Foxborough Regional Charter School

Course Catalog

2011-2012

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Foxborough Regional Charter School

Academic Planning Form 2011-2012 - Grades 9-12

Student Name:_____ Date: _____ Year of Graduation:_____

High school students: You may find this form helpful in planning your courses.

Directions: Put an "X" in the "Plan" column for the courses you plan to take for **EVERY GRADE you have left in high school.** Put an "X" in the "Actual" column for courses you have taken.

Subject	Course	9th		10th		11th		12th	
		Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
English	Eng. 9 Literature and Comp.								
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	Eng. 10 – Amer. Lit. and Comp.								
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	Honors Spanish IV – 10-12								
	¡Viva la Cultura! – 12								
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	Intro to Portuguese - 9-12								
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	Biology – 9 -12								
	Honors Biology – 9 -12								
	Chemistry 9-12								
	Honors Chemistry -10								
	Physics 11-12								
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	AP Biology 11-12								
	AP Chemistry 11-12								

Foxborough Regional Charter School

Academic Planning Form 2011-2012 - Grades 9-12

Student Name:_____ Date: _____ Year of Graduation:_____

Directions: Put an "X" in the "Plan" column for the courses you plan to take for **EVERY GRADE you have left in high school.** Put an "X" in the "Actual" column for courses you have taken.

Subject	Course	9th		10th		11th		12th	
		Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
Science	Virtual High School – 12								
(cont.)	Forensic Science 9-12								
	Environmental Science 9-12								
	Engineering and Tech. 10-12								
History	U.S. History I - 9								
	U.S. History II - 10								
	U.S. History II Honors - 10								
	Anthropology – 11-12								
	Art in History – 11-12								
	U.S. Government - 11-12								
	AP US History 11-12								
	AP European History 11-12								
	Latin I 9-12								
	Search for Peace 9-12								
	Sports Studies: Psych 9-12								
Int. Arts	Foundations of Art - 9		**X**						
	Applied Comp. Technology - 9		**X**						
	Physical Education 9-12		**X**		**X**		**X**		**X**
	Health - 10 and 12				**X**				**X**
	Note: All students will be registered for the courses with "X" above								
	Studio Art II - 10-12								
	Adv. Software & Prog. - 10-12								
	Nutrition and Exercise – 10-12								
	Virtual High School (Music) 12								
	Amer. Roots Music & Cult. Identity 9-12								
Additional									
Courses	Skills for Success - 9								
	Elem. Education Prac. 11-12								
	Dual Enrollment (Mass Colleges On-line)								
SIE	Senior Independent Enrich. 12								

NOTE: Courses with shaded blocks will be offered during the curriculum concentration block

Foxborough Regional Charter School
Course Request Form - 2011-2012

Student Name _____ Date: _____ Grade Next Year: _____
(PRINT NEATLY)

Parents/guardians and students, please carefully read the 2011-2012 Course Catalog for course descriptions, academic policy information and graduation/promotion requirements.

For Parents/guardians and students entering grades 9-12, students will discuss courses for next year in class during the week of April 25th and will need this form for teacher signatures.

Students - Fill in the courses you are requesting, get all teachers signatures during the in-class review time, and return this form to the Guidance office. **DO NOT LOSE THIS FORM**. (Note: There are limited choices for freshmen, but this form is still required for high school planning.)

Parents/guardians - Please sign the bottom indicating you have reviewed your student's requested courses, the course catalog, and course requirements for graduation.

For parents/guardians and students entering grades 6-8, this form is NOT required. Students will be placed in classes based on teacher recommendations. You should contact the appropriate Instructional Leader about a particular concern or special consideration. You are encouraged to review the catalog, including high school courses, as a way to plan ahead for course selection in future years.

All students will be sent a final 2011-2012 course list in late May or early June. That must be returned with a parent/guardian signature to ensure your student will be placed in those courses. Please contact the appropriate Instructional Leader with any questions about course placement.

***** NOTE: INSTRUCTIONAL LEADS WILL REVIEW STUDENT REQUESTS, GRADES AND TEACHER RECOMMENDATIONS AND MAKE FINAL COURSE ASSIGNMENTS.*****

Subject	Course	Teacher Signature
English		
Math		
Spanish		
Science		
History		
Concentration	1st Choice	Not required
	2nd Choice	Not required

_____ _____

Parent/Guardian Signature **Date**

Director's Letter

Dear Students and Parents,

The Foxborough Regional Charter School is an academically rigorous school that offers a wide range of learning experiences throughout middle and high school curricula. The purpose of this course catalog is to help students and their parents make informed choices about the program of studies and academic experiences that will prepare a student for college and beyond.

The selection of an appropriate program of studies requires careful thought. Students are encouraged to develop their current interests as well as explore areas that may stimulate new interests. We encourage students and families to discuss the academic pathways available at FRCS and which pathways will lay the best foundation to meet a student's academic goals. These are vital conversations for high school students but are also very valuable at the middle school level and we provide copies of this catalog to every middle school student in grades five through eight for this purpose.

To help students and families plan a program of studies, you will find a 'course map' at the start of each subject area. Each subject's course map is unique and each provides a visual summary of the course progression in a given curriculum. It highlights common course progressions and provides students and families with a helpful tool to plan this year's courses with senior year in mind. These maps provide the general pathways in a given content area; however, they can also be supplemented to meet a student's individual academic goals or needs. These learning experiences include Senior Independent Enrichment projects, Virtual High School courses and a host of Curriculum Concentration options.

The course selection process is an exciting time of the year for students, parents and faculty. As you begin planning together, please feel free to contact your guidance counselor, teacher or appropriate Instructional Leader with any questions about courses, course progression or curriculum.

Best Regards,

Ron Griffin
Director of Teaching & Learning

Foxborough Regional Charter School

VISION STATEMENT

The Foxborough Regional Charter School seeks to provide students an outstanding academic program that prepares students for college in a challenging and stimulating learning environment that instills positive ethical, moral and civil values and prepares students to serve their community as leaders and exemplary citizens. The Foxborough Regional Charter School resolves that, in order to fulfill its commitment to excellence, it must strive to provide our Teachers and Staff opportunities for ongoing development and growth, be responsive to their concerns and needs and recognize their contributions and skills.

MISSION STATEMENT

The Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

The Foxborough Regional Charter School will commit itself to providing a supportive, professional and challenging environment for its Teachers and Staff which recognizes the value of professional development, creativity and initiative. We will constantly seek new ways to allow our Teachers and Staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.

The Foxborough Regional Charter School promotes positive ethical, moral and civic values and prepares students to serve their community as leaders and good citizens. We present students with projects and issues requiring critical thinking, problem-solving, decision-making and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.

Foxborough Regional Charter School

Middle and High School Academic Staffing

Mark Logan	Executive Director
Ron Griffin	Director of Teaching and Learning
Dawn Hall	Director of Students and Families
Dave Elsner	High School Guidance/School Counselor
Phoenix Aiello	Middle School Guidance/School Counselor
Jamie Droste	Student Life Coordinator
Caitlyn Rouse	School Psychologist
Jill Johannson	504 Coordinator
Cathy Alix	School Nurse
Amanda McMorrow, Kelly Roy	School Adjustment Counselors

English Department
Karen Daley – Instructional Leader
Joe Fletcher
Lizz Wieners
Robert Vierling
Lauren Hanson
Chris Mastrogiacomo
Kristine Foisy
Amanda Turcotte
Luke Kammerer

Science Department
Daniel Yates-Berg – Instructional Leader
Sue Kraus
Stacia Harrison
Peter Gaudet
Roy Pavao
Genni Garanin
Josh Kent
Val Souza

Mathematics Department
Instructional Leader – Andrew Lay (Interim)
Robert Hickey
Sam Guptill
Lisa Habig
Mike Blasé
Brenda LaRouche
Chris Barb
Danielle Iacobucci

History Department
Andrew Lay – Instructional Leader
Larry Loughran
Linda Morse
Bill Ells
Jim Obenchain
Kristine Foisy
Luke Kammerer
Amanda Turcotte

Spanish Department
Annie Azarloza – Instructional Leader
Kate Roberts
Juan Holguin
Danny Reyes
Jennifer Flores
Zoraida Freitas
Fernando Da Silva

Integrated Arts Department
Maggie Moore – Instructional Leader
Brian Lavery, Physical Education
Malloy Andreozzi, Health
Meghan Swanson, Fine Arts
Keith Lavigne, Computer/Technology
Jamie Droste, Fine Art
Lizz Wieners, Theater

Special Education Department
Susan Rasicot – Instructional Leader
Carrie Ruggiero, Middle School Liaison
Christine Davidson, High School Liaison
Peg Butler, Paraprofessional
Nick Kerrigan, Paraprofessional
Kricket Proulx, Paraprofessional

Academic Policy and Guidelines

There are many reasons why a student or parent/guardian would seek additional academic support or have questions regarding academic performance. In these situations, the process listed below should be followed for the majority of circumstances.

1. Students should first talk with teachers about additional help or concerns.
2. Instructional Leaders should be contacted if the student-teacher discussions do not satisfactorily support or resolve the student's needs.
3. If questions remain or additional support is required beyond what the Instructional Leaders can coordinate, the appropriate Guidance Counselor should be contacted.
4. Lastly, the appropriate Director can be called to make a decision regarding student concerns or supports.

Graduation Requirements

Graduation requirements are explained in detail in the student handbook and should be reviewed when making course requests. Students must successfully complete the course requirements outlined below as well as obtain a minimum number of credits. Because our credit structure is changing this year, it is especially important for students to check their status and discuss any questions with the guidance counselor. In general, FRCS curriculum expectations include (minimum courses students must pass for graduation requirements are in italics):

English:	*Required all four years*
Math:	*Required all four years*
Spanish Language:	*Required all four years*
Science:	Required for four years* *(three years w/lab required for graduation)*
History:	Required for four years* *(three years required for graduation)*
Physical Education:	*Required all four years*
Curriculum Concentration:	Required all four years
Health:	Required for two years *(one year required for graduation)*
Computer:	*Required for one year (offered in 9th grade only)*
Integrated Arts:	*Students must pass one additional course*

* Four years not required if approved for Senior Independent Enrichment during senior year

Course and Credit Requirements for the Class of 2014 and Beyond

	Grade 9	Grade 10	Grade 11	Grade 12	Minimum Credits Required for Graduation
Math	3.0	3.0	3.0	3.0	12.0
English	3.0	3.0	3.0	3.0	12.0
Spanish	3.0	3.0	3.0	3.0	12.0
History	3.0	3.0	3.0	3.0	9.0
Science	3.0	3.0	3.0	3.0	9.0
Phys Ed	0.6	0.6	0.6	0.6	2.4
Health		0.6		0.6	0.6
Computers	0.6				0.6
Foundation of Art	0.6				0.6
Concentrations	3.0	3.0	3.0	3.0	
College Advising			0.3	0.3	
Total of Minimum Required Courses					58.2
Total Required for Graduation					**65.4**
Total Possible	19.8	19.2	18.9	19.5	77.4

Grade Point Average and Transcripts

Grade point average (GPA) is calculated based on the average of all graded courses and the credits awarded for each course. GPA is provided for such things as scholarships and college applications and will be reported on transcripts. Beginning in 2011-2012, Honors and Advanced Placement high school courses will be awarded additional weight in grade point average calculation. Honors high school courses will be weighted one half point and Advanced Placement courses will be weighted one full point. In our grading system of 0-100, that would mean five additional points for Honors and ten additional points for AP as shown below:

	Final Grade	Conversion Grade (0-4.0)		Weighted Grade (0-100)	Weighted Grade (0 – 4.0)
Chemistry	79	2.6		79	2.6
Honors Chemistry	79	2.6		84	3.1
AP Chemistry	79	2.6		89	3.6

Official transcripts will include all classes, term, and final grades starting in 9th grade. Specific class rank is not reported on transcripts, but will be reported to the nearest decimal.

Add/Drop and Withdrawal (Grade 6 - 12)

High school students are allowed to add and drop classes, pending space in the class and approval from staff, until the third Friday of the start of school year or 15th day of class for a term course. Students are responsible for all make-up work for the added class. After that time, special approval from Instructional Leads, Guidance/School Counselor and/or the appropriate administrator is required.

Grades and academic records for students withdrawing from courses will be accounted for as follows:

- Withdrawals in the first week of the year: Previous grades do not count for new course.
- Withdrawal during trimester, after 1st week: Grades from previous course transfer into new course. Student receives a single grade on report card for the new course.
- Withdrawal after 1 complete trimester: Student should be withdrawn but not removed from course. Student receives a grade on report card for both courses.

Transfer of Levels (Grade 6 - 12)

Middle school and high school students may request to transfer levels in the major subject areas until the 15th day of classes; however, special approval from the Instructional Leads, Guidance/School Counselor and/or the appropriate administrator is required. A student's academic performance, teacher recommendation(s), and student ability will be considered. Significant factors in considering all requests will be student effort (i.e. class preparation, homework, and class participation), as well as behavior and attitude.

Incompletes ("I" on Report Card):

Students may be issued an incomplete grade by the course instructor for a given trimester if he or she has 20 or more excused absences. Incomplete grades may also be issued in the event of extenuating circumstances but must be approved by guidance counselor and Instructional Leader of that subject area. An Incomplete "I" grade provides the student with an extended window of 3 week to make up incomplete/missing assignments as identified by the course instructor.

An Incomplete ("I") grade remains on the student report card for a maximum of 3 weeks (barring extenuating circumstances) to makeup assignments. This makeup period begins after the last day of the trimester in question and in the event of a trimester 3 incomplete, the last day of school. At the end of 3 week period, any assignments that are not made up are calculated as zeros. At the end of 3 weeks, grades are recalculated and report cards for affected students are redistributed.

Curriculum Concentrations

Students may choose from a variety of courses each year to provide Curriculum Concentrations. These courses are available for grades nine through twelve and are offered through the academic departments. Each high school student can select one class each year. Seniors get priority for selection, then juniors, etc. Students should take note of the graduation requirement for passing two Integrated Arts Concentration classes. Another important consideration is these courses are not offered during summer school and; therefore, failure to pass a course will result in loss of credit towards graduation requirements. These courses are for full credit, meet five times per week, and provide students the opportunity to deepen their academic experience in a particular subject area. Science, Integrated Arts, and English are emphasized in these offerings.

Honors

Honors classes have increased academic expectations for the quality and quantity of student work. Honors courses in high school are focused on preparing students for Advanced Placement courses. Students are expected to explore material in greater depth and breadth in these courses. Emphasis is placed on synthesis, analysis and critical thinking. Substantial work out of school is assigned consistently. Students are also expected to take initiative when struggling with material to schedule time with teachers for extra help as well as do additional research on their own to master concepts and applications. Independent learning is encouraged and anticipated.

Advanced Placement (AP) Expectations

AP classes are intensive, college level courses that demand the highest dedication to academics. Students should expect to consistently spend 8-12 hours per week beyond class time for EACH AP class. Summer reading and other assignments are also usually required before starting an AP class. The courses represent significant opportunity as well as responsibility. **AP classes are college level and as such, it is solely the student's responsibility to meet the expectations for timeliness, quality and quantity of work and to coordinate with his or her AP teacher for additional help.**

The school must adhere to national standards for Advanced Placement content and student achievement. Students interested in taking an AP class are required to complete applications. These vary depending on the course, but can include teacher recommendations in the relevant subject, Instructional Lead approval and an essay describing the student's interest, expected contribution to the course, and anticipated benefits from completing the course. Students are limited to two (2) AP courses per year unless permission is obtained to take more from the Instructional Leaders and the Guidance Counselor.

The performance of all students in AP classes is reviewed before mid-term reports for term 1. Any student not meeting the standard for AP academic work will be moved to another class at the discretion of the teacher and/or Instructional Leader. **All AP students are expected to take the AP exam at the end of the course.** Students electing not to take the exam will have the course title changed to "Accelerated" rather than "AP" on his or her final transcript and will be reduced in weight to an Honors level for GPA calculation. Fee waivers and other assistance for the exam costs are available under certain circumstances and should be coordinated with the Guidance Counselor.

Senior Independent Enrichment

The Senior Independent Enrichment course is a multi-disciplinary, project-based learning experience that is an alternative to a 4th year of either science or history. **This course is considered college level and as such, it is solely the student's responsibility to meet the expectations for timeliness, quality and quantity of work and to coordinate with his or her advisor for additional help.** A more detailed description is included on the last page.

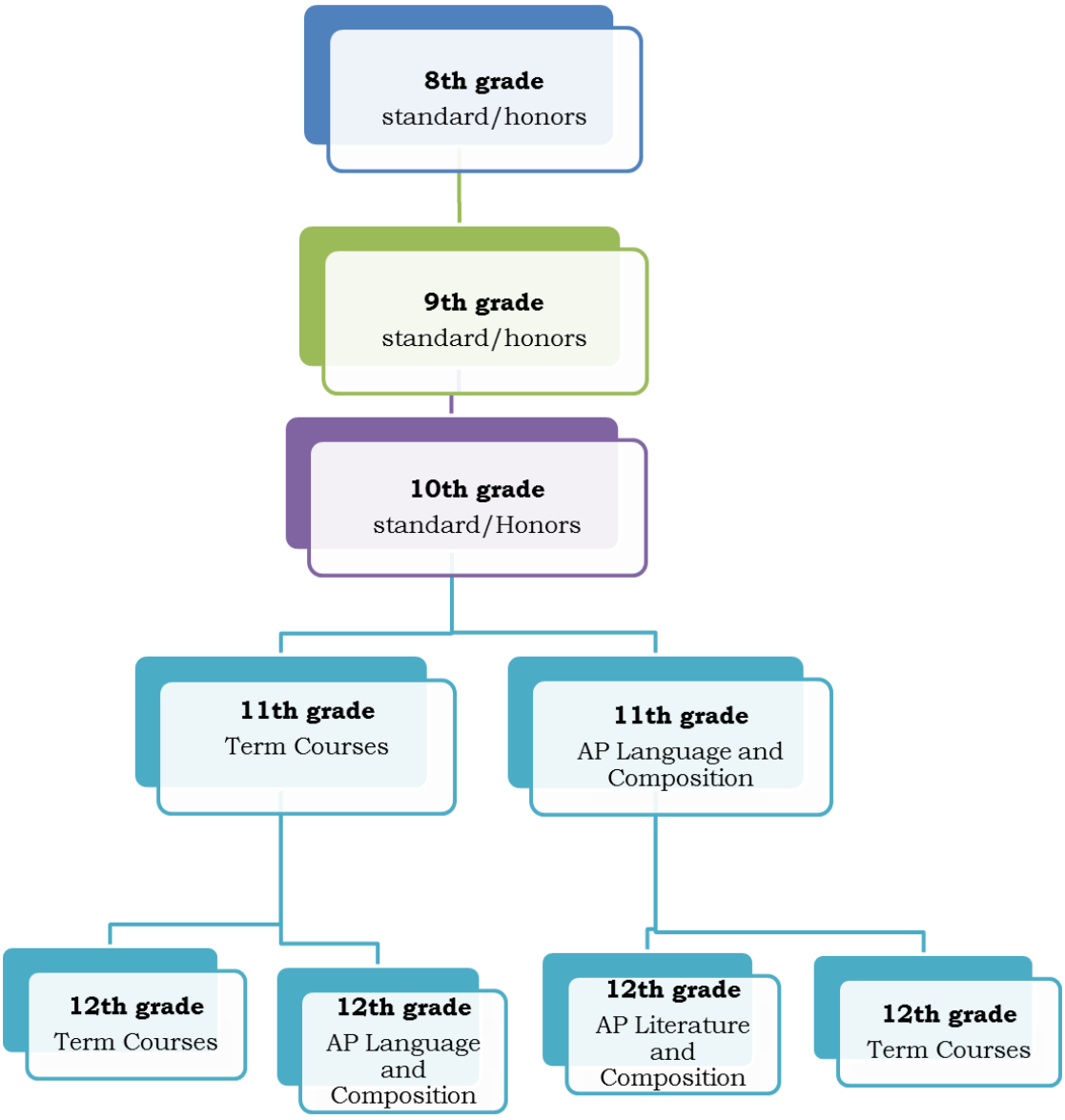
Academic Dishonesty

Academic dishonesty is a serious offense and will result in significant consequences. The Student Handbook explains the academic dishonesty policy in detail. In particular, substantiated academic violation involving plagiarism or cheating on an exam or assignment for an Advanced Placement class will result in the student being withdrawn from the course, the withdrawal being noted on the student's transcript and the student being solely responsible for making up work and catching up in the replacement class. Any senior with an academic violation for cheating or plagiarism may, when requested by a college and at the discretion of the administration, have the incident reported, which may affect admission decisions.

English

The English Language Arts Curriculum is aligned with the National Common Core Standards. Writing workshop and the portfolio method will be employed in middle and high school English courses with emphasis placed on writing and supporting a solid thesis, grammar and usage, organization, style, diction, transitions and rhetorical function of sentence structure. Students will craft a variety of personal and academic essays as well as complete a major research project. All courses will be designed to prepare students for Advanced Placement English Language and Composition as a junior or senior.

English Language Arts Course MAP



Grade 6

This course includes the study of literature, writing, vocabulary development, and grammar. Critical reading skills are further developed through mini-lessons and student application of literary analysis. Composition and grammar skills are instructed through Writers' Workshop, modeled closely after the work of Nancy Atwell's *In the Middle*. The I-Search paper is an alternative to the traditional research paper and is effective in its goal of engaging students in an in-depth study of the research process. Grammar studies focus on the parts of speech, comma usage, sentence structure and incorporating quotations into composition. Students are offered a variety of literary selections from satirical fiction, historical fiction, science fiction, poetry and mythology. The corresponding novels include: *The Wednesday Wars*, *Fever 1793*, and *The Giver*.

Grade 7

The Seventh Grade ELA Curriculum focuses on two major areas; (1) developing process-based writing habits including descriptive writing, narrative writing (both non-fiction and fiction), poetry, as well as persuasive writing/rhetoric and (2) fostering comprehension and analysis of a variety of literary genres. Students engage in the writing process in Writer's Workshop where they maintain their own Writing Portfolios, explore subjects of their own choosing and respond to and edit the writing of peers. Their teacher writes along with them, modeling the good habits of effective writers. Grammar and mechanics are taught in the context of the student's actual writing.

Students read a selection of novels including *The Outsiders*, *A Break With Charity*, and *Maus I* as well as a wide variety of short stories by classic and contemporary writers. Students study poetic conventions (epic and lyric) and figurative language in prose and poetic works, thus learning to "Read Like Writers and Write Like Readers." Vocabulary acquisition, note-taking and research skills are also elements of the course.

Grade 8*

Eighth grade English encompasses the basics of literary analysis applied to a variety of genres—short stories, poetry, drama and non-fiction. There is continued emphasis on reading comprehension and writing skills through the workshop and portfolio method. This helps students focus on the writing process. Grammar and usage lessons are built into writing throughout the year. Vocabulary acquisition, note-taking and research skills are also elements of the course. Academic research skills are highlighted with a small research project designed to ready students for high school work. Current novels include *To Kill a Mockingbird*, *Animal Farm, Lord of the Flies, Raisin in the Sun, and Maus II*.

*Students have the opportunity to take this course for honors or standard level credit. If a student applies to take this course for honors credit he/she will be expected to complete additional assignments, as directed by the course syllabus and teacher. The requirements, as well as the application process, for honors students will be outlined by instructors during the first week of school. Students will not be permitted to change course designation past the three week add/drop period at the beginning of Term I.

Literature and Composition* (Grade 9)

This foundation course for high school focuses on academic and creative writing for a multitude of purposes and will continue to build upon rhetorical skills and techniques learned in 7th and 8th grade. Students will also write several small, well-organized research papers that prove a thesis using logical organization, effective supporting evidence and variety in sentence structure. Writing workshop and the portfolio method will continue to be employed with all grammar and usage lessons connected to actual student writing. A variety of technology applications will be integrated into both classroom and outside assignments.

The literature focus of the course is on literary analysis and identification as well as interpretation of theme and symbolism throughout a variety of genres and time periods, with attention paid to how genre shapes theme. Students will be called on to draw connections between literary works and primary source documents of the same period or historical setting and the structure and elements of nonfiction works. Archetypal symbols and patterns will be introduced and Greek mythology revisited at a higher level to pave the way for greater understanding of American and British literature in upper grades. Pivotal works of literature include the writings of Shakespeare, Voltaire and Rousseau as well as a range of works by American authors including *Of Mice and Men* and *A Lesson Before Dying*.

*Students have the opportunity to take this course for Honors or standard level credit. If a student applies to take this course for Honors credit he/she will be expected to complete additional assignments, as directed by the course syllabus and teacher. The requirements, as well as the application process, for Honors students will be outlined by instructors during the first week of school. Students will not be permitted to change course designation past the three week add/drop period at the beginning of Term I.

American Literature and Composition* (Grade 10)

This course will use literature as a means to examine the changing face of America from its inception to the present. The students will explore the history of the country through historical documents, novels, plays, short stories and poetry. Emphasis will be placed on critical thinking, rhetoric, style, structure, literary analysis, literary criticism, close reading, annotation and academic writing. Students will be called on to draw connections between literary works and primary source documents of the same period or historical setting and the structure and elements of nonfiction works.

Some of the works and authors included are *The Declaration of Independence*, Patrick Henry, *The Narrative of Frederick Douglass,* speeches by Martin Luther King, Jr., *Civil Disobedience, Native Son, The Scarlet Letter, Ethan Frome, The Great Gatsby, Love Medicine and* the poetry of Emily Dickinson, Walt Whitman, Robert Frost, Theodore Roethke and William Carlos Williams.

*Students have the opportunity to take this course for Honors or standard level credit. If a student applies to take this course for Honors credit he/she will be expected to complete additional assignments, as directed by the course syllabus and teacher. The requirements, as well as the application process, for Honors students will be outlined by instructors during the first week of school. Students will not be permitted to change course designation past the three week add/drop period at the beginning of Term I.

Grade 11 and 12 Trimester Courses

****Juniors and seniors not taking an AP English course their junior or senior will take one term of European Literature and one term of British Literature before graduation. Seniors will be given first consideration for trimester courses. Trimester courses may be cancelled due to low enrollment. Juniors and seniors applying for an AP class should sign-up for trimester courses pending acceptance into AP.**

To meet promotion and graduation requirements for English each year, students must pass at least two terms and have an overall average from all three terms at or above 60.

TRIMESTER 1

College Writing

This course is highly recommended for seniors. The personal narrative, specifically the college admissions essay, will be a focus for this fall semester class. Research and creative writing will also be studied and pursued. Students will be taken through a number of writing exercises and will be required to complete a portfolio as a final grade.

Some of the works and authors included are classical Greek and early British and American essayists, William Buckley, Annie Dillard, Martin Luther King, Jr., Scott Russell and Brent Staples.

British Literature and Composition I

This course will use literature as a means to examine the changing face of the English literary tradition from its Anglo-Saxon origins up to the Renaissance. The students will explore the history of the country through historical documents, novels, plays, short stories and poetry. Emphasis will be placed on critical thinking, literary analysis, literary criticism, close reading and annotation. Students will be called on to draw connections between literary works and primary source documents of the same period or historical setting and the structure and elements of nonfiction works. Composition and research writing skills will be reviewed, further developed, and assessed.

Some of the works included are *Beowulf*, "Dream of the Rood," *Sir Gawain and the Green Knight, The Canterbury Tales, The Book of Margery Kempe, The Institution of the Christian Religion,* and poetry from Edmund Spenser and William Shakespeare.

Shakespeare: Comedies (*Honors)*

This course will allow students to study Shakespeare in more depth. Comedies such as *Much Ado About Nothing* and *Midsummer Night's Dream* will be studied. We will also concentrate on the central topics in Shakespeare studies today, including class, gender, politics, religion, and the study/ exploration of language and Elizabethan theatre practices. Composition and research writing skills will be reviewed, further developed, and assessed. This class will move at a faster pace than the other Term courses. Expectations for homework and assignments will also be more involved.

TRIMESTER 2

British Literature and Composition II

This course will use literature as a means to examine the changing face of the English literary tradition from the Renaissance through the present. The students will explore the history of the country through historical documents, novels, plays, short stories and poetry. Emphasis will be placed on critical thinking, literary analysis, literary criticism, close reading and annotation. Students will be called on to draw connections between literary works and primary source documents of the same period or historical setting and the structure and elements of nonfiction works. Composition and research writing skills will be reviewed, further developed, and assessed.

Some works included may be *Hamlet*, *Moll Flanders*, *Heart of Darkness*, selections from *Paradise Lost*, *Pilgrim's Progress,* essays from Sir Francis Bacon and Samuel Johnson and poetry from William Blake, Lord Byron, John Keats, John Donne, George Herbert Andrew Marvell, Samuel Taylor Coleridge, Percy Bysshe Shelley, William Wordsworth, Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson, W. H. Auden, A. E. Housman, Dylan Thomas and William Butler Yeats.

African American Literature and Composition *(Honors)*

This course will use literature as a means to examine the African American literary tradition from pre-civil war America through the present. The students will explore the history of African American culture through historical documents, novels, plays, short stories and poetry. Emphasis will be placed on critical thinking, literary analysis, literary criticism, close reading and annotation. Students will be called on to draw connections between literary works and primary source documents of the same period or historical setting and the structure and elements of nonfiction works. Composition and research writing skills will be reviewed, further developed, and assessed. This class will move at a faster pace than the other Term courses. Expectations for homework and assignments will also be more involved.

Some of the works included are *Go Tell it on the Mountain, Their Eyes were Watching God, Fences, Native Son, The Color Purple, Song of Solomon, Invisible Man,* "Letter from Birmingham City Jail," "I Have a Dream," selections from Fredrick Douglass, Booker T. Washington and Phillis Wheatley and poetry from Maya Angelou, Langston Hughes.

Shakespeare: Tragedies

This course will allow students to study Shakespeare in more depth. Tragedies such as *Othello* and *Macbeth* will be studied. We will also concentrate on the central topics in Shakespeare studies today, including class, gender, politics, religion, and the study/ exploration of language and Elizabethan theatre practices. Composition and research writing skills will be reviewed, further developed, and assessed.

TRIMESTER 3

European Literature and Composition

This course will use literature as a means to examine the changing face of Europe from the Renaissance to the Age of Enlightenment. The students will explore the history of the country through historical documents, novels, plays, short stories and poetry. Emphasis will be placed on critical thinking, literary analysis, literary criticism, close reading and annotation. Students will be called on to draw connections between literary works and primary source documents of the same period or historical setting and the structure and elements of nonfiction works. Composition and research writing skills will be reviewed, further developed, and assessed.

Some of the authors included are Francis Bacon, Immanuel Kant, Thomas Hobbes, Anton Chekhov, Henrik Ibsen, Oscar Wilde, Voltaire, Diderot, Dostoyevsky, Tolstoy, Camus, Kafka and Satre.

Evolution of the Graphic Novel

Through the use of graphic novels, this course will examine specific intentions of the authors and why graphic novels are becoming more prominent in English courses. Students will have to critically analyze the use of graphics as well as the written word to understand themes, motifs, and literary devices. We will focus on graphic novels that have a primary influence, but will also look at graphic novels which rely on artistic details and second-hand experiences. Some graphic novels we will examine include *Maus*/*Maus II*, *Persepolis*, *The Arrival*, and even stories from the Bible. Composition and research writing skills will be reviewed, further developed, and assessed.

American Ethnic Literature *(Honors)*

This course will focus on contemporary American Ethnic writers. Throughout the term, students will read a variety of works while taking a critical examination of the challenges of people in shaping an American identity, while staying true to their cultural roots (Phrasing). In addition to short stories and poetry, students will read 2-3 novels, one which is Khaled Hosseini's, *The Kite Runner*. Composition and research writing skills will be reviewed, further developed, and assessed. This class will move at a faster pace than the other Term courses. Expectations for homework and assignments will also be more involved.

Advanced Placement English Language and Composition (Grade 11 - 12)

AP English Language and Composition is a rigorous college level course designed to help students develop the critical thinking, reading and writing skills necessary to perform well in college and on the AP English Language and Composition Exam. The focus of this course is on critical thinking, close reading, analysis, recognition and use of rhetoric, various "formula" essays, timed writing in a controlled setting and assessment. Students can expect to read two to three major works each semester in addition to independent reading. All pieces are chosen from recommended reading lists and are appropriate for use on the AP exam. Choices range from early English literature to contemporary American literature. Analysis comes through class discussion and exploration; students are assessed through class discussion, creative, critical response and essays. Students can expect to spend the equivalent of 1 ½ to 2 hours a night on homework. Grades are based on national AP standards.

****Prerequisites: 85 or above in 10th grade Honors English or in 10th Grade Literature and Composition and instructor approval; or 85 or above final average in junior trimester English courses and instructor approval. Qualifying scores on PSATs and writing proficiency as evidenced in the application for the course will also be considered.**

Advanced Placement Literature and Composition (Grade 12)

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Analysis comes through class discussion and exploration. Students are assessed through class discussion, creative writing, critical response and essays. Students can expect to spend the equivalent of 1 ½ to 2 hours a night on homework. Grades are based on national AP standards.

The course prepares students for study at the college level and for the Advanced Placement exam. Some of the books focused on in the class are *Invisible Man, Zen and the Art of Motorcycle Maintenance, The Scarlet Letter, The Sun Also Rises,* and *To the Lighthouse.*

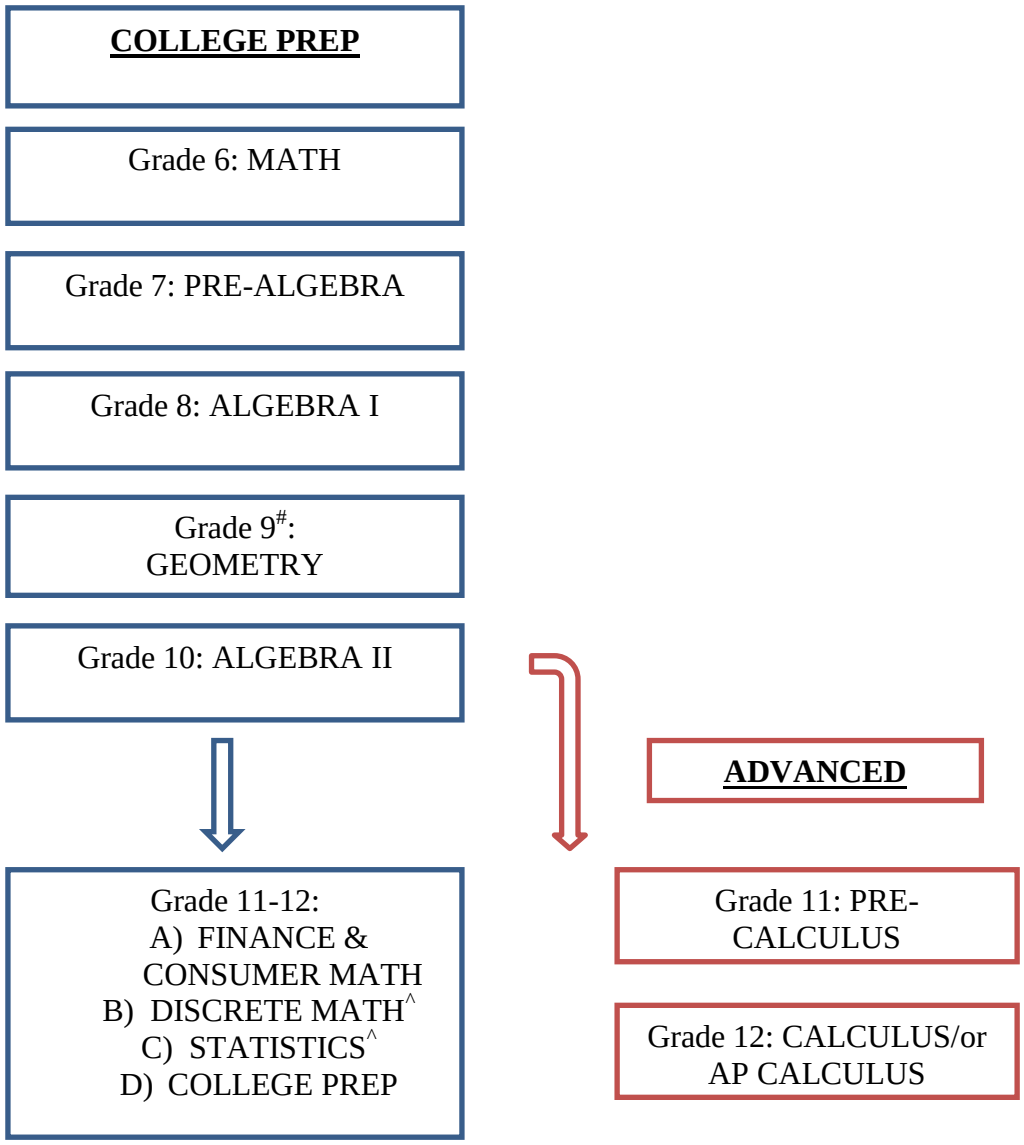
Pre-requisite: 80 or above in AP Language and Composition and two teacher recommendations

Concentration: Modern Novel

This course will expose students to a set of novels that were written in the 20th century that can relate to themes in the present culture. Serious issues that students encounter will be addressed and the students will be expected to form their own ideas on these issues. Class will be based on discussing these themes and issues. The bulk of reading will be done outside of class. Other requirements for the class include: writing a two to three page paper for each book, use of graphic organizers for developing ideas for open response questions, and answering open response type questions.

Mathematics

The mathematics department at the Foxborough Regional Charter Schools offers a college preparatory program that places emphasis on algebraic skills in the middle school and a pathway to calculus in the high school, while also providing rigorous opportunities for non-calculus bound students. Those students who are not ready for the algebra cycle in grade 7 will find alternate placement based on benchmark assessment data and faculty input. Students who demonstrate the ability to concentrate on a deeper understanding of mathematical concepts at an accelerated pace will be offered honors extension activities in addition to their normal course work. These extensions will run currently with instruction and will be directly linked to our curriculum at each grade level.



*Alternate placement available (to be determined by benchmark assessment data and faculty recommendation).
^Discrete mathematics and Statistics rotated every other year.
#Entry level Algebra also offered in grade 9 for students with an identified need. Students enrolled in this algebra course will be able to complete geometry as a full time (5 period) elective course in subsequent years.

Grade 6

This course introduces students to the full range of arithmetic functions, such as adding, subtracting, multiplying and dividing of integers, fractions and decimals. The students learn about two and three dimensional figures and how to calculate areas and volumes. The properties of triangles and polygons are studied as well.

Pre Algebra (Grade 7)

This course pursues a rigorous approach to the basic axioms and theorems concerning the real numbers. It also provides a firm base for solving linear equations and inequalities. Of particular importance are such topics as algebraic expressions and equations and inequalities involving absolute value. Surface areas, angles, vector as well as word problem solving are heavily emphasized.

Algebra I (Grade 8)

Students learn how to solve linear equations and graphing relationships. The students learn how to add, subtract, multiply and divide polynomials and how to factor binomials and trinomials. Basic statistics and probability theory are taught. Students learn how to calculate rates of change, ratios and proportions.

High School Entry Level Algebra I (Grade 9)

Students who have had difficulties maintaining success in math in previous years may be enrolled in an Algebra 1 course. The main focus for the first portion will be on mastering the basics of material learned to this point. The class will then move into the concepts of Algebra 1 such as: Students master how to solve linear equations and graphing relationships. The students learn how to add, subtract, multiply and divide polynomials and how to factor binomials and trinomials. Basic statistics and probability theory are taught. Students learn how to calculate rates of change, ratios and proportions.

****Placement to be determined by benchmark data and faculty recommendation (in conjunction with the department Instructional Leader)**

Geometry (Grade 9)

This course focuses on the properties of angles, lines, and different types of triangles. Students prove various attributes of angles and triangles (congruence, etc.) using various axioms and geometric rules. The properties of parallel and perpendicular lines are explored. Transformation, location of points on a graph, coordinates, calculation of areas, surface areas, and volumes are covered. The properties of circles and polygons are also explored.

****Prerequisite: Successful completion of Algebra I**

Algebra II (Grade 10)

Students learn how to solve different types of equations and inequalities. The properties of matrices and their usage are highlighted. This course also focuses on quadratic functions and inequalities, before moving on to a study of parabolas, ellipses, hyperbolas, circles and conic sections. The course explains how to determine arithmetic and geometric sequences and the Binomial Theorem. Some trigonometric functions are studied.

****Prerequisite: Successful completion of Geometry**

Pre-calculus (Grade 11/12)

Students use synthetic substitution to evaluate polynomials and the theory of polynomial functions is studied via the Fundamental Theorem of Algebra, the Rational Root Theorem, the Remainder and Factor Theorems, Descartes' Rule of Signs and the Intermediate Value Theorem. Inverse functions are studied with exponential and logarithmic functions providing the prime examples. A few important sub topics include: the Axiom of Completeness, Mathematical Induction, the Binomial Theorem and an analysis of elementary functions. Use of a graphing calculator is mandatory.

In the trigonometry section, students define and graph the basic trigonometric functions. After analyzing the properties of the trig functions, students prove the fundamental trig identities such as the Pythagorean Identities, sin (a+b) = sin a cos p + cos a sin p, the double and half angle formulas, the Law of Cosines and the Law of Sines.

****Prerequisite: 80 in Algebra II and teacher recommendation**

College Prep Math (Grade 11-12)

This course prepares students for more challenging math courses in college by solidifying high school math skills. Items discussed include, but are not limited to: set theory, logic, graph theory, numeration systems, number theory and the real number system, modeling with systems of linear equations and inequalities, apportionment, consumer mathematics and descriptive statistics.

****Prerequisite: Successful completion of Algebra II and teacher recommendation**

Finance & Consumer Math (Grade 11-12)

This course prepares students for the real world. It will provide students with an understanding of the markets and institutions that students will deal with throughout their financial lives. Possible topics to consider: borrowing money(credit/debt), real estate, banking, insurance, investing, retirement planning, financial planning, budgeting, basic accounting, and understanding consumerism.

****Prerequisite: Successful completion of Algebra II and teacher recommendation**

Discrete Math (Grade 11 and 12) – Not offered 2011-2012

This course addresses topics not usually offered in math courses, but relevant to advanced mathematics. Some of the topics considered include graph theory, networks, linear programming, probability, and statistics. Each topic is grounded in real world applications. This class is designed for students who wish to prepare themselves for math and science at advanced levels in college.

****Prerequisite: Successful completion of Pre-calculus or completion of Algebra II and teacher recommendation**

Statistics (Grade 11 and 12)

This course consists of a full academic year of work with graphs, distribution and probabilities. The students study the steps to produce meaningful statistics, which are used to predict future trends. The usage of Excel spreadsheet is used to produce different charts such as Histograms and Pie charts. The Normal curve is discussed and how it is used in determining outcomes.

****Prerequisite: Successful completion of Pre-calculus or completion of Algebra II and teacher recommendation**

Calculus (Grades 12)

In this course, students will expand their understanding and skills in advanced mathematics through the study of limits, differentiation and integration. The course provides an introduction to the skills and concepts students will encounter in advanced mathematical studies at college. Topics will include functions and their limits, derivatives, the definite integral, graphical analysis as well as real-life applications. Also included are the Mean Value Theorem, Chain Rule and Power Rule for differentiation.

****Prerequisite: 75 in Pre-Calculus and teacher recommendation**

Advanced Placement Calculus AB (Grade 12)

This Advanced Placement course begins with a rigorous treatment of the concepts of a limit. Students write epsilon-delta limit proofs to show, for example, that the limit of a product of two functions is the product of their limits, if certain conditions are met. After studying limits, continuous functions are defined and their properties are analyzed (Max/Min Theorem, Intermediate Value Theorem, etc.). At this point, the students possess the necessary tools to understand a derivative. The relationship of distance, velocity and acceleration is then explored. The rules for differentiation are proven and then applied to various functions. After proving the Mean Value Theorem, students can apply their knowledge of derivatives to sketch curves with greater accuracy, to solve max/min problems and to prove and use L'Hopital's Rule. Indefinite integrals are defined and students solve differential equations using the separation of variables technique. Riemann sums are used to define the area under a curve and the existence of the Riemann Integral (for continuous functions defined over closed intervals) is proven. Algebraic properties of definite integrals are investigated and the Fundamental Theorems of Calculus are proven. Students learn the substitution technique and several different methods of approximating definite integrals. This is followed by lessons in different methods of integration, such as integration by parts, trigonometric substitutions, partial fractions and improper integrals. Students use their skills in integration to find the displacement and total distance traveled by a moving body given information about its acceleration or velocity. Students also calculate the area between curves, the length of a path, the area of a surface of revolution, the average value of a function and centers of mass.

****Prerequisite: 90 in Pre-Calculus or 80 in Calculus and two teacher recommendations. In addition, students interested in this class must coordinate with Mr. Elsner regarding elective options.**

Spanish

Spanish as a foreign language is a central part of the curriculum for all students K-12 and is a four year graduation requirement. The goal of the Spanish department is for all students to reach fluency. Students' progress through a challenging sequence of courses in grades six through twelve which steadily improve their conversational skills as well as their writing skills. Students are assessed in a variety of ways through listening and reading comprehension assessments and speaking and writing assessments.

World Languages Course Map

Middle School (6th grade – 8th grade)

Note: The following middle school courses are multi-grade grouped (i.e., a mixture of 6th, 7th, and 8th graders in each of the classes).

6th grade	7th grade	8th grade
Spanish I		
→	Spanish II	
	→	Spanish III

6th grade	7th grade	8th grade
Spanish II		
→	Spanish III	
	→	Spanish IV

High School (9th grade – 12th grade)

9th grade	10th grade	11th grade	12th grade
Spanish I			
→	Spanish II		
	→	Spanish III	
		→	Spanish IV

9th grade	10th grade	11th grade	12th grade
Spanish II			
→	Spanish III		
	→	Spanish IV	
		→	AP Spanish/Culture

9th grade	10th grade	11th grade	12th grade
Spanish III			
→	Spanish IV		
	→	AP Spanish/Spanish Practicum	
		→	Spanish Practicum/Culture

Spanish I (Middle/High School)

This course is designed for new students to Foxborough Regional Charter School. It is an introductory language class and its objective is to give new students a strong foundation in basic conversational Spanish. Students will explore the five Cs at the **beginner** level: communication (speaking, listening, reading, writing in a variety of formats); culture (understanding of the people, practices, products and perspectives); connections (with other subject areas); comparisons (own culture/language with another); and communities (using language beyond the school setting for personal development). Students will learn essential vocabulary and elementary grammar structures in order to converse in Spanish in real-life situations. Students will practice and further develop key grammar structure and additional vocabulary which is necessary for fundamental communication skills. Communication skills will be practiced through partner and group activities, dialogues, and games. This course includes practice in speaking and understanding the language of everyday life with information on the area's culture, customs, and money system.

****Participation in this course is by invitation only.**

Spanish II (Middle/High School)

This course is an expansion of Spanish language skills developed with exercises in conversations, oral comprehension and short compositions. Students will further explore the five Cs at the **intermediate** level: communication (speaking, listening, reading, writing in a variety of formats); culture (understanding of the people, practices, products and perspectives); connections (with other subject areas); comparisons (own culture/language with another); and communities (using language beyond the school setting for personal development). All skills: reading, writing, listening and speaking, as well as the three basic fields: grammar (with an emphasis in the past tenses, the most commonly used tenses in the target language), literature, and culture will be covered. Oral practice will be involved through discussion of a variety of themes. All readings are based on the people and the cultures of the Hispanic world.

****Successful completion of Spanish I or World Languages Instructional Leader approval. Qualifying scores on the exit exams will also be considered.**

Spanish III (Middle School)

This course is an expansion of Spanish language skills developed with exercises in conversations, oral comprehension and short compositions. Students will further explore the five Cs at the **proficiency** level: communication (speaking, listening, reading, writing in a variety of formats); culture (understanding of the people, practices, products and perspectives); connections (with other subject areas); comparisons (own culture/language with another); and communities (using language beyond the school setting for personal development). All skills: reading, writing, listening and speaking, as well as the three basic fields: grammar (with an emphasis in the past tenses, the most commonly used tenses in the target language), literature, and culture will be covered. Oral practice will be involved through discussion of a variety of themes. All readings are based on the people and the cultures of the Hispanic world.

**** Successful completion of Spanish II or World Languages Instructional Leader approval. Qualifying scores on the exit exams will also be considered.**

Spanish III (High School)/Spanish IV (Middle School)

This course is an expansion of the Spanish language skills developed with exercises in conversations, oral comprehension and lengthier compositions. Students will further explore the five Cs at the **proficiency** level: communication (speaking, listening, reading, writing in a variety of formats); culture (understanding of the people, practices, products and perspectives); connections (with other subject areas); comparisons (own culture/language with another); and communities (using language beyond the school setting for personal development). All skills: reading, writing, listening and speaking, as well as the three basic fields: grammar (with an emphasis in the future, conditional, present perfect, and pluperfect tenses as well as a complete review of the past tenses), literature, and culture will be covered. Conversations and compositions will be based on key grammar and vocabulary already learned and those learned throughout this course. Various facets of Spanish-speaking cultures will be analyzed via cross-cultural comparisons. There will be a review of some topics from previous levels, and there will be an emphasis on conversation, writing and oral presentations. Adjective variations will be taught in addition to diminutive and superlative forms. Intensive practice in listening, speaking, reading and writing is involved in this course.

**** Successful completion of HS Spanish II or World Languages Instructional Leader approval OR successful completion of MS Spanish III or World Languages Instructional Leader approval. Qualifying scores on the exit exams will also be considered.**

Honors Spanish IV (Grade 10-12)

This Honors class has rigorous requirements and is intended for those students who are dedicated to a fast-paced and demanding curriculum. The standards set by the College Board determine the curriculum requirements, which are established to prepare the student for high school advanced placement courses. The purpose of this course is to prepare the student for the Spanish Language AP course the following year. All grammar structures and vocabulary themes will be learned in this course. The goal of this course is for the student to enter Spanish Language AP the following year with a moderate to high fluency level in the target language.

This course involves intensive practice in listening, speaking, reading and writing with special emphasis on reading and reacting to texts that explore the diversity of the Spanish speaking world as well as the global and local implications of gender, racial and cultural interdependence. Students will further explore the five Cs at the **advanced** level: communication (speaking, listening, reading, writing in a variety of formats); culture (understanding of the people, practices, products and perspectives); connections (with other subject areas); comparisons (own culture/language with another); and communities (using language beyond the school setting for personal development). All skills: reading, writing, listening and speaking, as well as the three basic fields: grammar (with an emphasis in the formal/informal commands and the subjunctive tenses), literature, and culture will be covered. Oral practice through discussion as well as interpersonal and presentational writing of these topics will be emphasized. The primary objective of this course is to develop the student's competency in communicating through the spoken medium.

****Prerequisites: Successful completion of Spanish III required with World Languages Instructional Leader approval. Qualifying scores on the exit exams will also be considered.**

Spanish Practicum (Grade 11-12)

This is an excellent opportunity for students who are serious about teaching the Spanish language or becoming educators. Students are assigned to classes in 6-12 to assist instruction. Students are responsible for preparing lessons and handouts while also keeping a daily journal of classroom sessions. Students are required to teach two classes per term. Students are also required to create a syllabus for the class they are assigned.

****The Spanish Practicum course is an advanced college preparatory course requiring excellent Spanish proficiency, and therefore, participation in this course is by invitation only.**

¡Viva la Cultura! (Grade 11-12)

Get a taste of music, art, and literature while building your language skills! Students will develop an awareness and an appreciation of the Hispanic culture along with their customs by being exposed to the literature, music, art and history of the Spanish-speaking world. ¡Viva la Cultura! will also focus on the development of a basic understanding of spoken and written Spanish with a focus on vocabulary development, pronunciation and situational grammar. So get ready to put your dancing shoes on and do the tango!

****Participation in this course is by invitation only.**

Advanced Placement Spanish: Spanish Language (Grade 11-12)

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they have learned in extensive written and spoken exercises. Critical and creative thought, fine-tune analytical skills, synthesis and the ability to reason encompass this course. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP Exam and for further study of Spanish language, culture, or literature. Grammar will be studied on an independent basis.

**** Successful completion of Spanish IV, a teacher recommendation, and World Languages Instructional Leader approval. Qualifying scores on the exit exams will also be considered.**

Concentration: Introduction to Portuguese (Grade 9-12)

Portuguese is the sixth most widely spoken world language with nearly two hundred million speakers all over the world. Intro to Portuguese offers a solid introduction to the basic skills of communication in the Portuguese language. Learning experiences are designed to assist students develop Portuguese language skills in a natural approach in the classroom. Speaking and listening skills will be emphasized although reading and writing will likewise be integral components of this course. This course also offers an insight into the people, life, and culture of Portugal.

Science

The purpose of the science courses listed below is to create students who are knowledgeable in science content, can relate this content to our technological world, and are independent learners who research problems and create solutions.

All high school students must take a minimum of three years of lab science before graduation. All high school courses (excepting VHS courses) have a lab component. Two class periods per week are designated for lab time including preparation, technique and proper clean up. This requirement is recommended by the updated Massachusetts Core Curriculum requirement for high school students. A variety of science course maps are provided at the end of this catalog showing different Science concentrations. Many colleges and universities, as well as specific majors, require or expect students to enter their institution having completed a well-rounded group of Science courses including Biology, Chemistry, and Physics.

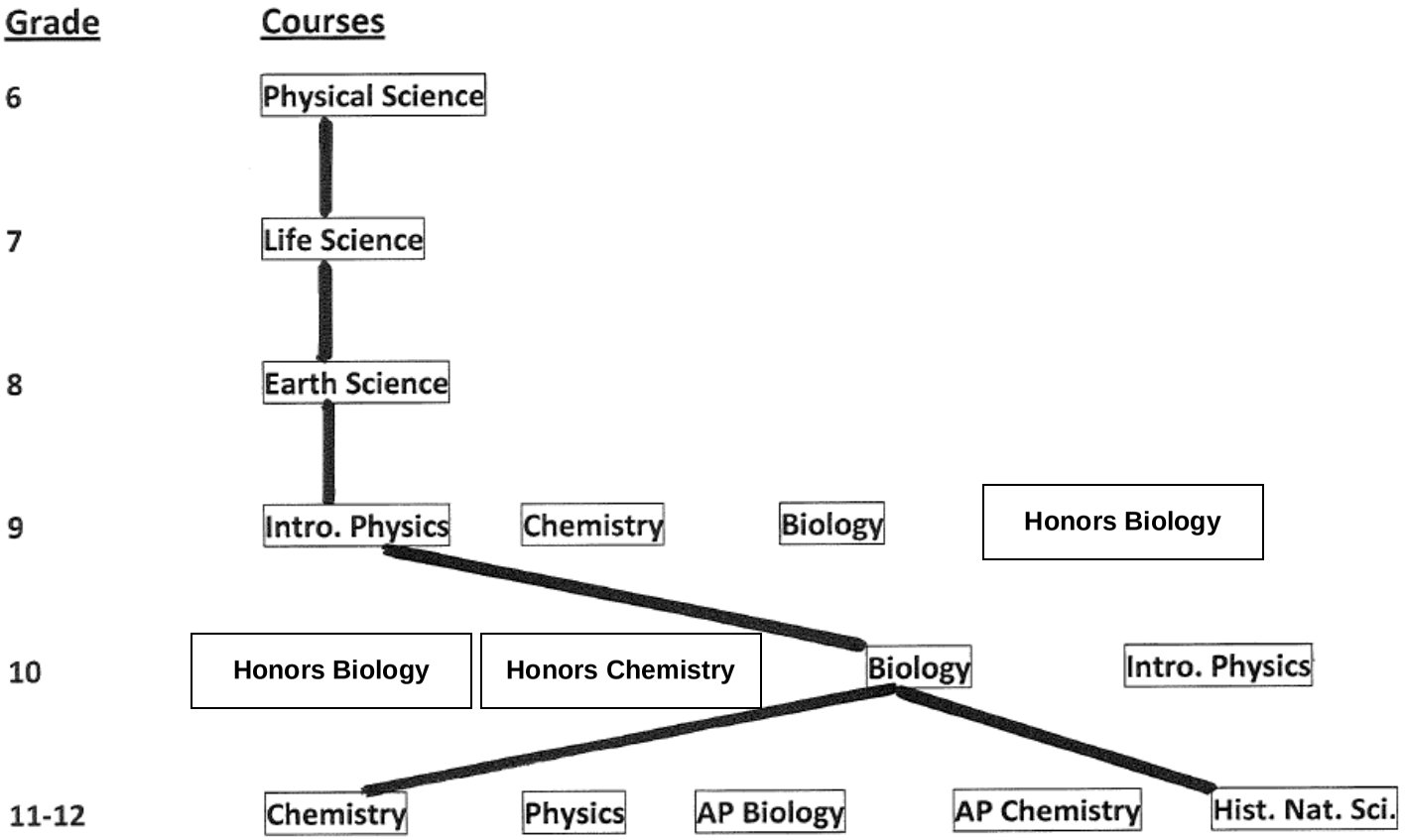
All 9th grade FRCS students may choose between Introduction to Physics, Honors Biology, Chemistry, or Biology. All 10th grade FRCS students may choose between Introduction to Physics, Biology, Honors Biology, or Honors Chemistry. All 11th and 12th grade FRCS students may choose between Honors Physics, Biology, AP Biology, AP Chemistry, Chemistry, and The History of Natural Science. All high school students may choose among the electives offered; Virtual High School courses, Forensic Science, Nutrition and Exercise, Environmental Science, or Engineering and Technology. Students may choose to take three (3) consecutive courses within a content area in three (3) consecutive school years (example: Biology, Honors Biology, AP Biology), provided two (2) courses are taken out of this content area (example: Chemistry and Physics) during his/her 4-year high school experience. Approval from the Science Instructional Leader is required for this arrangement.

There are minimum grade requirements, pre-requisite courses, as well as teacher recommendations for entry into Honors courses. In certain select situations, students may be allowed to take two academic (not Honors or AP) Science courses concurrently in the same school year. Approval for this situation is subject to the approval of the Science Instructional Leader. Students may choose to take an academic (not Honors or AP) course during the summer or in an online format, again with the approval of the Science Instructional Leader. Students may elect to take a Science Elective during any year of their High School academic career.

Advanced Placement courses are rigorous in-depth courses that are designed to prepare students for college level work. Minimum grade requirements, previously completed pre-requisite coursework, and teacher recommendations are conditions for entry into these courses as well. These courses will require 10+ hours of homework per week and lab work that will extend into weekend hours. Summer work is also a requirement.

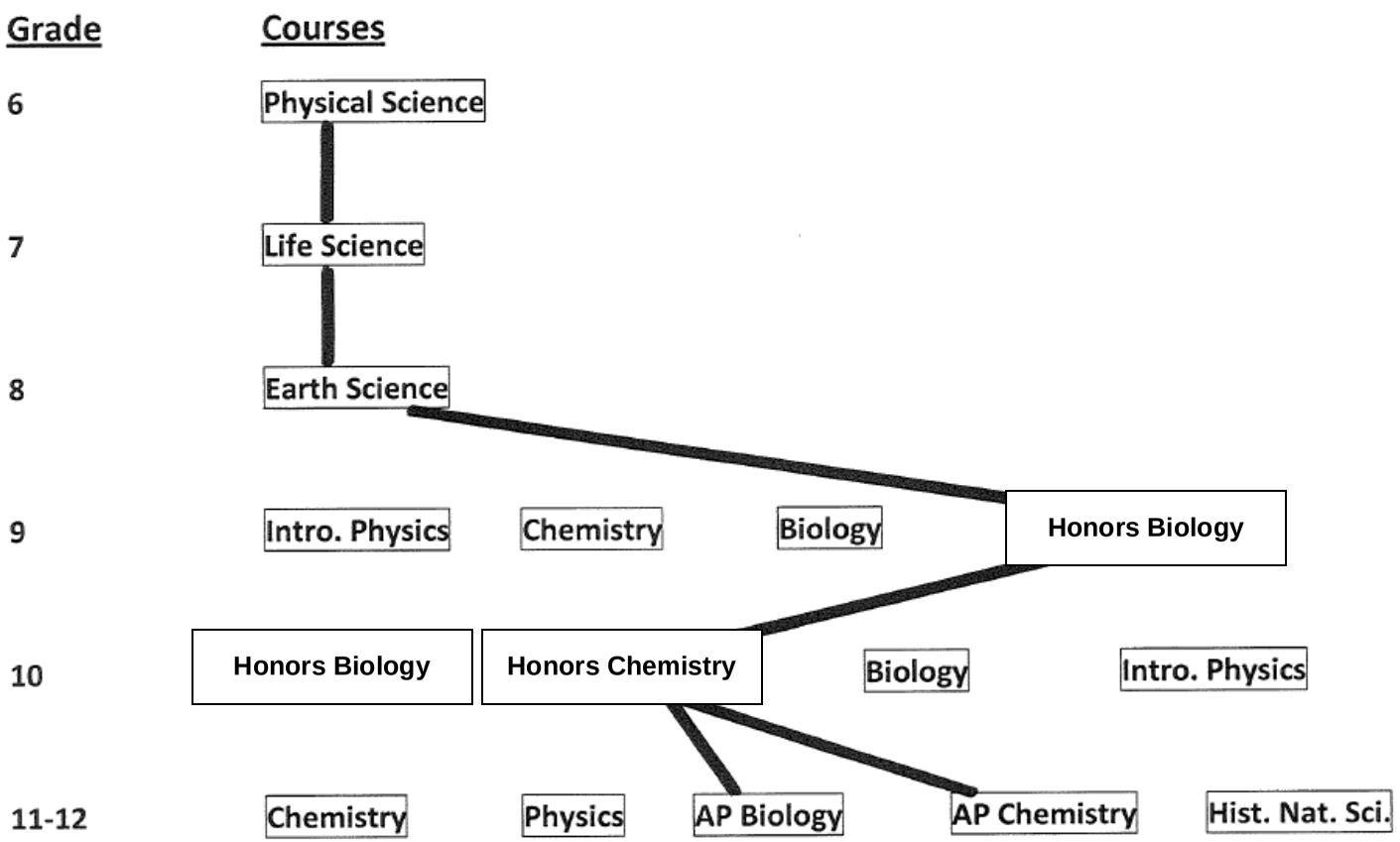
Course Map-Honors

Physical Science Concentration



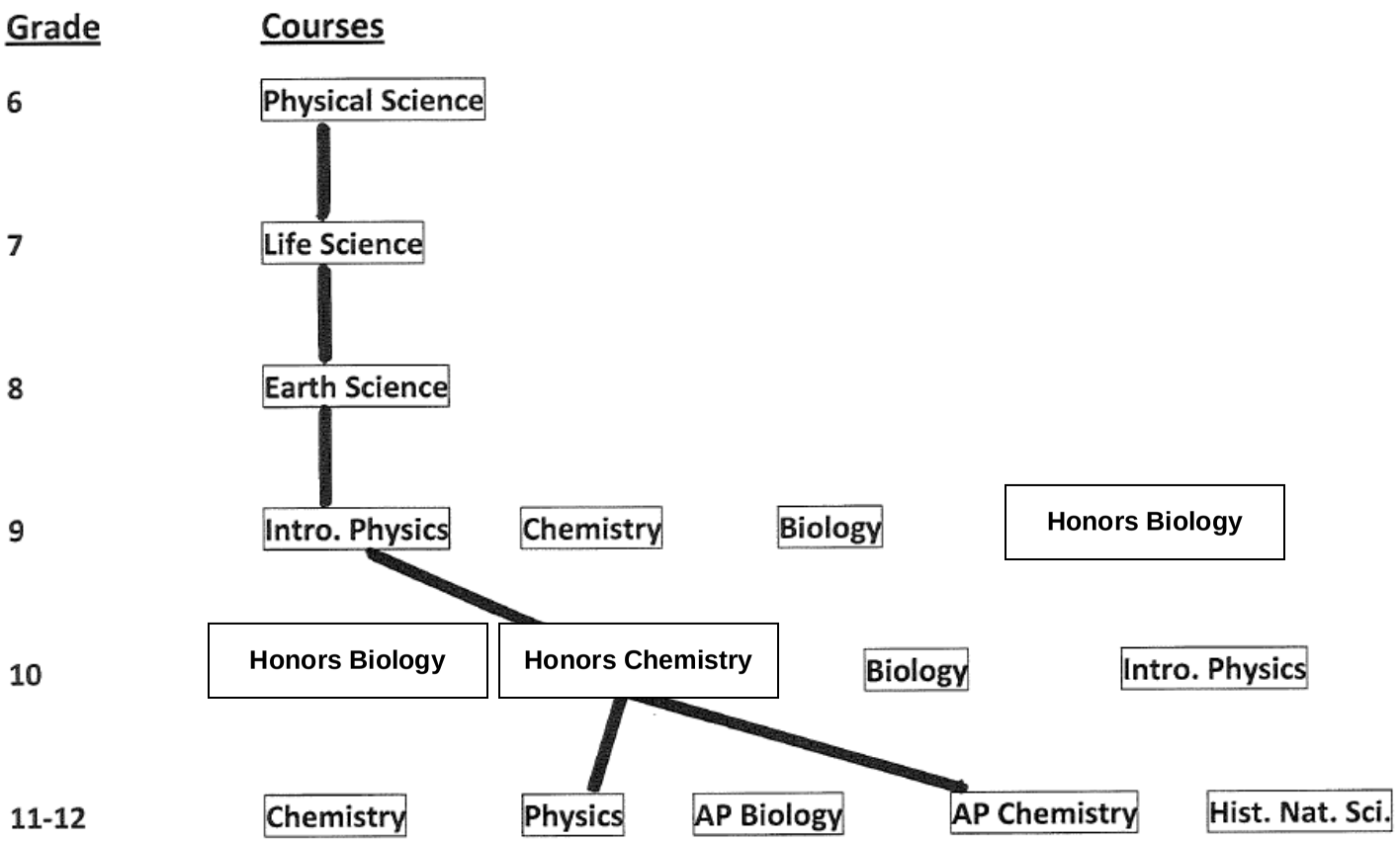
Course Map-Honors

Mixed Science Concentration



Course Map-Academic

Mixed Science Concentration



Physical Science (Grade 6)

This course is a study of the forces that govern our universe and the elements that compose it. Physical science consists of the basic sciences; physics and chemistry. The focus of this course will be the major theories, the principal concepts and the methods of scientific inquiry that make up the physical world. This course begins with an in-depth study of the periodic table and the elements, followed by forces and motion. The year culminates with properties of matter and atoms. The course prepares students for further study in these topics through-out middle school and high school. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes strain gauges, inorganic materials, and lab glassware. Lab reports are required and adapted in their format to address the concepts of the course.

Life Science (Grade 7)

Life science examines the science and diversity of living things. The course begins with a discussion of the various ways we learn about nature, the manner in which scientific data are gathered, analyzed and reported and the way in which the scientific method has supported the spectacular growth of science over the past several hundred years. The course then addresses the world of microorganisms, cell theory, cell functions, cell division, and the kingdoms of life. The course examines simple and complex plants, the growth of flowering plants, reproduction in flowering plants, invertebrates, cold-blooded vertebrates and warm-blooded vertebrates. Finally, the year culminates with an in-depth study of the body systems. Lab sections meet on a regular basis. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, organic materials, and microscopes. Lab reports are required and adapted in their format to address the concepts of the course.

Earth Science (Grade 8)

Earth Science begins with a review of the scientific method, the International System (SI) of units and the general techniques scientists use to obtain, record, and report their measurements. The course concentrates upon terrestrial phenomena, exploring in detail the nature of minerals, igneous, sedimentary and metamorphic rocks, the atmosphere, emphasizing its characteristics and its effects upon climate and weather incorporating the physical aspects of science. The second segment of the course deals with the earth's changing surface (exploring the weathering, erosion and deposition processes), its crust (which considers volcanoes, earthquakes and plate tectonics) and its geologic. The third segment of the course presents concepts associated with engineering and technology; design and construction, manufacturing technologies, communication technologies, etc. The final segment considers the important features that arise from the earth's position in space, including its rotation on its axis, its revolution about the sun, the seasons and the phases and eclipses of the moon. This view of the earth in space is then expanded to discussions of the solar system, the stars, including their spectral classes, colors and life cycles, the galaxy and finally the universe. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes maps, inorganic materials, and hand tools. Lab reports are required and adapted in their format to address the concepts of the course.

Introduction to Physics (Grade 9)

This course is a qualitative study of matter and energy. This course is designed to prepare students to pursue all other aspects of science with a basic knowledge of the principles of physics. While some basic algebra is necessary, most of the work is done independent of complex mathematical formulations. The course begins with Newtonian mechanics before moving on to electricity and magnetism, the properties of matter, heat and the study of wave phenomena (light and sound. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes strain gauges, pulleys, and toy cars. Lab reports are required and adapted in their format to address the concepts of the course.

Chemistry (Grade 9)

The chemical elements, their compounds and the reactions among them are investigated in the light of fundamental principles. Basic concepts concerning the nature of matter in its various phases, atomic structure, periodicity of the elements and chemical bonding are introduced early in the course, with many applications in the area of descriptive chemistry.

Other important chemical principles such as the energy, rate and equilibrium characteristics of chemical reactions, electron transfer in oxidation-reduction reactions and modem acid-base theories are discussed. These principles and their applications are further investigated in student laboratory exercises. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

Biology (Grade 9)

Biology is the study of life. Throughout this course, students will study the specifics of such topics as cell biology, genetics, evolution, the six kingdoms of life, human anatomy and physiology, ethics and ecology. By completing research assignments and laboratory sessions, students also develop the skills to differentiate sources and quality of data; to analyze information; and to make educated conclusions that they can effectively communicate to others. More importantly, students gain a greater appreciation for the beauty of the world around them and a realization of the interconnectedness of all living and non-living things. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

Honors Biology (Grade 9)

Ninth grade students are invited to consider the Honors option for biology. Although this course is similar to the Biology course in the scope of topics studied, Honors Biology is intended to prepare students for the rigor of Advanced Placement science and/or their future college science courses. As such, students will explore key biological themes in much greater depth and breadth than the general course. Additionally, there is a significant degree of independent work, outside research and critical thinking. Those who are interested in Advanced Placement Biology are strongly encouraged to enroll in this course as a precursor. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisite: 80 average in previous science course, two (2) teacher recommendations**
- **Class size limited to 20 students**

Honors Biology (Grade 10)

All 10th graders are invited to consider the honors option for biology. Although this course is similar to the Biology course in the scope of topics studied, Honors Biology is intended to prepare students for the rigor of Advanced Placement science and/or their future college science courses. As such, students will explore key biological themes in much greater depth and breadth than the general course. Additionally, there is a significant degree of independent work, outside research and critical thinking. Those who are interested in Advanced Placement Biology are strongly encouraged to enroll in this course as a precursor. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisite: 80 average in previous science course, two (2) teacher recommendations**
- **Class size limited to 20 students**

Honors Chemistry (Grade 10)

The approach used in this course is much more quantitative than in regular Chemistry and there is a greater emphasis on problem solving. Chemical principles are more rigorously developed and mathematical applications of these principles are used extensively. Principles such as those involved in the orbital theories, nature of the chemical bond, solution chemistry, chemical kinetics and chemical equilibrium are used to draw together a considerable body of descriptive material. Great emphasis is placed on the quantitative aspect of the laboratory work. The student is trained to perceive the distinction between observation and interpretation. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisite: 1) 80 average in previous science course, two (2) teacher recommendations**
  2) 80 average in Algebra I or Math Department recommendation
- **Class size limited to 20 students**

Introduction to Physics (Grade 10)

This course, identical to the 9th Grade course and for students who did not choose this course during their 9th Grade year, is a qualitative study of matter and energy. This course is designed to prepare students to pursue all other aspects of science with a basic knowledge of the principles of physics. While some basic algebra is necessary, most of the work is done independent of complex mathematical formulations. The course begins with Newtonian mechanics before moving on to electricity and magnetism, the properties of matter, heat and the study of wave phenomena (light and sound). Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes strain gauges, pulleys, and toy cars. Lab reports are required and adapted in their format to address the concepts of the course.

Biology (Grade 10)

Biology is the study of life. Throughout this course, students will study the specifics of such topics as cell biology, genetics, evolution, the six kingdoms of life, human anatomy and physiology, ethics and ecology. By completing

research assignments and laboratory sessions, students also develop the skills to differentiate sources and quality of data; to analyze information; and to make educated conclusions that they can effectively communicate to others. More importantly, students gain a greater appreciation for the beauty of the world around them and a realization of the interconnectedness of all living and non-living things. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

Chemistry (Grade 11 - 12)

The chemical elements, their compounds and the reactions among them are investigated in the light of fundamental principles. Basic concepts concerning the nature of matter in its various phases, atomic structure, periodicity of the elements and chemical bonding are introduced early in the course, with many applications in the area of descriptive chemistry.

Other important chemical principles such as the energy, rate and equilibrium characteristics of chemical reactions, electron transfer in oxidation-reduction reactions and modem acid-base theories are discussed. These principles and their applications are further investigated in student laboratory exercises. An extra lab period will provide the extra time necessary to reinforce Chemistry concepts in a meaningful hands-on manner. Students will have the opportunity to extend their thinking and spend extra time on lengthier laboratories and associated assignments. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

Physics (Grade 11 - 12)

Physics is an algebra-based course that carefully develops the major features of Newtonian mechanics and electromagnetic phenomena. The primary goal of the course is to provide a firm understanding of the basic laws used to describe the interactions between matter and energy. Heavy emphasis is placed on the construction of free body diagrams, the use of conservation laws and a structured approach to problem solving.

The course begins with a detailed description of kinematics in one and two dimensions. Newton's laws of motion are introduced and applied to a wide range of physical situations, including circular motion. The conservation laws of energy, linear momentum and angular momentum are developed directly from Newton's laws and their application to a broad range of phenomena is examined in detail. Kepler's laws of planetary motion are then explored as a direct consequence of Newton's laws of motion. The second part of the course focuses on electricity, electromagnetic phenomena and wave theory. Supporting this curriculum is an interactive, computer based lab program. An extra lab period will provide the extra time necessary to reinforce Physics concepts in a meaningful hands-on manner. Students will have the opportunity to extend their thinking and spend extra time on lengthier laboratories and associated assignments. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes lab frameworks, various types of line, and electronic sensing apparatus. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisite: 1) 80 average in Introductory Physics course, two (2) teacher recommendations**
  2) 80 average in Algebra II or Math Department recommendation
- **Class size limited to 20 students**

Advanced Placement Biology (Grade 11 - 12)

In this fast-paced, college-level course, students will further explore topics covered in their regular biology course, including biochemistry, cellular biology, genetics, evolution and ecology. Students will conduct 12 required AP laboratory experiments, which apply their theoretical knowledge. Because of the accelerated pace of the AP program, students should expect to complete a significant degree of independent work outside of class.

Due to the time requirements of a college-level course, students must commit to an independent assignment to be completed over summer break. In addition, students are expected to commit to extra periods after school. Students should expect an assessment of this assignment during the first week of school. All students are expected to take the AP Biology Examination at the conclusion of the course and depending upon their score, may be eligible for advanced standing in college. An extra lab period will provide the extra time necessary to reinforce Biology concepts in a meaningful hands-on manner. Students will have the opportunity to extend their thinking and spend extra time on lengthier laboratories and associated assignments. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisites: 80 average in previous pre AP Biology course or 88 average in Biology and two teacher recommendations (one of which must be from a science teacher)**
- **Class size limited to 15 students**

Advanced Placement Chemistry (Grade 11 - 12)

This course is open to students who have demonstrated their ability to pursue a college-level course in chemistry. The objectives of the course are met by presenting descriptive material as the framework of a discussion of fundamental principles and concepts. Theoretical aspects of chemistry such as the structure of matter, kinetic theory of gases, solution chemistry, chemical kinetics and basic concepts of thermodynamics will be given special attention. Each student must pursue intensive library research on advanced topics and carry on laboratory investigations with minimum direction from the instructor. In addition, students are expected to commit to extra periods after school. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. All students are expected to take the AP Chemistry Examination at the conclusion of the course, and depending upon their scores, may be eligible for advanced standing in college. An extra lab period will provide the extra time necessary to reinforce Chemistry concepts in a meaningful hands-on manner. Students will have the opportunity to extend their thinking and spend extra time on lengthier laboratories and associated assignments. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisites: 1) 80 average in previous Pre AP Chemistry course or 88 average in Chemistry**
  2) 80 average in Algebra II and two teacher recommendations.
- **Class size limited to 15 students**

Concentration: History of Natural Science

This course will focus on the study of famous scientists and the reconstruction of their famous experiments. Students will study numerous readings to build knowledge and undertake group and individual research to create experimental procedures and theoretical data. Findings will be presented to the class both as a group and individually in written and oral form. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes hand tools, electronics, and human anatomy. Lab reports are required and adapted in their format to address the concepts of the course.

Concentration: Virtual High School

The Virtual High School (VHS) provides science-based coursework that allow students to explore his/her interests as well as opening up a window to the larger scientific world we live in. These courses require students to be independent learners, self-starters, and very, very motivated to excel in meeting the requirements of the courses. Some of the courses offered include Astronomy, Oceanography, Pre-Veterinary Medicine, and The Ecology and Evolution of Epidemic Diseases, just to name a few. Courses are extremely subject to availability, however. Note that students may not take a course through VHS that is offered at FRCS and these courses **do not** satisfy the laboratory course requirements as outlined by the state of Massachusetts.

- **Class size limited to 6 students**
- **Prerequisite: Application process**

Concentration: Forensic Science

This course will involve many disciplines of biology, chemistry, physics, earth science, math, archaeology, anthropology, law and medicine. Focus is centered on the following areas: crime scene investigation, evaluation of evidence, analysis techniques as well as microscopy techniques of fingerprints, hair, fiber, soil and glass. Students will be able to effectively problem solve situations dealing with crime scene investigation legally as well as scientifically. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes fingerprinting items, measurement devices, and microscopes. Lab reports are required and adapted in their format to address the concepts of the course.

Concentration: Environmental Science

The Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics. In this course, students can expect a rigorous approach with data analysis labs and significant outside study assignments. This elective will prepare the student for an AP Environmental Science course, which may be offered in future years depending on student interest and staffing. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes different types of glassware, electronic balances, and hot plates. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisite: Basic Biology course previously or concurrently.**

Concentration: Engineering and Technology

This course will focus on applied technologies such as engineering design, construction, and human transportation. Students will develop their ability to solve problems in technology/engineering using mathematical and scientific concepts. Opportunities that allow students to pursue engineering questions and technological solutions by using research methods and mathematical problem solving will be provided throughout the year. The seven subtopics covered will include Engineering Design, Construction Technologies, Fluid Systems, Thermal Systems, Electrical Systems, Communication Technologies, and Manufacturing Technologies. Labs are presented on a regular basis for reinforcement of the previously stated concepts. Equipment used includes car jacks, Tinker Toys, and electric motors. Lab reports are required and adapted in their format to address the concepts of the course.

- **Prerequisite: 1) 80 average in Introductory Physics course, two (2) teacher recommendations**
  2) 80 average in Algebra I or Math Department recommendation

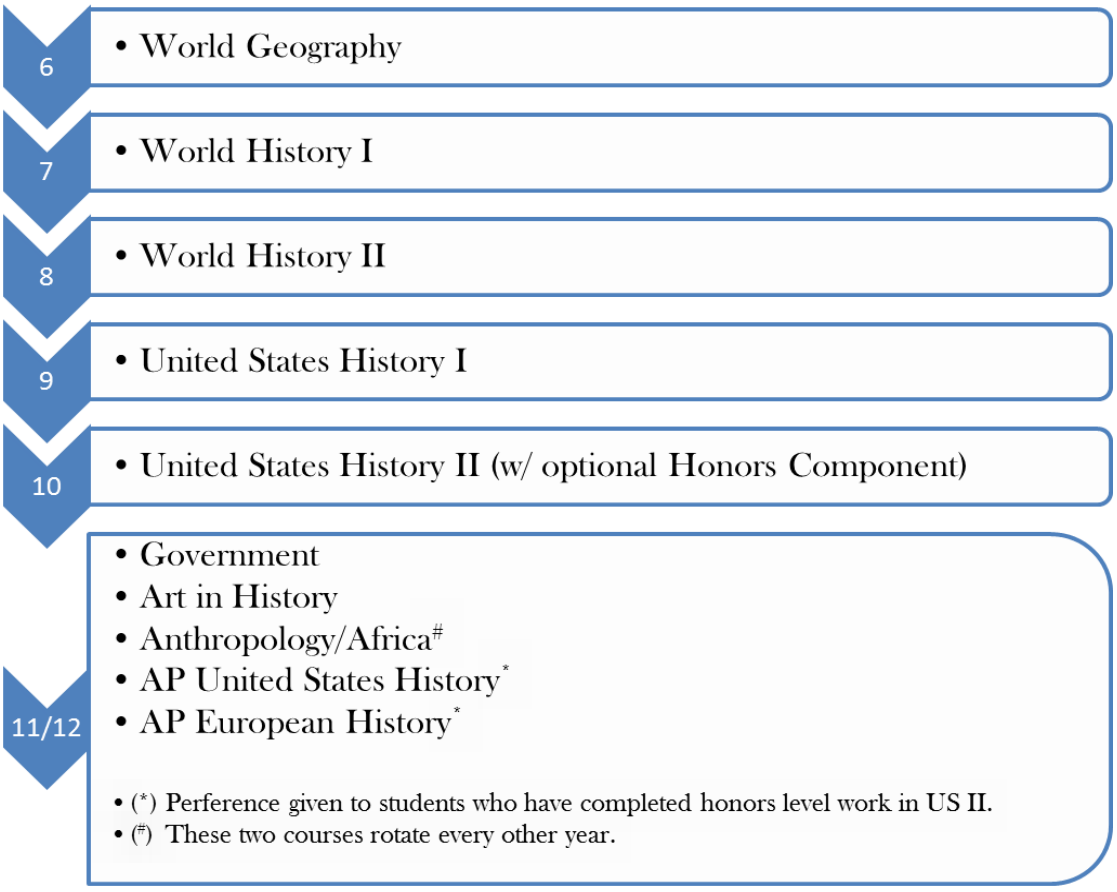
History

The Foxborough Regional Charter School offers a comprehensive, innovative and rigorous history curriculum. Beginning in the elementary school, our program aims to fulfill several distinct objectives, among which: to inculcate a love of learning; to master a broad and deep understanding of human history, especially our own; and to instill a passion for active civic participation. The history department prides itself on imparting knowledge and encouraging its students to think critically and creatively about history, because this kind of thinking leads to success in myriad careers, be it in science, medicine, law, business, or any other challenging vocation.

The history program at the Foxborough Regional Charter School divides into four basic units. At the elementary level, instruction focuses on citizenship, community, and the geography and history of North America, focusing on the United States. In the middle school, the focus widens to include geography and world history from ancient civilizations to modern times. Freshman and sophomores complete a two year survey of American history, while juniors and seniors select classes from a wide ranging list of seminar style courses, including: U.S. Government and the Supreme Court, History of Africa, Anthropology, as well as other topical courses on seminal events and historical figures. The program culminates in advanced placement coursework (AP European History and AP United States History).

This rigorous history program finds support in an enthusiastic and accomplished faculty, all of whom bring a wide range of passions and abilities to bear in the classroom. Taking a one-on-one approach to teaching and learning, the history department consistently demonstrates a commitment to individual student success, giving time outside of normal instruction to assist students in need of academic support. As it is the hallmark of any great academic institution, we pride ourselves here at the Foxborough Regional Charter School for putting our students and programs first.

History Department Course Map



Geography (Grade 6)

This course focuses on the physical and human characteristics of our world. By exploring each continent in detail, students will investigate the climate and resources of the earth's different regions. Students will also study the characteristics (i.e. language, religion, architecture, music and politics) that give an area its own unique profile. The coursework provides an opportunity for students to develop map skills and critical thinking skills as they study the movement of people, ideas and material culture across the globe.

Ancient Civilizations/World History I (Grade 7)

This survey of ancient and pre-modern civilizations focuses on the continuity and the changes in human societies from pre-history (3000 BC) through the late-Middle Ages. The course begins with the river valley civilizations of the ancient Near East and Asia (Mesopotamia, Egypt, India and China), focusing on the administrative power of hydro-tyrants and the rise of empires. It continues with an examination of Greece and Rome as precursors to democratic societies, and concludes with Medieval Europe and the institutions that gave birth to the modern world. Throughout the year, special attention is given to development of critical thinking and writing skills.

World History II (Grade 8)

This survey course begins with Europe during the Renaissance and traces the development of European civilization through the global age of expansion. Students study the rise of the nation state in Europe, the Age of Revolution and the development of the modern world. They also study the causes of the Industrial Age and its consequences, including the race for resources in the third world. Students also investigate the causes and results of World War I, the Great Depression, World War II and the Cold War.

History of the United States, Part I (Grade 9)

This course traces the development of the United States and its institutions from the colonial period to the dawn of the 20th century. Special attention is paid to the political and economic factors that led to the Revolutionary War and the subsequent creation of the United States of America. Students study the key ideas contained in the U.S. Constitution and the basic framework of American democracy (including, popular sovereignty, federalism, separation of powers and individual rights). Students then turn their attention to the Age of Jefferson, Manifest Destiny and westward expansion. Finally, students study the causes and aftermath of the Civil War and Reconstruction and the industrial development of America in the late nineteenth century.

History of the United States, Part II (Grade 10)

This course continues the chronological progression begun in History of the United States, Part I. Students study the emergence of America as a world power in the twentieth century. Major topics include: the Age of Progressivism, World War I, the Roaring Twenties, the Great Depression and World War II, as well as the Cold War and the Vietnam Era. Students also pay attention to the important social movements (both liberal and conservative) of the last fifty years. The course closes with a study of post-9/11 America. This course will also be offered with an Honors option based on differentiated instruction within the normal class context.

History Seminars (Grades 11 and 12)

Selected Topics in History: Program Description

Selected Topics in History offers reading and writing intensive courses that focus on specific events, time periods and cultures in world history. Courses in this program provide students the opportunity to delve into material to depths not usually allowed in traditional textbook driven survey courses. Emphasis is placed on written work and students are expected to use their analytical skills in responding to conceptually demanding problems.

Anthropology

This course introduces the areas of physical and cultural anthropology with a major emphasis on tracing the roots of human culture. By beginning with the examination of human evolution, students will be able to identify the reasons for the variety and complexity of human adaptations and cultures. Students will understand the roots of the cultural differences found among peoples by examining the life-ways of the band, tribe, chiefdom and state systems. Class interests will contribute to the determination of other areas of study.

Art in History

In this survey course students will investigate cross sections of cultural history from the ancient world to the modern times by studying examples, trends, and the application of the arts drawn from a variety of societies and civilizations. Thusly, students will use art as the primary means of understanding the societal structures and belief systems of the past. Emphasis will be placed on the examination of major forms of artistic expression which will provide their own historical context, with a special focus on how art creates, reflects and/or rejects cultural norms. Students will be expected to articulate what they see expressed in art in a cogent and meaningful way and they will be evaluated through a combination of in-class exams and essay assignments that emphasize the fundamentals of strong persuasive writing. A research component (research paper, PowerPoint presentations, etc.) will feature strongly in student assessments.

U.S. Government (Grades 11 and 12)

This course consists of an examination and analysis of the following: the principles of Western Civilization adopted by the Framers of the United States Constitution; the Constitutional Convention and the ratification debates; the ebb and flow of Federalism; the powers of and restraints on the three branches of government; political parties--history and effects; the role of the electorate; foreign policy and national defense; comparative political and economic systems; civil liberties and civil rights; and state and local governments. The first third of the course will focus exclusively on the history of the US Supreme Court and the impact of judicial rulings on the functioning of government.

Advanced Placement US History (Grades 11 and 12)

Advanced Placement United States History is a rigorous academic course designed to encourage students to develop a critical understanding of the events, personalities, themes and trends that comprise United States History and to prepare each student for the advanced placement exam. The course requires that students be able to synthesize complex information, interpret primary source documents and demonstrate effective persuasive writing. The class covers information at a pace commensurate with a college-level survey and requires lengthy reading assignments, regular essays and may require additional class time outside of the normal schedule.

Prerequisites: 80 average in prior English and history classes, the submission of a writing sample, two teacher recommendations and permission of the Department Chair. Preference given to students who have completed honors work in US II.

Advanced Placement European History (Grades 11 and 12)

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the West. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principle themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation and (c) an ability to express historical understanding in writing.

Prerequisites: 80 average in prior English and history classes, submission of a writing sample, two teacher recommendations and permission of the Department Chair.

Concentration: Latin I (Grade 9-12)

This course presents a rigorous and aggressive one year introduction to basic Latin grammar, syntax and vocabulary. Students learn the traditional forms:- all six tenses, indicative and passive, as well as all five declensions of nouns, three declensions of adjectives, and the standard pronouns.

Latin, as a course, is profuse with the etymological study of English and vocabulary enrichment. Taking Latin helps students remember vocabulary words longer and better, with a sharper sense of meaning and nuance. According to one text, Latin also provides training in observation, analysis, judgment, evaluation, and a sense of form that helps one fine tune his/her own English expression. The translation process, which forms the heart of this course, is easily transferable to any thinking or reasoning process, regardless of the field of study. Students complete the textbook, Wheelock's First Year Latin (6th edition). This elementary course features original readings from a host of Latin authors including, Cicero, Sallust, Caesar, Livy, Virgil, et alia.

Concentration: The Search for Peace (Grade 9-12)

Students will research conflicts that have occurred in the past to discover the political, religious, economic and social factors that have led to those conflicts. An examination of the solutions to these past conflicts will then lead students to study current world conflicts with the ultimate goal of attempting to devise strategies to resolve present day conflicts. Students will be expected to keep current about and to provide weekly updates on a specific region or country that is experiencing conflict.

Concentration: Sports Studies: Psychology of Sports (Grade 9-12)

Sport Studies examines sport in the contexts of historical and contemporary culture. It looks at sport's cultural relationship with education, the economy, families, the media, and politics. It also considers race, class, and gender differences in the sport experience.

Integrated Arts

The Integrated Arts Department is fundamental to the educational philosophy at FRCS and enhances our academically rigorous and comprehensive programming. FRCS recognizes the arts are a critical element of a well-rounded education and substantially contribute to students developing higher order thinking skills. Consequently, a major focus for this department is to integrate the Arts curriculum throughout the school. The department has created a developmental course of study for each content area beginning with introductory classes in the middle grades and progressing to opportunities for advanced study and application in the high school.

IA courses are taught three times per week for one trimester in Grades 6-12. It is important that students are organized and manage time wisely, as they will not meet with their instructor every day. IA electives are full year courses meeting five times per week.

At the high school level, a student must obtain three IA courses in order to graduate. In addition to the three IA courses, students must also successfully complete 4 years of Physical Education, at least one year of Health, and one year of Computers.

Computer Technology

REQUIRED COURSES:
Grade 6
Applied Computer technology

↓

ADVANCED COURSES:
Advanced Software and Programming (Grades 9-12)

Fine Arts

REQUIRED COURSES:
Grade 8
Foundations of Art

↓

ADVANCED COURSES:
Painting (Grades 10-12)
Studio 1(Grades 10-12)
Studio 2(Grades 10-12)

Performing Arts

REQUIRED COURSES:
Grade 7

↓

ADVANCED COURSES:
Music History (Grades 9-12)
VHS Music Courses

Theater (Grades 9-12)

Comprehensive Health

REQUIRED COURSES:
Grade 6
Grade 8
Grade 10
Grade 12

↓

ADVANCED COURSES:
Nutrition and Exercise (Grades 10-12)

The Arts

Grade 7 Fine Arts: The Art of Theater

This course, primarily a Theater appreciation course, will take students through a general history of Theater through a visual arts lens. Lessons will cover aspects of the performing arts but student work will be projects rooted in the Visual Arts. Students can be expected to complete art projects on topics such as: Greek Chorus, set design, and costume design. This class meets 3 times per week for one trimester and the majority of work will be done in class however homework will be occasionally assigned. Some academic writing will be required as components of the projects.

Grade 8 Fine Arts: Introduction to Visual Art

This course will serve as an introduction to the principles and elements of design. One project will be dedicated to each of the elements and principles. This will help to create a better understanding of art. Once this has been established, students will move onto more complicated projects and begin building a portfolio of their work to chart their progress throughout the year. Students will also learn about art history, advertising, and how to prepare an exhibit. This class meets twice a week. This class will culminate with an end of the year art show.

Grade 9: Foundations of Art

In this course, students will build on their abilities and knowledge of the elements and principles of design. Students will focus this year on observational drawing, keeping an art journal, and working on sculptures. Students will spend more time focusing on the relationships between objects, size and proportions and creating strong compositions. This class meets once a week and the majority of work will be done in class however homework will be occasionally assigned. Some academic writing will be required. This course satisfies one IA graduation requirement.

Concentration: Studio Art I (offered in 2010-2011 and then alternating years thereafter)

Students will continue working with the elements and principles of design. Students will be expected to create term projects, be tested on art terminology and begin writing pieces related to art. Students will become involved in critiques and critical analysis of their own artwork and the work of their peers. Students will work with a variety of styles and media including collage, cartooning, assemblages, altered books, mosaics, and other projects. This class will culminate with an end of the year art show. This course satisfies one Integrated Arts graduation requirement.

Prerequisite: Successful completion of Foundations of Art will be a prerequisite.

Concentration: Studio Art II (to be offered in 2011-2012 and then alternating years thereafter)

This course will be more project based. Students will combine the elements and principles of art with creative solutions to the demands of each project. Projects will be expected to represent a more mature sense of artistic style, synthesis, and interpretation across a range of media and technique. Students will begin to focus more on advanced drawing with specific techniques and approaches. This course will require students to compile a portfolio in the method that colleges prefer for application. There may be small costs to the student for aspects of compiling this portfolio (The IA department can work with families to offset this cost). This class will culminate with an end of the year art show. This course satisfies one Integrated Arts graduation requirement.

Prerequisite: Successful completion of Studio I

Concentration: Studies in Theater (not offered in 2011-2012)

This course will be an introduction to theater through a careful analysis of both structure and content--focusing on the making of theater as a collaborative art. Areas covered will include theater history, dramatic texts, acting and directing, scenography, stage lighting, costuming and theater criticism. The first trimester will have a heavier academic concentration as trimesters 2 and 3 will put the emphasis on performing. This course will culminate in a performance in Term 3. This course will have an afterschool time commitment for a portion of the school year. This course satisfies one Integrated Arts graduation requirement.

Computer Technology

FRCS encourages and expects the frequent use of integrated technology in all of the core content classes. Formal computer technology courses are offered through the Integrated Arts department to better transition students into the technological expectations of middle school and high school.

Grade 6 Computer Technology

This course will build foundational technology skills for our 6th grade ease the transition into Middle School by refining the skills that students have gained in grades K-5 and apply them using familiar and unfamiliar software. Intermediate word processing, spreadsheets, graphing, desktop publishing, scanning, animations and programming using Scratch, PowerPoint and graphic computer drawing are some of the concepts that will be studied. This class meets three times a week for one trimester. The majority of course work will be done in class but all assignments will be accessible via Edline and work should be done at home as well when necessary. Content specific projects will be assigned in collaboration with core subject area teachers and integrated with one or more core subjects.

Grade 9: Applied Computer Technology

In this course, students will become familiar with the software that will help them become successful in High School. The course will concentrate on these areas of study: word processing, spreadsheets, designs, electronic presentations, databases, and scanning. Students will demonstrate a mastery of these programs through small individual projects. They will complete projects with real life skills focus. For example, students may create a business and use their skills to produce: a business logo, slogan, and flyer; business cards and letterhead; and employee and customer database; and a financial spreadsheet. This class meets twice a week. The majority of course work will be done in class but all assignments will be accessible via Edline and work should be done at home as well when necessary.

Concentration: Advanced Software and Programming

This course will allow students to become fluent in some of the most current software titles. By mastering the basic components of these programs, students will be prepared to pursue advanced studies in technology. Through project based units, students will use both Windows and Mac programs. Some examples are: Adobe CS4, (Photoshop, InDesign, Illustrator, etc.) and iMovie. Working with online mediums the student is expected to submit their digital work and communicate with the instructor. This satisfies one Integrated Arts course graduation requirement.

Prerequisite: Successful completion of Applied Computer Technology will be a prerequisite.

Physical Education

Physical education is a full year requirement at each grade level (K-12). The FRCS Physical Education program is designed so that students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

Health

Grade 6 Health

This course will cover the different aspects of physical, mental, and social health, and how they affect each person's overall wellbeing. Some areas covered are The Body Systems, Nutrition, Non-Communicable Diseases, Drugs, Alcohol and Tobacco, and Consumer Health. This course will also focus on navigating through the transition from elementary to middle school and discuss the dangers of bullying in detail. This course meets once a week. This is an academic course with a homework and writing component.

Grade 8 Health

This course will continue to cover the different aspects of physical, mental, and social health, and how they affect each person's overall wellbeing. This class will focus on stress management, dangers of depression and preparing for the transition into high school. This course meets once a week. This is an academic course with a homework and writing component.

Grade 10 Health

This course places a strong emphasis on skill development in the areas of maintaining a healthy lifestyle, accessing health resources, practicing healthy behaviors, analyzing the influence of media and other cultural influences on health decisions, developing communication skills, setting goals, and advocating for personal, family, and community health. The curriculum will emphasize experiential learning and reinforce parent-student communication and parent involvement in health education. Topics in sexuality will be discussed. This course meets once a week. This is an academic course with homework and a significant writing component.

Grade 12 Health

This course will prepare seniors for young adult life after high school by providing them the understanding to make healthy and safe decisions. This course will examine healthy habits, stress management, emotional/ mental health, independence and the dangers of substance abuse. This course is taught in conjuncture with the Nursing department. Guest speakers and other community partners will visit the class to discuss relevant teen health issues. Topics in sexuality will be discussed. This course meets once a week. This is an academic course with a homework and writing significant component.

At least one course of GR 10 Health or GR 12 Health must be passed as a requirement for graduation.

Concentration: Nutrition and Exercise

This course will teach students strategies for adopting healthful eating and lifestyle choices. This course will explore many different nutrition and exercise options. Students will evaluate their own eating habits and will be required to maintain a detailed daily food journal. Students should expect to actively participate in this class on a daily basis. Completion of this course satisfies 1 Integrated Arts course graduation requirement.

Prerequisite: Basic Biology course.

Music

Concentration: Virtual High School

The Virtual High School (VHS) provides music composition coursework that allow students to explore his/her interests. These courses require students to be independent learners, self-starters, and very motivated to excel in meeting the requirements of the courses. Note that students may not take a course through VHS that is offered at FRCS and these courses **do not** satisfy the laboratory course requirements as outlined by the state of Massachusetts.

- **Class size limited**
- **Prerequisite: Application process and seniors only**

Concentration: American Roots Music and Cultural Identity

Songs are an important cultural form through which people assert and preserve their own histories in the face of changing social conditions. Spirituals sung by African-American slaves; protest songs sung by 1960s youth; Texas-Mexicans singing the *corrido*; and "union songs" sung by labor organizers all suggest how music has been both an intrinsic response to historical and cultural conflict and an expressive vehicle that encouraged collective action. Contemporary singer-songwriters from many different ethnic backgrounds continue to use music as a way to call attention to injustice. Roots music has long been a vehicle for offering the disenfranchised a voice.

In this class we will go back to the beginning of recorded folk music and methodically trace the roots of this American art form. Along the way we will read accounts of the American climate surrounding the artists we are studying and attempt to understand their work in the context of the world they saw around them. Equal parts critical listening and reading, students will also write regularly on a variety of topics, whether it is in their "listening journal" or in a more formal research format.

Guidance/School Counseling

The mission of the Guidance/School Counseling Department is to develop, deliver, and continuously improve, a Comprehensive Developmental Program that helps provide outstanding outcomes for all students at FRCS in grades six through twelve in academics, college/career planning, and social/personal growth. The guiding document for the program is the Massachusetts Model for Comprehensive School Counseling Programs. More information about Comprehensive Developmental Guidance Programs and the Mass Model can be found at the Massachusetts School Counselor Association website at www.masca.org

Achievement Teams

In ninth and tenth grades, students participate in Achievement Teams. These small groups of students discuss a variety of topics including transcripts and grade point averages, college fairs, standardized testing, career interests, goal setting, course planning, study skills and test taking strategies. The advisor for each team also reviews grades and checks academic status with each student periodically. Students spend time team building to help create positive relationships for the remainder of high school. The teams meet once per week.

Junior Advising

This class provides juniors the opportunity to explore college and career options in detail. Emphasis is placed on understanding the types of colleges, investigating and visiting colleges, the application process, and finalizing a list of colleges to which to apply. Juniors also review career assessments and discuss career interests, financial aid, interviewing, and other topics related to making a decision about colleges. The class meets once per week.

Senior Advising

Senior advising class focuses on successful post-secondary transition. The course focuses on college essays and resumes, timelines, interviews, and prioritizing applications. Seniors also discuss the stress involved in the college application process, for themselves as well their families, and are provided resources to help families discuss these important decisions. In Term 2, seniors begin a series of classes on financial aid and scholarships. The final commitment to a college is a main topic for Term 3. This includes discussions about understanding and comparing financial aid packages. As the year ends, transition issues from high school to college are discussed.

Additional Course Offerings

Concentration: Dual Enrollment (on-line) (Seniors by application only)

This course provides juniors or seniors the opportunity to enroll in an on-line college level course through the Mass Colleges On-line program or other similar programs. The course will be listed on the student's transcript and also allow the student to receive college credit. (These credits may or may not be transferable depending on the on-line course and the policies of college to which the student attends after graduation). Students may not take a course that is substantially similar to a prior course taken during high school or that is required for high school graduation.

Students will submit all assignments and assessments based on the requirements of the instructor of the on-line course. There will be no instruction, grading, or tracking provided by FRCS staff. A FRCS facilitator will supervise the students during their elective period. The proctor will be available to provide advice about interpreting course requirements and give suggestions about interfacing with the web-based curriculum.

This course requires significant independence, maturity, and self-discipline. In most cases, students will be required to take two semester long courses (ie Sep through Dec and Feb through May) in most cases earning six credits. Students will be solely responsible for all fees including tuition, books, materials, and mailing as well as all communication with the on-line provider including course registration and requesting exams. FRCS staff will proctor exams if necessary.

Pre-requisite: Minimum GPA of 80 for all subjects, completion of application and approval from Guidance

Concentration: Elementary Education Practicum (Juniors or Seniors only)

Students will learn, through practicum experience, the important elements of the elementary classroom. They will participate in lesson planning, assist teachers in delivering lessons, assist students individually, in small groups and/or in whole class instruction, and evaluate their experiences through self, peer, and mentor assessments. Students will meet with Mrs. Solivan one period per week for practicum supervision and work directly with an elementary class two periods per week. Placements will be arranged with classes in grades K-5. Final projects related to elementary curriculum will be required.

Prerequisite: Application and acceptance by advisor**;** students should request an alternative course

Concentration: Skills for Success

This class supports 9th grade students in a successful academic transition into high school. The course content will focus on (1) solidifying fundamental academic skill sets (study, time management, organization, etc), (2) providing opportunity for focused support for individual content areas, (3) exploring academic and post-secondary goal setting, and (4) emphasizing the link between academics, career, and long-term opportunities. It is intended for 8th grade students who met basic promotion requirements, but were not able to adequately demonstrate the skills and habits necessary to take full advantage of our high school curriculum.

Prerequisite: Students with 65 or under in math or English or 65 or under in any other two classes will be assigned to this elective based on Instructional Leader recommendations.

Senior Independent Enrichment (Grade 12)

This course is designed for senior students to research and investigate a topic related to their post-secondary academic or career plans. The objectives of the course are to:

1. Provide seniors an intellectually stimulating and challenging opportunity for research, exploration and personal evaluation,
2. Develop senior's abilities as independent learners in preparation for college and post-secondary level scholarship,
3. Allow students to demonstrate comprehensive and detailed understanding of material through a variety of media including, but not limited to, written papers and reflections, multi-media presentations, oral defense and/or knowledge demonstrations (drama, clinics, internships, etc.) and
4. Demonstrate the highest caliber scholarship and commitment to learning at FRCS.

This course is considered college level and as such, it is solely the student's responsibility to meet the expectations for timeliness, quality and quantity of work and to coordinate with his or her advisor for additional help. Students are required to explore, plan, research, study, evaluate and synthesize information relating to a topic of interest. This topic is coordinated with their Project Advisor. The student and Project Advisor will ensure the topic selected is intellectually rich, relevant to the student's post-secondary plans and has sufficient focus to provide clear outcomes and evaluation.

In general, evaluations include, but are not be limited to quizzes and tests; written reports, summaries and reflections; periodic tests; discussion of material with advisors; practical application and learning (such as volunteering, peer instruction, or internships) and a substantial final project. The evaluation plan is developed with the help of the Project Advisor. The final project includes:

1. A level of scholarship consistent with Foxborough Regional Charter School academic goals and standards,
2. A body of work with comprehensive understanding, evaluation, analysis and synthesis of the topic and representative of a 1.0 credit course and
3. A presentation to a panel of school staff for review, defense and evaluation.

General requirements for final projects are a research paper (following American Psychological Association format), a demonstration to an interested audience (school or community organization) or a practical application and demonstration of knowledge (internship, volunteer assignment, etc) and a final presentation to a Staff Review Committee. Students may attend internships and visit companies or organizations related to their topic during their double period class as appropriate and possible during the school day. Internships will be encouraged.

Coordination and approval is required by a faculty advisor, appropriate Instructional Leads and the Guidance Counselor **before the end of the prior school year. Applications for the course are available in the Guidance Office and must be completed and returned to the Guidance Office by the first Friday in June.** Grading will be based on the standard numerical scale. The course is one credit.