS VIRTUAL HIGH SCHOOL
SITE COORDINATOR**

Ms. Sherry Sleeper

SCHOOL COMMITTEE

Ms. Elizabeth Hallsworth
Mr. George Luoto
Dr. Glenn Maston
Mr. Matthew McDowell
Ms. Nina Ryan
Mr. Steven Smith
Mr. Adam Tracy

Visit Our Website at
www.hudson.k12.ma.us

IMPORTANT PHONE NUMBERS

Hudson High School	978-567-6250	Superintendent's Office	978-567-6100
Counseling Office	Ext. 13127	Quinn Middle School	978-567-6210
Nurse	Ext. 13144	Farley School	978-567-6153
Athletics	Ext. 11112	Mulready School	978-567-6170
Fax	978-567-6285	Forest Avenue	978-567-6190

The Program of Studies is published by the Administration of Hudson High School, Mr. Jonathan Bourn, Interim Principal. Listing is compiled by Ms. Angela Flynn, Mr. Todd Wallingford, Mr. Robert Knittle, Ms. Sarah Davis, Ms. Ellen Schuck, Ms. Diane Hoff, Ms. Andrea Reagan, Ms. Ana Pimentel, Ms. Erin Goldstein and Ms. Jeannie Graffeo. The publication is prepared for printing by Ms. Denise Carter, Secretary. Printed at the HPS Copy Center.

Approval of Hudson High School Varsity
Baseball Overnight Spring Trip to Plymouth,
Falmouth, and Marion on 3/29/2019 - 3/31/2019

**HHS Costa Rica Trip, February 2020
Overnight School Fieldtrip Notice**

Student's Name: _____

Trip Destination: Costa Rica

Trip Dates: February 13 to February 22, 2020

Chaperones: Andrea A. Boure (aaboure@hudson.k12.ma.us)
When other chaperones are finalized will list them here.

Directions for Students: In order to participate in this trip, you need to have a passing grade in all of your classes. This form is an agreement to make up work in each of your classes. *By getting this signed, you, the student, assume the responsibility to communicate and coordinate with your teachers to make up all work you will miss while away.*

Directions for Teachers: Please sign below to indicate that this student has your permission to miss class for the days indicated and that he/she has contacted you about making up work.

Block	Student has my permission to miss class	Student has arranged to make up work	Class	Teacher's Name	Teacher's Signature
A					
B					
C					
D					
E					
F					
G					

Directions for Parents: Please confirm with your son or daughter that he/she has a plan to complete all work missed as a result of this trip. Please sign below to indicate that you are aware of his/her responsibility to make up all missed material and assignments.

Signature of Parent/Guardian _____ Date _____

RETURN COMPLETED FORM TO **Mrs. Andrea Boure** IN **G206** BY FRIDAY, January 31, 2020

HUDSON BASEBALL OVERNIGHT TRIP 2019

Cost of Trip:

Players will be informed if they are going on the trip on or by March 25. Players going on the trip must submit a check or cash to pay for the trip by March 27. Checks should be made payable to HHS Boosters. The cost of the trip will be \$100 per player, and goes to hotel costs, lunch Saturday, dinner Saturday evening, and team building activities.

Hotel:

The team will stay at the Admiralty Inn & Suites in Falmouth, MA. There will be 4 players per room.

Parents:

Parents are welcome to come watch the team scrimmage on this trip. Parents can also stay at the Admiralty Inn & Suites, but will need to make reservations on their own.

What to Bring:

Players will be able to bring their baseball bag and a personal bag. Players should bring baseball gear, sweatshirts, jackets, and casual clothes for Friday and Saturday night. Players should bring \$20 for dinner on Friday night. Weather reports typically call for temperatures in the 40s & 50s.

BE PREPARED!

Trip Schedule (times are approximate):

Friday, March 29th

2:30pm - Vans leave HHS (kids should have some snacks with them for the ride)

4:00pm – Scrimmage vs. Plymouth North @ Plymouth North High School

8:00pm – Hotel Check-In

8:30pm – Team dinner at the JR Brody's in Falmouth

10:30pm – Players in Rooms

11:00pm – Lights Out

Friday, March 30th

7:00am – Team Meeting & Breakfast at Hotel

9:00am – Scrimmage vs. Tabor Academy @ Tabor Academy

12:00pm – Scrimmage vs. TBA @ Tabor Academy

3:30pm-7:00pm – Team Building Activities

7:30pm – Team dinner at DJs Famous Wings in Falmouth, MA

10:00pm – Players in Rooms

11:00pm – Lights Out

Saturday, March 31st

7:00am – Breakfast at the Hotel

10:00am – (Possible) Scrimmage vs TBA @ TBA

1:00pm – Leave to Return to HHS

3:00pm – Return to HHS



Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250
www.hudson.k12.ma.us



Hudson Public Schools
Achievement & Character

Jonathan S. Bourn, Interim Principal
Daniel R. McAnespie, Assistant Principal
Danica A. Johnston, Assistant Principal

Request for Overnight Field Trip

Staff Member(s) Making the Request	Timothy Reinhardt		
Name of Team, Organization, or Class	Hudson High School Baseball Team – Varsity		
Title of Trip (be sure to include destination)	Baseball Spring Trip (Plymouth, Falmouth, Marion)		
Departure Date and Time	Friday, March 29 – 2:30pm		
Return Date and Time	Sunday, March 31 – 3:00pm (approx.)		
Estimated Number of Student Participants	24		
Number and Names of Chaperones	5 chaperones Tim Reinhardt (Varsity Head Coach) Jeff Wood & Dan Fahey (Varsity Assistant Coaches) Mike Nanartowich & Eric Ahearn (Junior Varsity Coaches)		
Cost Per Student	About \$100 per student		
Check One or Both	Curricular		Extra-Curricular X

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable.”

1. Please describe the trip.

Candidates for the varsity baseball team will travel to participate in scrimmages at Plymouth North High School (Friday Afternoon) & Tabor Academy (Saturday Morning & Afternoon). The team will stay overnight at the Admiralty Inn & Suites in Falmouth. There is the possibility of adding an additional scrimmage or practice on the morning of Sunday, March 31.

2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.

The purpose of the trip is to provide the baseball players with opportunities to scrimmage – baseball fields in Central Massachusetts are often not ready for play this early in the season. The trip gives players an ability to engage in competitions before the season begins, gives coaches the ability to evaluate players in game situations, and helps to build team unity. The trip has gone on for the past twelve years; each season the team improves on the field as a result of the trip, and helps players and coaches form a closer bond. The schools we will scrimmage have artificial turf fields, which makes the competitions more likely to happen.

Additionally, the overnight trip format allows coaches to plan team-building activities to help form a sense of community among the players and coaches, which is integral to success.

3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?

N/A

4. Please provide a detailed itinerary.

Friday, March 29

2:30pm – Depart HHS

4:00-6:30pm – Scrimmage @ Plymouth North High School

8:00pm – Arrive at Admiralty Inn & Suites in Falmouth

8:00pm – Team dinner

9:30pm – Back to hotel – Team Meeting

10:00pm – Players in rooms

Saturday, March 30

7:00 – Breakfast at Hotel

9:00-11:00am – Scrimmage @ Tabor Academy (Marion, MA)

11:00-12:00pm – Lunch at Field

12:00-2:00pm – Scrimmage @ Tabor Academy (Marion, MA)

3:30pm-5:30pm – Team Building Activities

6:30 – Team Dinner

8:00 – Back to Hotel – Team Meeting/Team Building Activities

10:00 – Players in rooms

Sunday, March 31

7:00am – Breakfast at Hotel

10:00am-12:30pm – (Possible) Scrimmage @ TBA

2:00pm – Return to HHS

5. If fundraising activities will be included, please list and describe such activities.

N/A

6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).

Players and coaches will leave Friday after school is out, and will return on Sunday afternoon. No school will be missed by players or coaches.

Please attach copies of the following if you have them:

	Permission slip
X	Informational letters, brochures, fliers, etc.
	Medical forms

Signature of Staff Member Making Request

Date

Principal's Signature

Date

Date of School Committee Approval:	
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Approval of Hudson High School World
Language Department Trip to Costa Rica on
2/13/2020 - 2/22/2020 (tentative dates)



Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250
www.hudson.k12.ma.us



Hudson Public Schools
Achievement & Character

Jonathan S. Bourn, Interim Principal
Daniel R. McAnespie, Assistant Principal
Danica A. Johnston, Assistant Principal

Request for Overnight Field Trip

Staff Member(s) Making the Request	Andrea Boure		
Name of Team, Organization, or Class	World Language department		
Title of Trip (be sure to include destination)	Costa Rica		
Departure Date and Time	Tentative date 2/13/2020		
Return Date and Time	Tentative date 2/22/2020		
Estimated Number of Student Participants	22		
Number and Names of Chaperones	4 Andrea Boure Anibal Serra Mafalda Moreira		
Cost Per Student	\$2,200 (May change due to additional cost ex. Weekend departure, insurance...)		
Check One or Both	Curricular	<input checked="" type="checkbox"/>	Extra-Curricular

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable.”

1. Please describe the trip.

Students will have the opportunity to:

- a. Use Spanish in their daily interactions
- b. visit Natural Parks
- c. interact with a new culture

- d. visit a local elementary school and play with the children
- e. cook traditional foods with the locals
- f. and learn and help to protect the environment.

2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.

In Spanish 4H we have two units where the content is about protecting the environment and the conservation of National Parks in Latin America. Students will experience firsthand the places discussed or that we will discuss in class.

3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?

Students in the level 4 classes or that have taken the course would have or will have experienced images, videos and written information about the flora and fauna found in this region (Costa Rica) and students will engage or would have engaged in conversations detailing the need of conservation of these Natural environments. Vocabulary and content learned in class will be utilized during the trip, excursions.

4. Please provide a detailed itinerary.

TOUR ITINERARY (DETAILED)

Day 1 Hola San José (groups flying from the west coast may be required to depart day 0)

Meet your tour director and check into hotel

Day 2 San José--Arenal

Travel to Arenal

Arenal Volcano National Park visit

Details: Arenal Volcano National Park visit

Arenal Volcano National Park is located in the northern region of the country and is home to one of the world's most active and impressive volcanoes. Besides the volcano, this national park has various hiking trails that wind through the tropical highland forest as well as the lowland wet forest. Also within the park is a magnificent man-made lake, Lake Arenal (the largest lake in Costa Rica), which provides over 40% of the country's energy production.

Day 3 Arenal landmarks

Lake Arenal kayaking tour

Hanging Bridges Excursion

Hot springs visit

Details: Lake Arenal kayaking tour

Glide along the still waters reflecting the perfect cone of Arenal Volcano and the surrounding rolling hills. Lake Arenal, the country's largest, is also among its most scenic, and the area has become popular area to kayak, windsurf, sail, fish, and hike.

Details: Hot springs visit

Let the volcanoes take you away. At Arenal's hot springs, bubbling lava fields heat the waters to make nature's own Jacuzzi.

Day 4 Arenal--Monteverde

Travel to Monteverde

Local school visit

Canopy zip line tour

Details: Travel to Monteverde

Because of its humidity and latitude, the entire city of Monteverde can disappear in a second under a massive cloud cover. Founded by Quakers in 1951, the city boasts the best in Costa Rican creatures. Observe a proud display of howler monkeys, revered quetzals and native frogs in the dense cover of the cloud forest.

Details: Local school visit

Take the opportunity to enrich a Costa Rican school with gifts of notebooks, pens, erasers -- all basic supplies that few students here can afford. Learn how rural communities are working to give their children educational opportunities in extremely difficult conditions, often with dozens of students in all different grades taught in a single classroom. We will stop to pick up supplies before visiting, but feel free to bring donations of school supplies like chalk or paper from home, too. (If schools are not in session, you'll be able to give gifts of t-shirts, socks, and other clothing to local children.)

Details: Canopy zip line tour

Soar through the treetops for the unmatched close-up of the New World's best wildlife refuge. Harness yourself to cables that run between platforms high in the trees, then step into thin air and zip from tree to tree. Experience a true bird-eye view from your new aerial perspective.

Day 5 Monteverde landmarks

Santa Elena Biological Reserve visit

Plant your own tree

Horseback ride

Details: Santa Elena Biological Reserve visit

Get your spider monkey fix as you climb into the clouds. The Santa Elena Reserve reaches high into the atmosphere, bringing the cloudy mists into its lush forests and letting you see all the way to the Arenal Volcano.

Details: Plant your own tree

In 1987, a nine-year-old Swedish student asked what he could do to save the rainforests, and Children's Eternal Cloud Forest was born. The Monteverde Conservation League oversees the planting of deforested land and virgin rainforest in the Children's Forest and throughout the area, and now owns more than 22,000 hectares. Contribute your green thumb efforts to their conservation work.

Details: Horseback ride

Step back in time as you explore Monteverde on horseback, following time-worn trails through the mountains as you breathe in the mists of the rainforest.

Day 6 Monteverde--Coastal Puntarenas

Travel to Coastal Puntarenas

Free time at the beach

Optional Surfing lesson \$35

Day 7 Manuel Antonio excursion

Manuel Antonio National Park guided visit

Details: Manuel Antonio National Park guided visit

Take a tour of this national park with your Tour Director who is certified as a professional, local guide. Manuel Antonio includes 12 islands and is known for its white sands and array of wild life. You will share the park and its four beaches with sea turtles, parrots, three-toed sloths, tapirs, howler monkeys and iguanas. A word to the wise—be careful of the sneaky white face monkeys. They know how to unzip backpacks. The park boasts an estuary, mangroves, a lagoon and paths, one which leads to an observation tower for a 360° view.

Day 8 Coastal Puntarenas--San José

Travel to San José via Sarchí

Sarchí craft village visit

Optional Folklore evening \$35

Details: Travel to San José via Sarchí

On the way to San José, travel to Sarchí, a highly artistic city known for its painted designs and brilliantly colored wheels of local ox carts.

Details: Sarchí craft village visit

Costa Rica's premiere crafts village provides the perfect opportunity for souvenir shopping. Sarchí became famous in the mid-1800s for its elaborate hand-painted oxcarts, and now its artisans create clothing, shoes, chess sets, and other items all decorated in the traditional manner.

5. If fundraising activities will be included, please list and describe such activities.

We may sell chocolate (we are not sure yet if we will need to fundraise)

6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).

We will miss Thursday and Friday before school vacation, February 13 and February 14. This will allow our group to not only save on cost but it will also give us a few days to fly in case the weather in New England is a problem. Snow may delay flights a couple of days.

Please attach copies of the following if you have them:

X	Permission slip
	Informational letters, brochures, fliers, etc.
X	Medical forms

Signature of Staff Member Making Request

Date

Principal's Signature

Date

Date of School Committee Approval:	
---	--

Printable options: **Basic Itinerary** | Detailed Itinerary (?p=1&view=detailed)

Mrs. Boure's Costa Rica

GROUP INFORMATION



TourCenter ID:
Boure-3432

Departing From:
Boston

Departing:
February 14, 2020

Returning:
February 22, 2020

Last day for this Tour Fee:
January 30, 2019



YOU CAN SIGN UP AT:

<http://www.explorica.com/Boure-3432>
(/Boure-3432)

TOUR ITINERARY

Day 1 Hola San José (groups flying from the west coast may be required to depart day 0)

Meet your tour director and check into hotel

Day 2 San José--Arenal

Travel to Arenal
Arenal Volcano National Park visit

Day 3 Arenal landmarks

Lake Arenal kayaking tour
Hanging Bridges Excursion
Hot springs visit

Day 4 Arenal--Monteverde

Travel to Monteverde
Local school visit
Canopy zip line tour

Day 5 Monteverde landmarks

Santa Elena Biological Reserve visit
Plant your own tree
Horseback ride

Day 6 Monteverde--Coastal Puntarenas

Travel to Coastal Puntarenas
Free time at the beach
Optional Surfing lesson \$35

BEST PRICE
guaranteed

Total Fee:* \$2,203.00

Tour Quote Breakdown

The following fees apply to your full-paying participants:

Tour Fee*	\$2,251.00
Weekend Supplement (Departing)	\$35.00
Weekend Supplement (Returning)	\$35.00
Folklore evening	\$35.00
On-Tour Tipping	\$47.00
** Early Enrollment Discount	-200.00

Total Fee* \$2,203.00

OR 12 monthly payments of \$179.42
After initial payment of \$50.00

* Last day for this Tour Fee is Jan 30, 2019.

** Only valid with voucher code Travel1X

Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	\$125.00
Twin Room Upgrade	\$360.00
Additional Adult Fee	\$485.00

TOUR FEE INCLUDES:

- Round-trip airfare
- 8 overnight stays (9 with extension) in hotels with private bathrooms
- Breakfast daily
- Lunch daily
- Dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™

Day 7 Manuel Antonio excursion

Manuel Antonio National Park guided visit

Day 8 Coastal Puntarenas--San José

Travel to San José via Sarchí

Sarchí craft village visit

Optional Folklore evening \$35

Day 9 End tour

- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
 - Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Please visit our Fees FAQ page for a full list of items that may not be included in the cost of your tour.
-

Hudson Public Schools
Hudson High School
HEALTH OFFICE
Pat Emmons, RN, BSN, NCSN
Sue Bowen, RN, BSN

69 Brigham St.
Hudson, MA 01749

Tel.978-567-6250 ext.13144
Fax.978- 567-6284

Dear Parent/Guardian:

Attached, please find two (2) forms that require careful thought and consideration as you complete them. Please understand that preparing for such a school trip involves much time, effort and thought by school personnel to ensure that your child remains safe, that his/her medication needs are met and medications are safely administered. **All medications require a written medication order signed by your child's physician.** Please send the Physician Medication Order and Parent Consent form to the physician now and return both completed forms to Mrs. Boure in G206 by **Friday, January 31, 2020.**

The following directions will require your attention and cooperation:

1. With physician orders/approval and parent permission, students *may* be granted permission to self-administer their medications at the **discretion of the school nurses**. The student will be held responsible for the safe use of his/her medication. Medications will be carried by the student.
2. Students may not, under any circumstances, share medication.
3. All medication must be in the original pharmacy or manufacturer's container. **Expired medications will not be accepted.**

We hope your child finds his/her overnight field trip experience a valuable opportunity for continued personal and academic growth! Please feel free to call us directly at the number above if you have any questions or concerns.

Sincerely,

Pat Emmons, RN, BSN, NCSN
Sue Bowen, RN, BSN

TO BE FILLED OUT BY PARENT OR GUARDIAN:

Hudson High School
Overnight Field Trip to: Costa Rica during February Vacation.

Student name: _____	DOB: _____
Address: _____	Tel: _____
Physician's Name: _____	Tel: _____

HEALTH HISTORY: Please note any of the following conditions, which apply to your child:

Seasonal/Environmental Allergies: _____

Circle **serious** allergies: **INSECT STINGS** **PEANUTS** **DRUG** _____ **FOOD/OTHER** _____

State exactly your child's type of reaction:

State the treatment you wish to have implemented: -

Is **EPI-PEN** required? Yes _____ No _____

My child is able to administer his/her own Epi-Pen: Yes _____ No _____

Comments: _____

Is Benadryl required? Yes _____ No _____

Comments: _____

Please check all that apply

asthma		Diabetes		Motion sickness	
Stomach aches		Headaches		Seizure disorder	
Muscular/skeletal		Heart conditions		Ear infections	
Emotional/anxiety		homesickness		other	

Date of last tetanus (Td/Tdap) shot: ___ / ___ / ___

Please list any medical restrictions or limitations to your child's physical activities: _____

Please list any dietary restrictions:

List Emergency Telephone numbers where you can be reach:

Mother's name		Father's name	
Home number		Home number	
Work		Work number	
Cell number		Cell number	

Please notify the following person in the event that parent/guardian cannot be reached in an emergency:

Name	Number to call

The health information listed is accurate to the best of my knowledge. My child has my permission to engage in all activities except as noted on this form.

Medical Release

I, _____ Legal Guardian of _____ grant to the adult chaperones of HHS, the right to obtain emergency medical treatment for my child, _____ during the period of the school trip. Payment for any and all medical treatment is the financial responsibility of the parent/guardian.

Parent signature: _____ Date: _____

Medical Insurance Information

Insurance Company _____ Policy Number _____

Subscriber's Name/Relationship _____ Insurance Co. 800 Number _____

TO BE FILLED OUT BY STUDENT'S PHYSICIAN:

(PHYSICIAN MAY CHOOSE TO FAX OR SEND A PRINTED COPY OF THEIR OWN MEDICATION ORDER INSTEAD)

Hudson High School

Overnight Field Trip to: Costa Rica, February Vacation 2020.

Physician's Medication Order and Parent Consent

The Commonwealth of Massachusetts requires that all students who need medication during school sponsored functions (field trips) must do the following:

1. Present a written medication order signed by the physician.
2. Present a written consent signed by the parent or legal guardian.
3. Bring the medication in the original box/container or prescription bottle labeled by a registered pharmacist. (Note: the pharmacy will provide you with a second labeled bottle for school if you request this)
4. **Please check expiration dates.**
5. Provide only the number of doses necessary for the duration of the trip.

School: **Hudson High School, Hudson, MA 01749** Tel: 978-567-6250 x13144 Fax: 978-567-6284

Student's Name: _____ DOB: _____

Address: _____ Date: _____

Diagnosis: _____

Allergies: _____

(food, drug, seasonal, environmental, etc.)

Medications

Medication	Dosage	Times

The signatures below authorize and permit this student to self-carry and self-administer the above medications.

*Physician Signature: _____ Date: _____

Print Name of Physician: _____ Tel: _____

Parent Signature: _____ Date: _____ Tel: _____

Approved by School Nurse

*I grant permission for the nurse to share information with the appropriate trip personnel relative to medications and/or health history as needed. *

I understand that non-compliance with any request made in regards to medications and /or health and safety might result in my child's exclusion from this trip.

*Parent/Guardian Signature: _____ Date: _____

Approval of the establishment of a student activity account for the Math League Club

HUDSON PUBLIC SCHOOLS

STUDENT ACTIVITY ACCOUNT

Request for Recognition of a Student Club

School: **Hudson High School**

Date of Request: **January 22, 2019**

The undersigned hereby request the recognition of the following student club/organization, to maintain monies in a Student Activity Account.

Name of Student Club: **Math League**

Description of Student Club and what collection funds will be used for:

Funds will be collected from students and from potential fundraising, for payment of participation in various math competitions. Networking and building connections are important developments from this organization. Our expenses will be in registering for Math Competitions and possibly bus expenses for getting to the competition

Advisor(s): **Beth Schiller and Donna Mongeau**

Principal Signature

Principal (Print Name)

Date

* * * * *

The above organization is approved as a recognized student club/organization to maintain monies in a Student Activity Account.

School Committee Authorized Signatures:

Date: _____

