



2024-2025

LITTLETON HIGH SCHOOL

# PROGRAM <sup>OF</sup> STUDIES

# LITTLETON HIGH SCHOOL



## Program of Studies 2024 - 2025

### **SCHOOL COMMITTEE**

Justin McCarthy

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Stacy Lynn Desmarais

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### **ADMINISTRATION**

Kelly R. Clenchy, Ed.D. - Superintendent of Schools

John M. Harrington, Ed.D. - Principal

Keith J. Comeau - Assistant Principal

Littleton High School

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***LITTLETON HIGH SCHOOL***

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LITTLETON, MASSACHUSETTS 01460  
(978) 952-2555

John M. Harrington, Ed.D.  
*Principal*

Keith J. Comeau  
*Assistant Principal*

February, 2024

Dear Students and Parents:

The 2024-2025 Program of Studies provides important information for you to review as you make course selections and develop your schedule. Consult your teachers and school counselor in choosing the course level and carefully consider their recommendations. This is especially important because changing courses or levels after school is underway may be difficult and come with unforeseen costs such as dropping other preferred courses or meeting times.

While we strive to honor student requests and create the schedule you would like, sometimes unavoidable conflicts arise. Should concerns surface, school counselors will advise you of options and work with you to make adjustments.

In addition, keep in mind your college and career aims as you select courses. Certain courses may better position you in the pursuit of college admission and employment goals.

We encourage you to make the most of your high school experience. Consider your current aspirations, interests, and commitments as you make choices and create your schedule. Challenge yourself, and strive for a healthy balance.

Please see us with any questions. We are here to help and guide.

Sincerely,

John M. Harrington, Ed.D.  
Principal

# LITTLETON HIGH SCHOOL



## ***MISSION STATEMENT***

### ***Commitment to student learning and educational excellence***

Littleton High School is a safe, caring, supportive, and academically challenging learning community that cultivates and models respect, responsibility, integrity, accountability, perseverance, and teamwork.

We pursue excellence in learning and the development of each student's growth and potential through collaborative and dedicated attention to our core values, beliefs, and learning expectations.

We work together to guide our students in becoming self-reliant, responsible, and contributing citizens in a constantly changing world.

## ***CORE VALUES***

***Respect***  
***Responsibility***  
***Integrity***  
***Accountability***  
***Perseverance***  
***Teamwork***



## ***OUR BELIEFS ABOUT LEARNING***

- + We believe the education of our students is the shared responsibility of students, families, faculty, staff, and community.
- + We believe highly effective and engaging teachers serve as crucial guides in the development of student learning.
- + We believe students should strive to meet high expectations and that every student, with effort, can and will meet challenging standards of achievement.
- + We believe in a growth mindset through which students develop competence and confidence as they set goals, persevere, overcome obstacles, and enjoy the pleasure of learning and accomplishment.
- + We believe students should monitor and reflect upon their learning and strive to improve based upon personal reflection and faculty feedback.
- + We believe students learn at different rates and in different ways, and instruction that is differentiated and personalized positively impacts student learning.
- + We believe relevant applications and student engagement with personally meaningful questions, topics, and projects make learning more motivating, useful, and lasting.



# ***STUDENT EXPECTATIONS***

## ***ACADEMIC EXPECTATIONS:***

- + Develop and apply critical thinking and problem solving skills
- + Demonstrate clear and effective reading, writing, speaking, and listening skills
- + Work independently and collaboratively to accomplish goals
- + Demonstrate creativity and innovation
- + Use technology skills as they research and communicate their learning
- + Engage in activities that promote physical fitness and personal health
- + Exhibit and employ observation, interpretation, and imagination within the arts
- + Apply knowledge and skills to contemporary challenges and global issues

## ***SOCIAL EXPECTATIONS:***

- + Respect and understand diversity and different perspectives
- + Become active participants in their school community

## ***CIVIC EXPECTATIONS:***

- + Understand the rights and responsibilities of citizenship
- + Make positive contributions through community service and civic participation



**\*(Littleton High School gratefully acknowledges and attributes the contributions and recommendations of other Massachusetts schools in developing and wording the above statement of core values, beliefs and learning expectations.)**

## ***ALIGNMENT OF CURRICULAR AREAS WITH LEARNING EXPECTATIONS***

Littleton High School emphasizes and assesses 21st century learning expectations in specific curricular areas. The following table indicates the alignment of specific curricular areas and learning expectations.

<b>21st Century Learning Expectations</b>	<b>Curricular Area with Primary Responsibility</b>
<b><i>Academic Expectations</i></b>	
<i>Develop and apply critical thinking and problem solving skills</i>	Mathematics
<i>Demonstrate clear and effective reading, writing, speaking, and listening skills.</i>	English Language Arts and World Language
<i>Work independently and collaboratively to accomplish goals</i>	Science
<i>Demonstrate creativity and innovation</i>	History and Social Science
<i>Use technology skills to research and communicate learning</i>	History and Social Science
<i>Engage in activities that promote physical fitness and personal health</i>	Physical Education and Wellness
<i>Exhibit and employ observation, interpretation, and imagination within the arts</i>	Fine and Performing Arts (Art and Music)
<i>Apply knowledge and skills to contemporary challenges and global issues</i>	World Language
<b><i>Civic Expectations</i></b>	
<i>Understanding the rights and responsibilities of citizenship</i>	History and Social Science
<i>Make positive contributions through community service and civic participation</i>	LHS Guidance Department
<b><i>Social Expectations</i></b>	
<i>Respect and understand diversity and different perspectives</i>	History and Social Science
<i>Become active participants in their school community</i>	LHS Administration

*All faculty members can emphasize any of the learning expectations and are actively encouraged to assess these expectations with school-wide rubrics.*

## COURSE SELECTION

All students, in all grades, are to be scheduled in a minimum of six classes per semester. Requests for an exception will be examined on a case-by-case basis, taking into consideration what the student's parent, counselor and principal believe is in the student's best educational interest. Exceptions require the approval of the principal.

A college preparatory curriculum consists of a **MINIMUM OF FOUR ACADEMIC** courses (English, mathematics, social studies, science, world language) each of the four high school years. The more selective the college one has in mind, the more rigorous the academic load should be, both in course difficulty and in number of classes taken.

High school students have a range of choices in their course work, subject to the graduation credit and distribution requirements. To keep many options for further education and career choices open, we encourage students to take the most appropriately challenging program possible.

In choosing their programs, students should work closely with their guidance counselors, parents, and teachers. Parents who have questions about program and course selections are urged to call the Guidance Department to schedule a conference. Every effort will be made by school personnel to see that program requirements are met, but the final responsibility for meeting these requirements for promotion and graduation rests with the student and his/her parent(s) or guardian(s).

Once school opens in the fall, it is expected that each student will continue with the schedule that has been developed during the course selection process. Changes will be allowed only for those students who still need courses to complete their credit requirements and schedules. Any minor adjustments should take place during the first two weeks of school, via communication with the school counselors. A good education depends on a full 90 day (semester) or 180 day (full year) presence in a class. Course changes requested after the first two weeks of the semester are strongly discouraged. School counselor, teacher, and administrator input will be required to effect such a change. Littleton High School does not accept course changes based on personal incompatibility between a student and teacher.



## Course Load

All students are required to select and maintain enrollment in a minimum of six, 5-credit courses or their equivalent, and carry a minimum of 30 credits. Any exception to this minimum requirement must be approved by the principal. Students must carry a full course load to be eligible to participate in co-curricular activities such as: athletics, drama, student government, or any team, club or squad. Seniors are required to carry 30 credits in their senior year, regardless of the credits earned in previous years. The high school principal may grant an exemption after consultation with the student and the student's guidance counselor.

Beginning with the 9th grade, progress toward graduation depends upon the accumulation of credits. One hundred sixteen (116) credits are required for graduation. Students' programs are checked to make certain that each student will have adequate credits to progress with his/her class. Although every effort is made to ensure the students have adequate credits, meeting requirements is the responsibility of each student and his/her parent(s) or guardian(s). Students should know their credit total to date and be certain that they have sufficient credits for promotion as well as appropriate courses in the distribution requirements.

## Course Changes

1. Course changes should be completed within the first two weeks of a course. Courses dropped after the midpoint of the term will appear as a "W" on the transcript.
2. Courses dropped after the first eight weeks will appear on the transcript as either "WP" (withdrawal while passing) or "WF" (withdrawal while failing). If a senior drops or withdraws from a class after transcripts have been sent out to colleges, Littleton High School may notify colleges of the change in the student's schedule.
3. Academic credit will be awarded when the student transfers to a different level of the same course.
4. Exceptions to these procedures may be made at the discretion of the principal.

## GRADUATING FROM LITTLETON HIGH SCHOOL

1. Graduation from Littleton High School implies that students have satisfactorily completed an approved course of study and that they have passed the Massachusetts Comprehensive Assessment System (MCAS) and/or other requirements established by the school district.
2. One hundred sixteen (116) credits, with specific departmental requirements, are needed to receive a diploma from Littleton High School.
3. Only approved courses will be accepted for graduation. Course work taken anywhere other than Littleton High School must be approved in advance to avoid loss of credit through misunderstanding. Approval must be granted by the principal.
4. Students who are away for a term(s) or a school year to participate in a student exchange program or otherwise study abroad may receive credit towards graduation when: 1) study plans are approved by the principal in advance; and 2) the institution where the study occurred submits a record of the student's work. In these instances, the principal and the student's guidance counselor will evaluate the work and assign credit for it according to the standards prevailing at Littleton High School.
5. Prior credit earned from accredited schools is transferable, with the following exceptions: doctrinal religion courses; driver's education; service activities such as teacher, office, or library assistant.
6. Students enrolling in summer school for make-up credit must have prior written approval from a Littleton High School counselor. Students may enroll in a maximum of two courses per summer in an accredited summer school program. Exceptions require the approval of the principal.
7. During the school year, a student may repeat a course that s/he has taken and passed, but it will not be for credit. Although both grades will be recorded, only the higher grade will be used in computing the G.P.A. (grade point average).
8. The High School Counseling Department will provide information and counseling for all students to enable them to develop a schedule of courses that will meet requirements for colleges, vocational schools, or any post-high school program selected by the student and his/her parents.

## Distribution Requirements

We establish minimum course requirements in seven different areas. These courses form a central curriculum that all students must pursue in order to graduate from Littleton High School.

Working closely with their child and their child's school counselor, families are encouraged to develop a tentative four-year program which will meet these requirements, challenge the student, and accommodate his or her particular interests. This program should be reviewed each spring prior to preliminary registration for the following year, in order to determine if it is still appropriate.

<b>Subject</b>	<b>Littleton High School Graduation Requirements</b>	<i>Required by Massachusetts State colleges and universities</i>	<i>Recommended by most 4-year colleges</i>	<i>Recommended by most selective colleges*</i>
<b>English</b>	<b>4 years; 20 credits</b>	20 credits	20 credits	20 credits -honors level classes
<b>Mathematics</b>	<b>4 years; 20 credits including Algebra I &amp; II and Geometry</b>	20 credits including Algebra II (to be implemented with students entering college in 2016)	20 credits including Algebra II.	20 credits including a minimum of Pre-Calculus
<b>Social Sciences</b>	<b>3 years; 15 credits to include 2 years of US History</b>	15 credits to include US History	15 credits to include US History	20 credits to include US History, World History and Economics
<b>Science</b>	<b>3 years; 15 credits with lab</b>	15 credits with lab	15-20 credits including biology and chemistry or physics	15-20 credits including biology and chemistry or physics
<b>Foreign Language</b>	<b>2 years; 10 credits in the same language</b>	10 credits in the same language	10-15 credits in the same language	20 credits in the same language
<b>Wellness/ Health</b>	<b>12.5 credits; 2.5 of Health 10 PE</b>			
<b>Fine/Performing Arts/Digital Media</b>	<b>1 year; 5 credits</b>		Fine or performing arts	Fine or performing arts

<b>Electives</b>	<b>17.5 credits</b>	10 credits	Electives that enrich your academic program	Electives that enrich your academic program
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Recommendations are based on the minimum requirements for college admission.

\*Students seeking admissions to highly competitive institutions should consider as many honors level and Advanced Placement (AP) classes as possible, complete 4 years of the same foreign language, pursue advanced levels of course work in math and science.

## Community Service

Fifty (50) hours of service over four years needs to be completed prior to May 1st of the year of graduation.

## CPR Requirement

### Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED)

As part of the requirements for graduation, Littleton High School, in partnership with the Littleton Fire Department, will provide instruction to students in Cardiopulmonary Resuscitation (CPR) and the use of an Automated External Defibrillator (AED). Based upon their participation in (CPR) and (AED) training, Littleton High School students will receive at least one hour toward their fifty hour Community Service requirement for graduation. The high school principal may waive this requirement for special circumstances.

## Course Cancellation

Courses with insufficient enrollment, budget, and/or staffing issues are subject to cancellation at the discretion of the administration. The administration also reserves the right to limit course and section size, thus deferring some students' requests.



## Levels Of Instruction

**Advanced Placement (AP)** – Littleton High School offers AP courses in U.S. History, European History, Calculus, Statistics, English, Biology, Physics, Psychology, Spanish, French, Art History, Music Theory, and Studio Art. Each of these exacting courses follows an Advanced Placement curriculum that prepares the student to take the AP exam. These courses are suitable for the intellectually mature student who is ready to engage in intensive college-level work. Colleges may grant credit and/or advanced placement to those students who perform satisfactorily on the exam(s).

**Honors (H)** - These rigorous courses provide accelerated instruction and enrichment experiences for those students who exhibit both exceptional ability and motivation in a particular subject area.

**College Preparatory (CP)** - These challenging courses provide students with the instruction and experience(s) he/she will need to successfully manage the challenges of a four-year college.

## GRADE POINT AVERAGE

Grade Point Average reflects student achievement in the core curriculum. In order to account for the differing challenges and requirements at the various levels of instruction, the following “weights” are assigned in calculating Grade Point Average. Courses in English, Mathematics, Science, Social Studies, World Languages, and all Advanced Placement courses are included in the GPA.

LHS Career GPA is calculated by first multiplying quality points by the potential course credit for each course taken. Then divide the sum of these products by the total potential course credits.

Example:

<u>Course/Level</u>	<u>Grade</u>	<u>Potential Credits</u>	<u>Quality Points</u>		
English (H)	95	5.0	*	4.7	= 23.50
W. History (CP)	85	5.0	*	3.4	= 17.00
Economics	80	2.5	*	3.1	= 7.75
Biology (H)	88	<u>5.0</u>	*	4.0	= <u>20.00</u>
		17.5			68.25

$$68.25/17.5 = 3.9 \text{ GPA}$$

Additional information about quarterly and semester GPA calculation methods is posted on the LHS webpage. The GPA for students through their junior year is the GPA that is sent to colleges during the college application process.

*The following chart identifies the weighted quality points assigned to different grades and course levels.*

<b>Grade</b>	<b>Grade Range</b>	<b>Advanced Placement</b>	<b>Honors</b>	<b>College Prep</b>
<b>A+</b>	97-100	5.3	5.0	4.7
<b>A</b>	93-96	5.0	4.7	4.4
<b>A-</b>	90-92	4.7	4.4	4.1
<b>B+</b>	87-89	4.3	4.0	3.7
<b>B</b>	83-86	4.0	3.7	3.4
<b>B-</b>	80-82	3.7	3.4	3.1
<b>C+</b>	77-79	3.3	3.0	2.7
<b>C</b>	73-76	3.0	2.7	2.4
<b>C-</b>	70-72	2.7	2.4	2.1
<b>D+</b>	67-69	2.3	2.0	1.7
<b>D</b>	63-66	2.0	1.7	1.4
<b>D-</b>	60-62	1.7	1.4	1.1
<b>F</b>		0.0	0.0	0.0

## Dual Enrollment Program

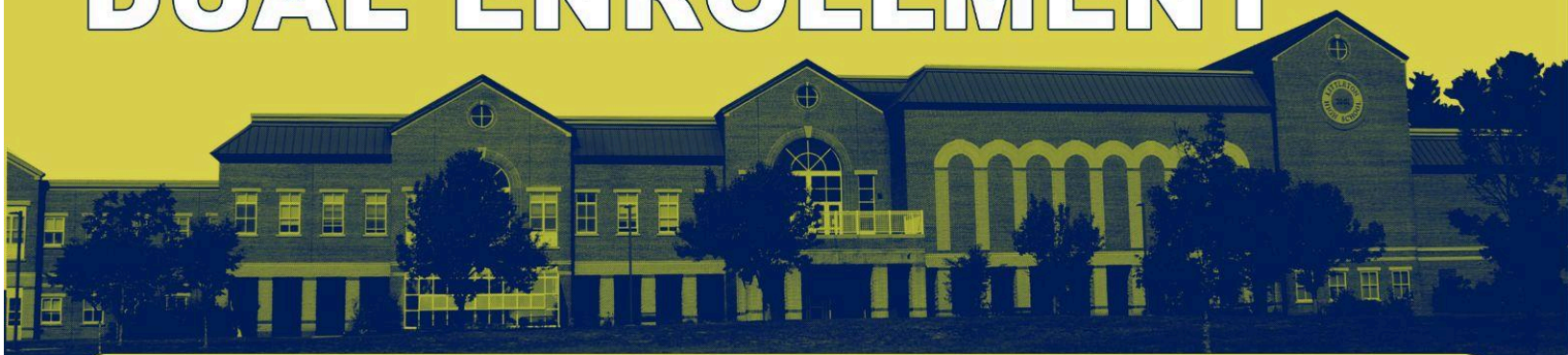
The Education Reform Act of 1993 gave authorization for the Dual Enrollment Program to be developed. Qualified public high school students, (who have a minimum GPA of 3.0), can earn both high school and college credit through this program by taking courses at Massachusetts State Universities, Colleges, and Community Colleges. These are courses that are part of the regular credit-earning program of a college or university, and which are taken with the prior written approval of the Principal for dual credit.

1. Students are eligible for university credit through the dual Enrollment Program.
2. Students must be juniors or seniors.
3. All students requesting Dual Enrollment courses must have a valid reason for seeking dual enrollment. (The course is not available at LHS and is relevant to post graduation plans.) Election of a course must be considered to be in the best interest of the student.
4. Student's discipline record may be considered in determining eligibility for the Dual Enrollment Program.
5. Students must have no more than four (4) unexcused absences in each class during the semester in which they apply for the dual Enrollment Program.
6. Class times are dictated by the college's schedule.
7. No grades are assigned for first or third marking periods.
8. A final grade is awarded at the completion of each course. This will coincide with second and fourth marking periods.
9. All students wishing to enroll do so at their own expense and must have course approval in writing by the Principal before enrollment.
10. The Principal has final approval on all requests for the dual Enrollment Program.

## PARTNERSHIP WITH MIDDLESEX COMMUNITY COLLEGE (MCC)

Beginning in 2016-2017, Littleton High School is developing a partnership with Middlesex Community College. Through this partnership, Littleton High School students will be able to take specific courses at LHS and receive credit at both the high school and MCC. Through the *MassTransfer* agreement, these college credits would be fully transferable to all MA State Colleges and Universities. Prior to enrollment in a Dual Enrollment course, students would have to pass the Accuplacer exam administered through MCC. For further information about this new Dual Enrollment partnership, please contact the Assistant Principal or Guidance Counselors.

# LITTLETON HIGH SCHOOL DUAL ENROLLMENT



## About Dual Enrollment

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. These classes count for both high school and college credit. High school students who complete dual enrollment classes generally take fewer classes in college and save money on total college costs.

## Benefits of Dual Enrollment

- Dual enrollment courses are available to a wide range of students and provide opportunity for deeper and broader academic exploration.
- Students strengthen reading, writing, and core academic skills, are subject to the demands and rigor of college courses, and often find direct application to their course of study at their respective high schools.

Students are invited to take classes on campus and to take advantage of the many resources (tutoring, computer labs, library, community events, etc.).

Students earn transferable credit and are given opportunity to demonstrate college readiness, attitude, and aptitude.

## Dual Enrollment Opportunities at LHS

### PARTNERSHIP WITH MIDDLESEX COMMUNITY COLLEGE:

- Students can take classes at Littleton High School that are endorsed by Middlesex Community College and receive 3 college credits for their successful completion. Cost: \$378  
*Classes include: English IV, Spanish Intermediate, Latin Intermediate, French Intermediate, Statistics, US History II*
- Students can take classes either online or in-person on the Middlesex Community College campus at a discounted cost. Students can take any courses offered in the college catalog. Cost \$126 per credit.  
*Classes LHS students have taken recently include: Intro to Psychology, English Comp I & II, Financial Accounting, Computer Applications, Principles of Marketing, Biology, US History after 1876, Trigonometry, PreCalc for Engineering, Physics, Intro to Business, Principles of Macroeconomics, & more.*

### ANY COLLEGE, ANYWHERE:

- Students can take online or in-person courses at any college at the normal rate of tuition, and receive both high school and college credit. Consult specific college catalogs for exact pricing.  
*LHS students have recently taken college classes at: John Hopkins University, BYU, UMass Lowell, & more.*

### For More Information:

Contact Mr. Christy or Ms. He in the guidance department



# ACADEMIC RECOGNITION

## Principal's List & Honor Roll

Principal's List and Honor Roll recognitions are determined at the end of each Term.

### Principal's List:

Grades  $\geq 90$  in all subjects

### Honor Roll:

Grades  $\geq 80$  in all subjects

## Summer School Credit

Students must earn a minimum grade of 50 in the academic year course in order to participate in summer school. A maximum of two (2) courses per summer can be scheduled with prior approval of a Littleton High School counselor.

To earn credit for the summer school course, students must earn a grade of at least 80. While summer school courses may appear on the transcript, credit for a summer school course where a student received below an 80 will not be granted.

## National Honor Society

National Honor Society is a prestigious organization, ranking high among administrators, faculty members, students, parents, and residents of the school community. Its reputation for excellence is the result of years of commitment on the part of everyone involved. National Honor Society membership is often regarded as a valid indicator that the student will succeed in life and particularly in studying at the post-secondary education level. The Honor Society member has already exhibited academic achievement, leadership, honorable and admirable character, as well as service demonstrating that the member is willing to use talents and skills for the improvement of society. Through NHS chapter service activities, members maintain and extend the qualities that won them selection. Membership is thus both an honor and a commitment.

**To be considered as a candidate for the NHS, you must be in your sophomore or junior year of high school, have a current GPA of 3.8, and meet all the requirements described in the application.**

**A Faculty Council of five teachers is responsible for selecting students who demonstrate outstanding performance in all of the following areas: scholarship, leadership, service, and character. The scholarship aspect is indicated by your cumulative GPA. You must maintain a 3.8 weighted average to be considered for selection. Your leadership, service (at least 50 volunteer hours documented through LHS), and character will be judged by your application and by a faculty evaluation. Since the Faculty Council will be using your completed application to assess your qualifications, it is important that you fill out the information neatly and completely to give the faculty members an accurate picture. Completing and submitting an application does not guarantee your selection as a member of the National Honor Society. The information that you**

**supply in your application is the only information that the Faculty Council will use to make the decision about your selection. Our council uses a blind process, reviewing the applications without applicant names to make selection as fair as possible.**

**Scholarship:** A student who exhibits academic achievement has achieved a minimum grade point average of 3.80 by at least the start of his/her junior year.

**Leadership:** A student who demonstrates leadership contributes ideas that improve the civic life of the school, exemplifies a positive attitude, and is able to delegate responsibilities and motivate others.

- Exercises positive influence on peers in upholding school ideals
- Inspires positive behavior in others
- Successfully holds school offices or positions of responsibility
- Is a leader in the classroom, at work, and in other school and community activities

**Service:** Service is generally considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service.

- Volunteers and provides dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- Cheerfully and enthusiastically renders any requested service to the school
- Participates in some community service, for either a public or charitable organization. For example, volunteer services for the elderly, poor, or disadvantaged, or service activities through Girl Scouts, Boy Scouts or church groups

**Character:** A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

- Upholds principles of morality and ethics
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern, and respect for others
- Actively helps rid the school of bad influences or environment

# LHS GUIDANCE & COUNSELING DEPARTMENTS

## *Philosophy:*

The Littleton High School counseling program is a comprehensive, student-centered program aimed at assisting all students in achieving academic success. The guidance program is developmental, sequential, and focused on attainment of specified student outcomes. As an integral part of the overall educational process, the program emphasizes the concept of total growth and development.

The guidance curriculum is founded on the changing needs of the individual, family, school and community. The Guidance and Counseling Program will be responsible for assisting all students in developing competencies needed for educational, personal and vocational development. These competencies include processing information, communication skills, use of technology, problem solving and teamwork. Guidance services are aligned to these competencies and are delivered through a curriculum designed to meet the specific needs of high school students.

## ***SCOIR***

Littleton High School has selected the SCOIR College Network to support our mission to provide an exemplary guidance curriculum that enables our students and parents to be active participants in college and career planning. The SCOIR College Network offers a comprehensive website that students and families can use to help in making decisions about colleges and careers. The SCOIR College Network is used by the counseling office to track and analyze data about college and career plans.



# ENGLISH

## *Philosophy:*

The ELA curriculum provides instruction in the areas of reading, writing, critical thinking, and oral communication in alignment with the Massachusetts Curriculum Frameworks. The ELA department supports these core goals by focusing on the following mutually supporting practices:

- + establishing and reinforcing fundamentals of literacy: instruction in grammar, vocabulary, rhetorical concepts, literary concepts;
- + developing and refining rhetorical skills: instruction and practice in revising and refining sentences for various writing situations (exam writing, formal critical analysis, oral reports, writing in the workplace, creative writing);
- + developing and refining reading and interpretive skills: posing critical and comparative questions to facilitate comprehension and close analysis of both classic and contemporary cultural texts and cultural issues; instruction in research skills required to access and document authoritative information that speaks to critical questions.

We strive for all Littleton High School graduates, upon completion of the ELA curriculum, to have acquired appreciation for and demonstrated achievement in the power and pleasure of articulation, and to have developed sound interpretive and communication skills that will help them engage as skilled, thoughtful participants in a democratic society and marketplace.

### ***Honors Versus College Prep in ELA:***

All ELA students will be exposed to a wide variety of literary and non-literary writing genres.

Those students who elect to take ELA Honors courses will receive more comprehensive grounding in the historical development and landmark texts of Western literary culture than will students in ELA College Preparatory courses. ELA Honors courses are designed for students who do not just appreciate, but actively love literature, read avidly and well on their own, and who strive not just for competence, but marked expertise in writing.

Honors and AP courses can demand up to twice as much time as College Preparatory courses, due to their heavier workload in vocabulary, reading, writing, and independent study. Joint CP/Honors assessments are typically assessed on a more demanding scale for Honors/AP students.

At a more relaxed pace, College Preparatory courses are designed to help students experience literature and rhetoric in various media as sources of learning and pleasure, and to recognize and appreciate the role literature and rhetoric plays in American culture. College Preparatory courses are designed to help students develop sound reading and writing skills that will serve them well in college and the workplace.

#### **English I (College Prep) # 194**

**5 Credits**

This course continues to develop fundamentals of literacy introduced at the middle school level. Particular emphasis will be placed on understanding grammar rhetorically, on recognizing how specific grammatical choices enable writers to manipulate emphasis and meaning. Students will combine and modify sentences so as to emphasize particular ideas. By the end of the year, students should have a clear grasp of: the function of a thesis in analytical arguments, how and why to support a thesis with evidence, how to analyze that evidence, and how to present quoted evidence effectively and accurately. Students will learn important distinctions between key rhetorical modes. Students will be continually pressed to write clearer, more specific, more complicated, and more comprehensive paragraphs. Students will be exposed to samples of the following genres: non-fiction essays/arguments, short stories, short lyric poems, epic poetry, plays, and novels. Students will demonstrate their knowledge of the meaning and usage of real-life vocabulary. Some, but not all, reading and writing for this course will occur during class hours. 8-10 pages of formal, typed written assignments per semester.

#### **English I (Honors) # 195**

**5 Credits**

This course will rapidly review and assess students' mastery of fundamentals of literacy introduced at the middle school level. Particular emphasis will be placed on understanding and using grammar rhetorically, how specific grammatical choices enable writers to manipulate emphasis and meaning.

Students will combine and modify sentences so as to emphasize particular ideas. By the end of the year, students should have a clear grasp of the function of a thesis in analytical arguments, of how to support a thesis with evidence, of how to analyze that evidence, and of how to present quoted evidence effectively and accurately. Students will learn important distinctions between key rhetorical modes. Students will be

continually pressed to write clearer, more specific, more complicated, and more comprehensive paragraphs, and to assemble and link a series of paragraphs into a polished, sustained essay. The course will provide students with an introduction to basic literary genres and to thinking about genre. Students will be exposed to samples of most or all of the following genres: short lyric poems, an ancient play or epic, a Shakespearean play, a modern play, novels (classic and contemporary), non-fiction essays/arguments, film. Students will demonstrate their knowledge of the meaning and usage of real-life vocabulary. Most reading, drafting, and final revision of papers for this course will be assigned as homework. Class time will be largely dedicated to discussion and intermediate revision. 12-14 pages of formal, typed writing assignments per semester.

### **English II (College Prep) # 104**

### **5 Credits**

This course will briefly review and assess core literacy skills covered in English I CP: intermediate grammar, punctuation, vocabulary, intermediate rhetorical and literary concepts.

Emphasis on sentence clarity and rhetorical control will continue, reinforced through attention to choosing effective words, using verb tense and verb voice appropriately, noun-pronoun and noun-verb agreement, recognizing and correcting misplaced modifiers, and expressing one's ideas concisely yet completely. Students will practice academic writing to prepare for the March MCAS test, with an emphasis on critical analyses of short readings and practice in Long Composition. Students will continue to work on developing meaningful thesis for analytical arguments, supporting their theses with relevant, well-selected and well-analyzed evidence, presenting quoted evidence effectively and accurately. Students will review and extend their understanding of key rhetorical modes. Students will be coached in assembling and linking a series of paragraphs into a polished, sustained essay, particularly the five-paragraph essay form required on the MCAS and SAT exams. Students will receive training and practice in essay exam writing and reading practices tested on the MCAS and SAT exams. The course will provide students with a sampling of iconic texts of American literary history and of non-fictional texts addressing contemporary cultural issues and debates. Students will demonstrate their knowledge of the meaning and usage of real-life vocabulary. Some, but not all, reading and writing for this course will occur during class hours. 8-12 pages of formal, typed writing assignments per semester.

### **English II (Honors) # 105**

### **5 Credits**

It is strongly suggested that students looking to take this course earned a grade of 80 or better in an honors level English I course. Students who earned at least an A- in a college prep English I course may also consider taking this course, with the understanding that both the pace and difficulty will be greatly increased. This course extends core literacy skills covered and in English I Honors. Emphasis on a rhetorical understanding and use of grammar will continue.

Students will practice academic writing to prepare for the March MCAS test, with an emphasis on critical analyses of short readings and practice in Long Composition (extended analysis of character in a play or novel). Students will continue to work on developing meaningful thesis for analytical arguments, supporting their theses with relevant, well-selected and well-analyzed evidence, presenting quoted evidence effectively and accurately. Students will review and extend their understanding of key rhetorical modes. Students will attend to writing precision.

The course's reading and thematic content will emphasize American cultural and literary history. Students will be exposed to secondary sources and will summarize and assess these critics' varying viewpoints. Students will demonstrate their knowledge of the meaning and usage of real-life vocabulary. Some, but not all, reading and writing for this course will occur during class hours. Most reading, drafting, and final revision of papers for this course will be assigned as homework. Class time will be largely dedicated to discussion and intermediate revision. 12-14 pages of formal, typed writing per semester.

### **English III (College Prep) # 114**

### **5 Credits**

This course develops students' reading, writing, thinking, and speaking skills as they interact with literary, expository, and visual texts across a broad range of genres. This course is tailored to develop solid comprehension and communication skills that students might apply in a variety of academic and professional settings. Though specific text selections may vary with the instructor, all course sections will read one or more samples from the following five categories: Shakespearean play; 19th century novel and/or non-fiction; 20th or 21st century novel or grouped short stories; 20th-21st century non-fiction; poetry. Combined with or in addition to these categories, students will read a sample of classical or world literature in translation, of secondary criticism, of film or other visual media that is in dialogue with a verbal text. Core writing work will include or combine the following five assignment types: rhetorical synthesis/summary of text(s); compare/contrast analysis; assignment requiring engagement with both primary and secondary sources; issue-oriented persuasive writing (SAT writing); reflective, personal writing (preparation for college admission essays and informal responses to reading). Writing work may also include imitative/creative writing in a literary genre and/or workplace writing/reporting. Supporting this reading and writing work will be class discussion and oral presentation, vocabulary development work, and coaching/practice in the protocols of revising and editing prose for clarity and concision. Students should anticipate a reading pace averaging 40-60 pages or +/- three hours per week; they should also anticipate a minimum of 1-2 formal, typed writing assignments per term, and 2 or more in-class writing assignments per term. Some classroom time will be provided for supported drafting/composition of formal papers.

### **English III (Honors) # 115**

### **5 Credits**

It is strongly suggested that students looking to take this course earned a grade of B- or better in an honors level English II course. Students who earned at least an A- in a college prep English II course may also consider taking this course, with the understanding that both the pace and difficulty will be greatly increased.

English 3 Honors develops students' reading, writing, thinking, and speaking skills as they interact with literary, expository, and visual texts across a broad range of genres. This course is tailored to support students' further pursuit of studies in the humanities and social sciences in college. Though specific text selections may vary with the instructor, all course sections will read at least one (and often several) samples from the following five categories: Shakespearean play; 19th century novel and/or non-fiction; 20th or 21st century novel or grouped short stories; 20th-21st century non-fiction; poetry. Combined with or in addition to these categories, students will read a sample of classical or world literature in translation, of secondary criticism, of film or other visual media (that is in dialogue with a verbal text). Core writing work will include or combine the following five assignment types: close rhetorical/literary analysis of

text(s); compare/contrast analysis; assignment requiring engagement with both primary and secondary sources; issue-oriented persuasive writing (SAT writing); reflective, personal writing (preparation for college admission essays and informal responses to reading). Writing work may also include imitative/creative writing in a literary genre. Supporting this reading and writing work will be class discussion and oral presentation, vocabulary development work, and coaching/practice in the protocols of revising and editing prose for clarity and concision. At the Honors level, students should anticipate a reading pace averaging 60-90 pages or +/- four hours per week; they should also anticipate 2-3 formal, typed writing assignments per term, and 3 or more in-class writing assignments per term. Reading content, discussion protocols, and assessment standards will be more challenging than at the CP level. In-class support of formal paper writing will focus on revision rather than on initial drafting/composition.

#### **English IV (College Prep) # 124**

#### **5 Credits**

This course develops students' reading, writing, thinking, and speaking skills as they interact with literary, expository, and visual texts across a broad range of genres. This course is tailored to develop solid comprehension and communication skills that students might apply in a variety of academic and professional settings. Though specific text selections may vary with the instructor, all course sections will read and compare at least two samples from the following three categories: drama; 20th-21st century fiction; 20th-21st century non-fiction. These core readings will be supplemented with readings from additional genres and periods and media, as well as with independent reading. Core writing work will revisit and develop skills in the five major assignment types covered in English 3CP: rhetorical synthesis/summary of text(s); compare/contrast analysis; assignment requiring engagement with both primary and secondary sources; issue-oriented persuasive writing (SAT writing); reflective, personal writing (preparation for college admission essays and informal responses to reading). Writing work may also include imitative/creative writing in a literary genre and/or workplace writing/reporting. Supporting this reading and writing work will be class discussion and oral presentation, vocabulary development work, and coaching/practice in the protocols of revising and editing prose for clarity and concision. Students should anticipate a reading pace averaging 40-60 pages or +/- three hours per week; they should also anticipate a minimum of 1-2 formal, typed writing assignments per term, and 2 or more in-class writing assignments per term. Some classroom time will be provided for supported drafting/composition of formal papers. **(Students may opt to take this course for dual enrollment credit.)**

#### **English IV (Honors) # 125**

#### **5 Credits**

**It is strongly suggested that students looking to take this course earned a grade of 80 or better in an honors level English III course. Students who earned at least a 90 in a college prep English III course may also consider taking this course, with the understanding that both the pace and difficulty will be greatly increased.**

English IV Honors develops students' reading, writing, thinking, and speaking skills as they interact with literary, expository, and visual texts across a broad range of genres. This course is tailored to support students' further pursuit of studies in the humanities and social sciences in college. Though specific text selections may vary with the instructor, all course sections will read and compare at least two substantial texts or collections from the following four categories: drama; 18th-21st century fiction; 18th-21st century non-fiction; 17th-21st century poetry. These core readings will be supplemented with readings from



additional genres and periods and media. Core writing work will revisit and develop skills in the five major assignment types covered in English 3 Honors: close rhetorical/literary analysis of text(s); compare/contrast analysis; assignment requiring engagement with both primary and secondary sources; issue-oriented persuasive writing (SAT writing); reflective, personal writing (preparation for college admission essays and informal responses to reading). Writing work may also include imitative/creative writing in a literary genre or a student-developed independent project. Supporting this reading and writing work will be class discussion and oral presentation, vocabulary development work, and coaching/practice in the protocols of revising and editing prose for clarity and concision. At the Honors level, students should anticipate a reading pace averaging 60-90 pages or +/- four hours per week; they should also anticipate 2-3 formal, typed writing assignments per term, and 3 or more in-class writing assignments per term. Reading content, discussion protocols, and assessment standards will be more challenging than at the CP level. In-class support of formal paper writing will focus on revision rather than on initial drafting/composition.

### **AP Literature and Composition: # 126**

**5 Credits**

A full-year course offered to seniors who have taken honors level courses in their junior year, AP Literature and Composition is a college freshman level literature and composition course. The reading theme for this course will be "Survey of English Literature." Readings will include samples of the English essay tradition (partly to prepare/inspire students' work on college essays), an extensive unit on traditional English poetry and prosody, a Shakespeare play, 4-6 English novels (likely Jane Austen, Mary Shelley, Charles Dickens, E. M. Forster, James Joyce, Joseph Conrad, Virginia Woolf), an extensive unit on Victorian and modern English/American poetry and prosody, and several secondary critical readings. Students will acquire terminology and analytical skills to closely examine and interpret structure, style, theme, context, and figurative language informing iconic literary texts from various genres and periods. Three formal critical writing assignments per term. Two in-class exam-writing assignments per term. Brief (under three week) intensive exam preparation session during the third term. This class prepares students to take the AP Literature Exam.

### **Creative Writing (Honors Elective): # 152**

**5 Credits**

**Expectation: 80 in previous Honors English course**

**90 in previous College Preparatory English course**

This year-long course allows students to try their hand at writing creatively in various literary genres. While creative writing assignments will be significantly self-directed, this class will include some traditional academic assignments in reading, grammar, vocabulary, and critical writing. Students will also spend significant time producing and editing a literary magazine. While most of the readings in this course will be short (many will be pulled from contemporary literary magazines), we will still read some novels and longer nonfiction texts. We may even read and write a play or a screenplay. Over the course of the year, students will be asked to consider broad questions about the craft of writing: What is the difference between a story and a scene? What makes a story artful? What are the hallmarks of the different genres and subgenres we've read in class? What do I admire in other authors' writing, and how can I get my writing to be more like theirs?



**English Language Development I-IV #166****5 Credits**

These courses provide explicit, direct instruction about the English language intended to promote English language acquisition. They include learning outcomes in speaking, listening comprehension, reading and writing. The four courses progressively address social and academic vocabulary, grammar and syntax commonly used in both social and academic communication, and strategies that promote second language learning and content learning. Language instructions are closely aligned with grade-appropriate content standards.

# HISTORY & SOCIAL SCIENCES

## *Philosophy:*

“History,” as David McCullough once put it, “is who we are and why we are the way we are.” Indeed, the study of history and the social sciences is the study of relationships among people. By promoting understanding and reasoning about these relationships, the History and Social Sciences department encourages and empowers students to act as informed citizens in our democracy.

Courses offered by the History and Social Sciences department instruct students in content necessary for civic participation. Through the examination of the United States from its inception to the present day, students gain an understanding of the unique characteristics of American society and the historical development of its social structure, its economic system, and its political organization. The department not only seeks to help students place themselves within their local and national communities, but to understand their role in a global community through the study of world history. Students also have opportunities to view human behavior through the interpretive framework of the social sciences and to practice the research methods employed by these disciplines. Themes identified as being especially important to competing in a 21st century economy, including global awareness, civic literacy and economic literacy, are woven into the content of these courses.

Pursuant to the goal of preparing students to participate in a democracy, every course offered by the History and Social Sciences department teaches students to think critically, to assess and interpret evidence, to access and evaluate information through research, and to understand change over time. Moreover, students refine their abilities to engage in compelling speech and express themselves clearly in the written word. In so doing, graduates of Littleton High School are equipped to meet the democratic imperative of our society.

**World History (Honors) # 295 Grade 9****5 Credits**

This course focuses on the political, social, and economic history of the world beginning with the fall of the Western Roman Empire. The course will investigate the development of modern political ideologies, economic and cultural connections across the globe, the struggles of the working people, and the global context for many important events in the history of the United States. Students gain an understanding of each key area of study through the use of music, art, literature, maps, primary sources, simulations, and statistics. Throughout the year, students will be engaged in analyzing social, political and economic problems. It is expected that students will demonstrate advanced analytical, writing, reading, speaking and studying skills. In addition, honors students should be highly motivated, independent workers and thinkers. Honors history is appropriate for students who consistently earned As and Bs in eighth grade civics, especially on assessments. Students will also produce at least one significant research product.

**World History(College Prep) # 294 Grade 9****5 Credits**

This course focuses on the political, social, and economic history of the world beginning with the fall of the Western Roman Empire. The course will investigate the development of modern political ideologies, economic and cultural connections across the globe, the struggles of the working people, and the global context for many important events in the history of the United States. Students gain an understanding of each key area of study through the use of music, art, literature, maps, primary sources, simulations, and statistics. Throughout the year, students will be engaged in analyzing social, political and economic problems. Emphasis is placed on writing, reading, listening, speaking, and study skills.

**United States History I (Honors) # 205 Grade 10****5 Credits**

This course will trace the early developments of the United States, from the political, economic, and social factors which led to the American Revolution to the beginning of the 20th century. Emphasis will be placed on the Constitution as a living framework for the growth of American democracy and its republican government. The course will further explore the pressures put on that government through the period of westward expansion, changing foreign policies, and sectionalism. Students will be required to read primary and secondary sources, to respond to document based questions, and to engage in essay writing to enhance their understanding of the curriculum. Advanced skills in reading, analysis, and writing will be necessary for successful completion of this honors course and will be needed for the major research paper required in this course.

**United States History I (College Prep) # 204 Grade 10****5 Credits**

This course will trace the early developments of the United States, from the political, economic, and social factors which led to the American Revolution to the beginning of the 20th century. Emphasis will be placed on the Constitution as a living framework for the growth of American democracy and its republican government. The course will further explore the pressures put on that government through the period of westward expansion, changing foreign policies, and sectionalism. Students will be required to read primary and secondary sources, to respond to document based questions, and to engage in essay writing to enhance their understanding of the curriculum.

**AP United States History (Advanced Placement) # 216 Grades 11 & 12      5 Credits**

AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course in which students may earn college credit. It is a full year survey of American History from the age of exploration and discovery to the present. Solid reading and writing skills, coupled with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and scholarly materials. Students will also engage in authentic historical inquiry by researching Littleton's past and creating a Local History Project. Students are expected to take the AP exam. This course is intended for students in their junior year.

**United States History II (Honors) # 215 Grade 11      5 Credits**

The development of the United States is traced from the international events involving the United States beginning in the late 1800s through domestic and foreign events at the end of the twentieth century. This course is designed for college preparatory students. The main emphasis of the course is on the development of the nation—economically, socially, politically—and the growth of a distinctive American way of life. Students enrolled in the honors course are expected to demonstrate advanced skills in the areas of reading, analysis, and writing which will be enhanced throughout the year with rigorous primary source readings and writing assignments. These skills will be necessary for successful completion of the major research paper required in this course. Students will also produce at least one significant research product.

**United States History II (College Prep) # 214 Grade 11      5 Credits**

The development of the United States is traced from the internal events involving the United States beginning in the late 1800s through domestic and foreign events at the end of the twentieth century. This course is designed for college preparatory students. The main emphasis of the course is on the development of the nation—economically, socially, politically—and the growth of a distinctive American way of life. Students will improve their skills in reading primary and secondary sources, and in responding to document based questions. Essay writing will be emphasized to prepare students for subject-area standardized tests. **(Students may opt to take this course for dual enrollment credit.)**

**AP Psychology (Advanced Placement) # 226 Grades 11 & 12      5 Credits**

This rigorous and fast-paced class is designed to be equivalent to a college level freshman psychology course for students who are able to independently read and understand college-level text and to analyze and synthesize key information in preparation for the application of this information. During this course, students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Topics will include the biological basis of behavior, learning, memory, sensation and perception, emotion and personality in addition to the principles associated with each of the major subfields within psychology. Part of the course is devoted to preparation for the AP exam, which students are strongly encouraged to take. Students will have a summer assignment which must be completed before the start of the year.

## **Facing History and Ourselves**

### **The Holocaust, Genocide and Human Behavior (Honors or CP) # 233**

**5 Credits**

In this course, students will examine the central issues of human rights, civic responsibility, and social justice through an in-depth study of the Holocaust, modern genocides, and the history of racism in the United States. Students will explore the causes, events, and legacy of these topics through an interdisciplinary lens of history, sociology, philosophy, and psychology. They will analyze the social conditions leading up to these events and take an in-depth look at the behaviors and mentalities of various participant groups including perpetrators, victims, bystanders, and resisters. Students will utilize a variety of primary sources including diaries, letters, photographs, and the testimonies of survivors, and make considerable use of the latest in educational technology. Current events are emphasized, as the issues raised are ongoing. The course seeks to equip students to become critically-minded citizens with the ability to think through the big moral and political choices they will confront as citizens in modern society. In addition, students are required to attend at least TWO class film viewings beyond the school day.

Students may elect to take this class at the Honors level or the College Prep level. Honors level students will have additional readings, alternate and/or additional homework assignments, as well as alternate and/or additional projects. Grading criteria and expectations will also vary depending on the course level in which a student is enrolled.

### **AP Art History (Advanced Placement) # 217 Grades 10, 11, & 12**

**5 Credits**

This course is designed to provide Littleton students with the same background in art history as an introductory college course in art history. Students electing this course will study a diverse historical and cultural sampling of the major works of art represented in various art forms: architecture, sculpture, painting, and other art forms. Students will learn to observe art intelligently and critically as well as analytically. It is the goal of this course to provide students with an opportunity to interrelate their knowledge of history and literature in order to enrich their understanding of art history. While no prior knowledge of art history is assumed, this course does require a high degree of academic commitment in order to meet college standards.

### **Economics (College Prep) # 235**

**Grades 11-12**

**2.5 Credits**

The study of economics attempts to provide answers to the perennial question of “how do individuals and societies satisfy unlimited wants with limited resources?” This course, by providing a foundational knowledge of economics, will equip students with the skills to make informed answers to this question. Special emphasis is placed on acquiring sufficient economic literacy critical to acting as a citizen in a democratic society. The course explores topics including, but not limited to, basic microeconomic and macroeconomic theory, supply and demand relationships, the business cycle, the causes of inflation and unemployment, the roles of fiscal and monetary policy, the stock market, and international trade and exchange rates. Students will also examine current events through the lens of material studied in this course.

### **US Film Goes to War #196**

**2.5 Credits**

US Film Goes to War will focus on the changes of how the United States viewed war in popular culture. The class will be focused on writing and project based learning. The class will examine how the film was a reflection on public opinion about certain wars, war in general, any political agendas, and any personal agendas. The class will watch selected films, write reviews or create projects and compare the films to



primary documents/previously learned material. The objectives of the class will include the production of a five paragraph essay or creative research project (and longer assignment for the final) for every film we watch, comparing the films we watch to primary documents, and explaining the political and social impacts of the films. Some of the films that will be covered will be *All Quiet on the Western Front* , *Sergeant Yorke*, *Objective Burma*, *Bridge over the River Kwai*, *Paths of Glory* , *The Green Berets*, *A Bridge Too Far*, *Platoon* , *Saving Private Ryan*, *Black Hawk Down* and possibly more. Films will vary depending on time.

### **Intro to Sociology #222**

**Grades 11 - 12**

**2.5 credits**

Intro to Sociology and Psychology will be a semester-long survey course at the College Preparatory level that will encourage students to develop their critical thinking skills through case studies, writing assignments and project based learning. Students will spend the semester studying introductory concepts in sociology including culture, socialization, social norms and mores, deviance, group dynamics, inequality and power, and identity formation. The course will encourage self-reflection and will incorporate current events that apply directly to the different areas of study. The class will also connect topics to historical eras or events studied previously. The course will culminate in a project that will require students to demonstrate their understanding of one or more of the topics of study through assembling research and data and presenting their findings to their peers.

### **Intro to Psychology #227**

**Grades 11 - 12**

**2.5 credits**

Intro to Psychology will be a semester-long survey course at the College Preparatory level that will encourage students to develop their critical thinking skills through case studies, writing assignments and project based learning. During the semester, students will study topics in psychology including learning, memory, consciousness, motivation, sensation and perception, personality and psychological disorders. The course will encourage self-reflection and will incorporate current events that apply directly to the different areas of study. The class will also connect topics to historical eras or events studied previously. The course will culminate in a project that will require students to demonstrate their understanding of one or more of the topics of study through assembling research and data and presenting their findings to their peers.

**Students who complete Intro to Psychology are not eligible to take AP Psychology**

### **Global Studies (College Prep) #\_207**

**Grades 11 - 12**

**2.5 credits**

Global Studies is a semester-long course that covers the history, geography and current events of the twentieth and twenty-first centuries from a global perspective. Examination of case studies of events from this period include but are not limited to the modern history of and issues relating to: China, Russia, Syria, North and South Korea, African countries, the Middle East, Globalization, Climate Change, Human Rights, Terrorism, and Nuclear Weapons. This course will be focused on readings, discussions, class activities, debates, current events, and short writing assignments, and will conclude with the creation of a portfolio based on the current events and research done on the country followed by the student throughout the year.

### **AP Macroeconomics # 307**

**5 Credits**

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use



graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.

### **Criminal Justice**

**Grades 11 - 12**

**2.5 credits**

This one-semester course is designed to provide the student with a comprehensive look at America's Criminal Justice System. We will examine the interrelationships of the various parts of the Criminal Justice System. The course will contain extensive, up-to-date coverage of criminal justice in the U.S. within the six major units of study, which include: Crime and Policing; Court Systems; Prosecution and Defense; Pretrial Procedures, Trial Procedures, and Punishment and the Corrections System. Of central importance to the course will be the utilization of case studies, researching crime in America, the implementation of a mock trial, guest speakers, and hands-on learning at a local courthouse.

### **Civil Liberties and Civil Rights**

**Grades 11 - 12**

**2.5 credits**

This one-semester course is designed to provide the student with an introduction to civil liberties and civil rights. We will concentrate on the relationship between the citizens and the government and will include topics such as the Bill of Rights, the right to privacy, discrimination, and equal protection under the law (and more, as time permits). Of central importance will be the use of case studies, legal research, and the implementation of moot courts and/or mock trials.

### **American History Through Sports**

**Grades 11 - 12**

**2.5 credits**

This one-semester course looks at the issues of the 20<sup>th</sup> /21<sup>st</sup> century through sporting events. The class focuses on the following issues: globalization of the US, civil rights, issues of sexuality, American geography and population, colonialization, war, politics, and film. We will study and analyze these subjects through primary and secondary sources, documentaries, writing, and discussions.

# MATHEMATICS

## *Philosophy:*

Realizing that today's society places many demands upon the individual, we assume the task of relating mathematics as a functional, meaningful, and basic tool necessary in all aspects of life. We are committed to educating students to become logical thinkers by expanding their mathematical capabilities and interests and by including the use of technology.

Students are expected to be active participants in the educational process, and, along with their teachers, assume responsibility for the learning of mathematics. As educators we recognize that while all students can benefit from the study of mathematics at various levels, not all students proceed at the same pace. Timed assessments in all courses are frequent to ensure that students are grasping new concepts at an appropriate pace and depth.

We recognize that each student is capable of learning and should be made aware of the usefulness and practicality of mathematics. The ultimate goal is to develop an attitude in the students that will stimulate curiosity in, and an appreciation of, mathematics.

"Mathematical problem solving is the hallmark of an effective mathematics program. Skill in mathematical problem solving requires practice with a variety of mathematical problems as well as a firm grasp of mathematical techniques and their underlying principles. Armed with this deeper knowledge, the student can then use mathematics in a flexible way to attack various problems and devise different ways of solving any particular problem. Mathematical problem solving calls for reflective thinking, persistence, learning from the ideas of others, and going back over one's own work with a critical eye. Success in solving mathematical problems helps to create an abiding interest in mathematics." - *The Massachusetts Mathematics Curriculum Framework*

## *The Transition into High School*

The Littleton Mathematics Department believes a strong foundation of Algebra I is necessary in order for any student to complete four successful years in mathematics. It has been recognized that students develop mathematical skills at different stages, therefore, the Algebra I curriculum is offered in both the 8th grade and 9th grade school years. Students are to complete this course at the best time suited for their own success.

Students who wish to take Geometry before entering high school are encouraged to do so only by following a Common Core-aligned curriculum. Students who wish to “test out” of Geometry at Littleton High School must take, and pass, a geometry proficiency exam, given at LHS in June of their 8th grade year. Doing so must be scheduled with the Mathematics Curriculum Coordinator. Students who do not meet the minimum requirements of this exam must enroll in and complete a geometry course.

In all LHS math courses, calculators will be used to enhance and assist student learning. While there are some topics for which calculators will not be used, the TI-84 Plus graphing calculator is required and essential for success in many areas of these math courses.

## *Honors and AP Courses*

When considering an honors course, students should be aware that honors courses are demanding and progress at a rigorous pace, covering the greatest breadth and depth of topics. Students in honors courses are expected to have mastered the skills and thoroughly understood the concepts covered in prior courses and should expect daily homework. Students in honors courses:

- have the ability to grasp new concepts at a rigorous pace without intervention
- are able to apply skills and concepts to new and non-routine situations
- are independent and self-motivated learners
- complete assessments in a timely manner utilizing the most efficient strategies
- take responsibility for their own learning and independently seek help when needed

### **Algebra I # 317**

### **5 Credits**

This first course in Algebra is designed to develop a solid background in algebraic skills. Students will learn many of the areas of algebra necessary for success in higher levels of mathematics. Also, this course introduces students to algebraic concepts that may be tested on the MCAS, PSAT, and SAT exams. The concepts of order of operations, multi-step equations, writing equations of linear functions, graphing linear functions and inequalities on coordinate planes, slope, parallel lines, systems of equations, data interpretations, and operations on polynomials will be explored. Students will apply logical thinking throughout the course.

### **Geometry (College Prep) # 304**

**5 Credits**

#### **Expectation: successful completion of Algebra I**

This course in Euclidean Geometry is designed to develop a solid background in geometric skills. Students will learn many of the areas of geometry necessary for success in higher levels of mathematics. This course also introduces students to geometrical concepts that may be tested on the MCAS, PSAT, and SAT exams. The concepts of points, lines, planes, parallel lines, congruence, similarity, probability, ratios, polygons, coordinate geometry, area, volume, circles, transformations, symmetry, and right triangle trigonometry will be explored. Students will apply logical thinking throughout the course, without an emphasis on formal proofs. Students are expected to have, and be able to use, solid algebra skills to solve problems in each topic area.

### **Geometry (Honors) # 305**

**5 Credits**

#### **Expectation: successful completion of Algebra I and by teacher recommendation**

This course in Euclidean Geometry gives students extensive preparation in two-dimensional geometry as well as an introduction to three-dimensional concepts. The concepts of proof are intertwined with the properties of form and shape. Major topics covered include properties of parallel lines, congruence, similarity, coordinate geometry, polygons, trigonometry, geometric probability, circles, transformations, area and volume. Students will apply logical reasoning throughout the course and will be introduced to proofs in a variety of forms. A TI-84 Plus graphing calculator is essential for success in this course.

### **Algebra II (College Prep) # 314**

**5 Credits**

#### **Expectation: successful completion of Algebra I and Geometry and by teacher recommendation**

The second course in algebra solidifies many of the concepts presented in Algebra I and provides the necessary preparation for subsequent math courses the students will take. It is aligned with the Common Core Standards for Algebra II. Topics in this course will include applications of linear equations and inequalities, systems of linear inequalities, and a thorough study of quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will also use and interpret graphs to solve problems, as well as, model and solve real-world problems.

### **Algebra II (Honors) # 315**

**5 Credits**

#### **Expectation: 80 in Honors Geometry and 90 in Algebra I and by teacher recommendation**

Students who earned a grade of 90 or higher in a college prep geometry or algebra I course may also consider taking this course. Students in this situation are strongly encouraged to talk to their current teacher before enrolling in this course.

This intense course is intended for the mathematically confident student as preparation for advanced high school courses in precalculus and calculus, and is aligned with the Common Core Standards for Algebra II.

In this course, topics include applications of linear equations and inequalities, systems of linear inequalities, and a thorough study of quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics include radical equations, rational exponents, matrix operations, vectors, sequences and series, and probability distributions. A heavy emphasis is placed on using mathematical techniques in efficient ways to model and solve real-world problems.

### **Financial Algebra (CP) #311**

**5 Credits**

A math course whose sole inspiration is the student who first asked the question, “When am I going to use this in real life?” This course will focus on practical applications of math concepts. Using Project Based Learning, students will learn financial literacy through the lens of algebra. Topics may include Personal Expenses, Banking Services, Loans and Consumer Credit, Automobile Ownership, Employment Basics, Taxes, and the Stock Market. This class will also take on the task of organizing a Financial Literacy Fair as one of our projects, which will engage the student body as a whole with members of the community who can offer their expertise in the topics covered in class.

### **Precalculus (College Prep) # 332**

**5 Credits**

**Expectation: 75 in Algebra II CP and by teacher recommendation**

This course is intended as preparation for college courses in precalculus or calculus, and will be aligned to the Common Core Standards for Precalculus.

In this course, topics include a thorough study of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is placed on graphing functions and on applications of functions as appropriate. Other topics include conic sections, matrices, vectors, sequences, and series.

### **Precalculus (Honors) # 333**

**5 Credits**

**Expectation: 80 in Algebra II Honors and by teacher recommendation**

Students who earned at least a 90 in a college prep Algebra II course may also consider taking this course, with the understanding that both the pace and difficulty will be greatly increased. Students in this situation are strongly encouraged to talk to their current teacher before enrolling in this course.

This course is intended as preparation for students intending to enter into AP Calculus, and will be aligned to the Common Core Standards for Precalculus.

In this course, topics include a thorough study of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is placed on graphing functions and on applications of functions as appropriate. Other topics include conic sections, matrices, vectors, sequences, and series.

### **Statistics (College Prep) # 337**

**5 Credits**

**Expectation: successful completion of Algebra II**

The focus of this course is descriptive statistics with an introduction to both probability and inferential statistics. Students will learn to collect, organize and display relevant data and use the appropriate statistical method to analyze the data. They will learn to design surveys to generate data, choose representative samples, and identify biases in samples and survey questions. Students will also apply basic concepts of probability as it relates to statistics and compare the results of experimental probability with predicted probability. The emphasis for this course is on active learning, the use of real-world data, and technology integration. **(Students may opt to take this course for dual enrollment credit.)**

**Students who complete Statistics will not be eligible to take AP Statistics**

**AP Statistics (Advanced Placement) # 306****5 Credits****Expectation: 85 in Honors Algebra II or successful completion of CP Precalculus with recommendation of that teacher.**

This rigorous course is designed for students who have successfully completed Pre-calculus and who are capable of a high level of independent learning. This course is taught at a very rapid pace, to ensure that all topics on the Advanced Placement Exam are studied. In this course, students will develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will design, administer, and tabulate results from surveys and experiments and use appropriate measures to describe the data. Students will use sampling distributions to provide the basis for confidence intervals and hypothesis tests and apply their use to real world applications. Students will be expected to critically examine and interpret data studies in the context of statistical concepts. The emphasis for this course is on active learning, the use of real-world data, and technology integration. The pace of this course is very demanding and students should expect at least 45 minutes of daily homework a night. Students should expect to work with classmates outside of school. Timed assessments are frequent to ensure that students are grasping new concepts at the appropriate pace and depth to prepare them for the demands of the Advanced Placement Exam, given in May. Students enrolled in this course are expected to take the AP exam offered in May.

**Calculus (Honors) # 334****5 Credits****Expectation: 85 in Pre-Calculus Honors**

This course is intended for the advanced high school student looking for an overall view of a college level calculus course. A thorough study of limits, continuity, derivatives, related rates, optimization, graphing polynomial functions, and integration will permeate the course.

**AP Calculus (Advanced Placement) # 335****5 Credits**

Enrollment in this course is by teacher recommendation only. This intense, rigorous course is designed for high-performing students who are capable of a high level of independent learning. This course is taught at a very rapid pace, to ensure that all topics assessed on the Advanced Placement Exam are studied. The first semester focuses on limit theory and the study of derivatives and their applications. The second semester focuses on definite and indefinite integrals, their connection to area and volume, the Fundamental Theorem of Calculus, and differential equations. The pace of this course is very demanding. Students should expect daily homework and are expected to work with their classmates outside of school. Timed assessments are frequent to ensure that students are grasping new concepts at an appropriate pace and depth and to help prepare students for the demands of the Advanced Placement Exam, given in May. Students enrolled in this course are expected to take the AP exam offered in May.



# SCIENCES

## *Philosophy:*

The science curriculum at Littleton High School is designed to address Littleton High School's mission that all students will learn and achieve at a high level. We believe that students should be exposed to the process of scientific inquiry so they can acquire and interpret scientific knowledge, and begin to realize the wider applicability of scientific problem-solving methods. By making the laboratory the focal point of learning, rather than a lecture-reading method, we seek to foster students' appreciation for the scientific process.

The science experience at LHS begins with freshman students enrolled in Biology or Earth Science. After the successful completion of freshman Biology, most students will enroll in Chemistry. Further selections should reflect a student's ability, interests, and future educational and career plans. Through course selection, the student may choose to explore the content and methods of several of the sciences or may wish to concentrate by doing advanced work in one or two of the sciences. All courses and levels are designed to vary in rigor, breadth, and depth of coverage.

By graduation, all students will have the opportunity to master the following fundamental goals:

1. Application of the principles, laws, and fundamental understandings of the natural sciences.
2. Ability to observe, inquire and critically analyze a scientific investigation.
3. Understand and apply the scientific method design process.
4. Experience common and cutting edge laboratory techniques.
5. Oral, graphical and written presentations that focus on using evidence to support a scientific inquiry.

**AP Biology (Advanced Placement) # 461 Grades 11 & 12****5 Credits****Expectations: 80 in Biology and Chemistry**

This challenging and rigorous course is designed to be equivalent to a college freshman biology course. Students are expected to have well developed executive functioning skills. The course will briefly revisit Honors-level Biology content before delving deeper into the concepts. The four big ideas of Evolution, Energetics, Information Storage and Transmission, and Systems Interactions thread through eight major unit topics. A major focus is given to conducting and analyzing laboratory experiments and developing six science practice skills. The course provides students a framework of preparation for the AP exam, which students are expected to take.

**AP Biology (Advanced Placement) Lab # 471 Grades 11 & 12****2.5 Credits****Expectations: 80 in Biology and Chemistry**

Students enroll in this half-year lab section concurrently with AP Biology.  
This enrollment is required with the AP Biology class.

**Biology (Honors) #492****5 Credits**

Expectations: Recommendation of previous year's science teacher

This rigorous course is designed for students who are able to independently read and understand high school-level science text and to analyze and synthesize key information in preparation for the application of this information during class. The approach will include inquiry-based activities with skill development in the use of tables and graphs, making predictions, formulating hypotheses, designing experiments and analyzing data. Content areas include the chemistry of life, structure and function on the cellular level, continuity of life (genetics), evolution and biodiversity, major human body systems, and ecology. All content will be covered in depth and at a fast pace students are expected to keep up with and complete all assignments and should expect two long-term projects. Students who enroll in this class will be well prepared to take the High School Biology MCAS exam as well as AP level science classes as an upperclassman. It is expected that Honors Biology students will be academically motivated and that they have earned an A or B in 8 th grade science and have a teacher recommendation.

**Biology (College Prep) # 491****5 Credits**

This course is designed to acquaint students with the fundamentals of biology and prepare for college level biology. Information will be provided in a variety of modalities. The course supports the development of higher order thinking skills with an emphasis on using tables and graphs, predicting, formulating hypotheses, designing experiments and analyzing data. Content areas include the chemistry of life, structure and function on the cellular level, continuity of life (genetics), evolution and biodiversity, major human body systems, and ecology. One long term project each term should be expected. Massachusetts Frameworks for Biology will be covered providing students access to the foundation knowledge needed for proficiency on the MCAS exam.

### **Earth Science (College Prep) # 494**

**5 Credits**

This course is designed to improve student executive skills through explicit instruction of high school level student skill expectations. Earth Science is a full year course in which students study the origin and structure of physical phenomena related to the earth and the universe. It covers the following major concepts: Geology (rocks and minerals, mapping, weathering and erosion, plate tectonics), Astronomy (origin and evolution of the 39 universe, and the solar system), Meteorology (weather, the atmosphere, climatology), and Oceanography (the ocean's structure and circulation and coastal environments). Students will be asked to explain the relationships between dynamic processes and the forces driving them. Students will use their learning in Earth Science to explain contemporary challenges and global issues, develop logical arguments supported with evidence, develop speaking and listening skills through presentation, and develop collaboration skills.

### **Anatomy and Physiology (Honors) # 445**

**5 Credits**

**Expectation: 80 in both Biology and Chemistry or teacher recommendation.**

This course involves the study of the human body systems - both structure and function. Emphasis will be placed on describing how the functions of various systems are integrated to maintain a homeostatic balance in the body. A comparison of the human to other mammals is accomplished through laboratory dissection. This course will be beneficial to students planning to major in biology or medical and health related fields. Students are expected to have successfully completed both Biology and Chemistry.

### **AP Environmental Science #407**

**5 Credits**

Expectations: Juniors and Seniors, 80 or above in Biology and Chemistry

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

### **Chemistry (College Prep) # 404**

**5 Credits**

**Expectation: Algebra I or teacher recommendation**

Expectation: Algebra I or teacher recommendation

This 10th, 11th, or 12th grade class is designed to acquaint students with the fundamentals of chemistry, and prepare them to function successfully in a non-science major at the college level. Content areas include properties of matter, atomic structure, periodicity, ionic and covalent compounds, stoichiometry, gas laws, solutions, reaction rates, chemical equilibrium, acids and bases and oxidation-reduction reactions. It is expected that students will have successfully completed Algebra I or have a teacher recommendation for enrollment.

### **Chemistry (Honors) # 405**

**5 Credits**

#### **Expectation: Algebra I**

This chemistry course is the second in the honors course sequence.

Expectation: Algebra I or teacher recommendation

This 10th, 11th, or 12th grade class is designed to acquaint students with the fundamentals of chemistry, and prepare them to function successfully in a non-science major at the college level. Content areas include properties of matter, atomic structure, periodicity, ionic and covalent compounds, stoichiometry, gas laws, solutions, reaction rates, chemical equilibrium, acids and bases and oxidation-reduction reactions. It is expected that students will have successfully completed Algebra I or have a teacher recommendation for enrollment.

### **Organic Chemistry (Honors) #406**

**5 Credits**

Expectations: B- or better in Honors Chemistry and Algebra II, or teacher recommendation. Students who earned at least an A- in CP Chemistry may also consider taking this course, with the understanding that both the pace and difficulty will be greatly increased.

This honors-level science elective is intended for those students who are interested in pursuing majors or careers in science or medicine, or who would like to further their studies in chemistry. This course will explore advanced chemistry topics, it will move at a challenging pace, and it is taught with the expectation that the students taking this course will function with a significant degree of independence and maturity, especially during laboratory work. The purpose of this course is to expose students to the principles of organic chemistry in order to allow them to be successful in organic chemistry at the collegiate level. Organic chemistry is traditionally the “barrier course” for college and university students who are pursuing degrees in science, bio-engineering, nursing, and medicine, and students who have been exposed to this content in high school will have a significant advantage when they see it again in college. This course will cover the topics of thermodynamics, kinetics, equilibrium, and acid/base chemistry in significant depth in order to lay a foundation for organic chemistry principles such as orbital hybridization, resonance, common functional groups, reaction mechanisms, chirality, structural analysis, qualitative analysis, and the synthesis of organic molecules.

### **Physics (College Prep) #428**

**5 Credits**

#### ***Expectation: Algebra I or teacher recommendation***

Expectation: Algebra I or teacher recommendation

This is an introductory course designed to acquaint students with the fundamentals of physics, and to prepare them to function successfully in a non-science major at the college level. A major emphasis is placed on understanding the concepts of motion (mechanics), sound and light (waves). Once this foundation has been built, topics such as electricity, magnetism, circuits, optics and heat may be introduced. Concept development is achieved through a series of inquiry based “mini-labs” (ILE’s) that are performed collaboratively. These Interactive Laboratory Experiences (ILE’s) take the place of traditional lecturing for most of the year. Use of both very simple and more complex computer based apparatus is incorporated to ensure that students understand the limitations of the instruments they use to

make measurements. Collaborative problem solving is a key component of the course since this mirrors the way scientists and businesses work. The use and knowledge of both algebra and geometry is essential; therefore, it is expected students will have successfully completed Algebra I or have teacher recommendation for enrollment. Concurrent enrollment in Algebra II is strongly recommended. Students are permitted to take Physics 1 (Honors) in a following year even if they have taken Physics CP. 40 Juniors who are considering a career in one of the many medical fields and who have not yet completed Algebra II are encouraged to take Honors Physics in their senior year as a better way to prepare for those college degrees.

### **Physics 1 (Honors) # 424**

**5 Credits**

**Requirements:** B- or better in Algebra II or teacher recommendation

This is a rigorous physics course designed to allow students to master the fundamentals of Classical Mechanics. The course prepares students to function successfully in a science or engineering major at the college level. Significant effort is spent on the development of a deep understanding of classical mechanics using complex algebra-based mathematics at the same depth required for a first-year College algebra-based physics course. Concept development is achieved through a series of inquiry based “mini-labs” (ILE’s) that are performed collaboratively. Use of both very simple and more complex computer-based apparatus is incorporated to ensure that students understand the limitations of the instruments they use to make measurements. The use and knowledge of geometry, complex algebra, and some trigonometry is essential to this course. Important: Physics cannot be learnt through rote memorization. Significant student effort is required to develop an understanding based on logical reasoning about the natural world. The purpose of instruction is to provide students with strategies for developing this type of critical thinking. Practice of these strategies is essential to success in this course.

### **AP Physics C: Mechanics # 439**

**5 Credits**

**Requirements:** AP Physics C: Mechanics requirements:

- (a) Completion of Physics I Honors with a grade of B- or better.
- (b) Concurrent enrollment in Honors or AP Calculus.
- (c) Enrollment in the College Board classroom for AP Physics C: Mechanics

This is a challenging course which is taught at the same level as a calculus-based College physics course. The course relies on students having a strong foundation in classical mechanics that was built in Physics I Honors. Explore concepts such as kinematics; Newton’s laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. You’ll do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems.

### **PLTW Computer Science Principles (Honors and AP) # 300**

**5 Credits**

**Requirements:** Successful completion of Geometry or teacher recommendation

Using Python as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore



the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. MassCore accepts this course as a 1 unit substitute for either a mathematics or lab-based science course.

### **Computer Science A (Honors and AP) #356**

**5 credits**

**Requirement:** Successful completion of Algebra II recommended

This course covers topics typically found in a college-level first course in computer science, and provides a solid preparation for the AP Computer Science A examination. The design and implementation of computer programs using the Java programming language provide a context for introducing other important aspects of computer science, including the development and analysis of algorithms, and the development and use of fundamental data structures and object-oriented programming.

### **Astronomy (College Prep) # 497**

**2.5 Credits**

**Expectation: Biology and Chemistry.**

Astronomy is the study of the universe, and this course will focus primarily on the history and practice of ancient astronomy. This semester-long course will investigate how, without the aid of telescopes or computers, humans were able to estimate the size of the earth, the distance to the moon, and the

### **Environmental Science (CP) # 446**

**2.5 Credits**

Expectation: Biology

Environmental Science is a course dealing with environmental issues primarily on a national and global scale. This course provides students with the principles, concepts, and methodologies needed to understand and appreciate the relationships and interactions between humans and the natural world. Topics include biodiversity, interactions between organisms and their environment, and human interactions with the environment, as well as an analysis of the environmental problems associated with each topic. Special attention is paid to the way in which students can and will be expected to address these environmental issues in their adult lives.

### **Forensic Science (College Prep) # 430**

**2.5 Credits**

This semester-long course will explore the science of criminal investigation. Students will learn to approach the solution to a crime using scientific methodology. Topics such as securing a crime scene, identifying blood splatter patterns, collecting and analyzing fingerprints, and examining hair and fiber evidence will be covered through intriguing true stories and interviews with police personnel and forensic professionals. Fans of the television show CSI, those students considering crime-scene investigation as a career, and readers of crime fiction will find this course interesting and exciting. It is expected that students will have access to previous knowledge from Biology.

### **Oceanography (College Prep) #432**

**2.5 Credits**

Expectation: Junior and Senior Students

This semester-long course is designed to educate students about the hidden world of the oceans. The approach will be framed by content instruction by unit, but include a number of independent projects, with emphasis on research, writing, and presentation. Students will study the origin, structure, life and physical phenomena of the world's oceans. Topics may include ocean movements and energy, oceanic



geology, as well as marine life and the production of food. It is expected that students will have access to previous knowledge from Biology.

### **Engineering I (College Prep) #435**

**2.5 Credits**

In this course, students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project- problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills. Students will work in small groups for most of the course. Engineering Design I will focus on the engineering design process, computer generated models, mechanical engineering, and electrical engineering. Students will solve, design and construct solutions to real world problems. Students may enroll in Engineering Design I independently of Engineering Design II

### **Engineering II (College Prep) #437**

**2.5 Credits**

In this course, students will utilize math, science and technology skills to solve real world engineering problems. Students will work in groups for most of the course. Engineering Design II will focus first on materials engineering, fluid dynamics, and renewable energy sources. They will build and test both in computer simulations and with real world models. Students will need to learn how to apply Hooke's law of elasticity, and to calculate the efficiency of motors and other energy conversion systems including heat engines. Students may enroll in Engineering Design II independently of Engineering Design I.

### **Introduction to Computer Programming # 351**

**2.5 credits**

**Requirement:** Successful completion of Algebra I recommended

This semester-long course, intended for students with little or no programming experience, explores a variety of computational thinking and programming concepts through a mixture of problem-solving and larger scale projects. This course introduces students to Python, an increasingly popular text-based programming language, used in scientific modeling and computing, artificial intelligence (e.g. computer vision and game bots), and to develop web-based apps. In this course, students will learn the fundamental concepts of computer programming, including algebraic and Boolean expressions, basic control structures (conditional statements and loops), and simple data structures.

### **STEM Research I (Honors) #437      Grades 9-11**

**2.5 credits**

#### **Fall Semester Only**

In this semester-long course, students have the opportunity to research any science, engineering, or technology topic that interests them, with the goal of designing and conducting an experiment within that area under the guidance of the teacher and professional mentors in the field, and participation in regional, state, and international STEM competitions. During the course, students learn and apply researching skills to find background information and read current studies in their field. Students will be guided to write a review of literature and will learn and practice presentation skills as they regularly present to their classmates. Students will be guided to contact research scientists within their field of interest to ask questions or obtain mentoring. Students will learn lab procedures and work on their research experiment, learn to conduct statistical analyses and interpret the results. They will finalize their research experiment, draw conclusions based on statistical analyses and interpretation of the results, and finalize the writing of

their scientific research paper. They will be encouraged to present their findings to their peers and at regional and statewide science and engineering fairs in the spring. Students may enroll in STEM Research again at levels II, III, and IV and will be taught more sophisticated research techniques. Examples of competitions include the Massachusetts regional and state science and engineering fairs, Regeneron-ISEF, Junior Science and Humanities Symposium (JSHS), and Genius Olympiad.

# WORLD LANGUAGES

## *Philosophy:*

In Littleton Public Schools we believe that all students should have the opportunity to learn a second language in order to communicate successfully as global citizens. It is our hope that students will bring a broadened perspective about cultures and social structures other than their own into their chosen roles in society. Through the study of another language students gain intercultural competency and an enhanced understanding of their native language and values. Our courses promote linguistic and cultural proficiency while connecting students to their peers, local community, and world-wide users of the target language. While this communication encourages social and emotional growth as we explore other cultures, we also engage in self-reflection and investigation into our own identity and home language. We believe that students who invest significant time in the study of other languages are empathetic, culturally-literate, and collaborative members of society.

We recognize that the path to language proficiency is a personal one, and we support students as they progress at their own pace through listening, reading, speaking, and writing. We operate under current models of Second Language Acquisition Theory that highlight input before output, such as Comprehensible Input and Proficiency Based Instruction. We differentiate and personalize content in order to engage and challenge all students. In alignment with the Massachusetts Department of World Languages Curriculum Frameworks Guiding Principles, we “offer meaningful, authentic, and affirming interactions in the target language” by offering a variety of resources and utilizing cross-disciplinary content. Our students acquire language and build proficiency through their interactions with compelling and comprehensible reading and listening texts. Students demonstrate their proficiency through a variety of methods including project based learning, interpersonal and presentational communications, and interpretive reading assessments.

During their senior year, students who think they may demonstrate ACTFL’s\* Proficiency level of Intermediate High in a language other than English are invited to apply for the Massachusetts State Seal of Biliteracy. We encourage both students with heritage languages and those studying a world language in Littleton Public Schools to strive for this honor.

\*American Council of Teachers of Foreign Languages

In addition, Littleton High School requires two consecutive years of same language study as part of its graduation requirement.

## ***Seal of Biliteracy***

Littleton High School graduating students may be eligible to receive a Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of students who have demonstrated a designated level of proficiency in English and an additional language by high school graduation. The criteria are 1) a rating of Intermediate-High or above on the ACTFL Assessment of Performance toward Proficiency in Languages, and 2) a score of Proficient or above on the high school ELA MCAS. Students fluent in a language not taken at school may qualify based on an alternate assessment and should contact the World Languages Curriculum Coordinator. We encourage all students to continue their study of language throughout high school as multiple years of study will provide the opportunity to earn this award.

### **Grades 9-12 French, Latin, and Spanish Sequence (in order of proficiency):**

French/Latin/Spanish Novice (formerly called Level 1)

French/Latin/Spanish Intermediate I (formerly called Level 2)

French/Latin/Spanish Intermediate II Honors (formerly called Level 3)

French/Latin/Spanish Intermediate III Honors (formerly called Level 4)

French AP/Latin 5/Spanish AP/Honors (formerly called Level 5)

### **French/Latin/Spanish Novice (Level 1) Unleveled**

**5 Credits**

**French #510**

**Latin #535**

**Spanish #520**

This is an introductory course designed for first year students who begin the study of language in High School. This course will be conducted primarily in the target language, and students are expected to communicate primarily in this language. This course aims to develop basic proficiency in understanding, speaking, reading, and writing. Students will be introduced to the cultures of the countries where the language is or was spoken. The proficiency target for the end of this course is *Novice High*.

### **French/Latin/Spanish Intermediate I (Level 2) Unleveled**

**5 Credits**

**French # 512**

**Latin # 538**

**Spanish # 523**

This is the first intermediate course and is designed for students who have demonstrated proficiency at the Novice High level. This course will be conducted primarily in the target language, and students are expected to communicate primarily in this language. This course aims to develop functional proficiency in understanding, speaking, reading, and writing. The proficiency target for the end of this course is *Intermediate Low*.

### **French/Latin/Spanish Intermediate II (Level 3) Honors**

**5 Credits**

**French #561**

**Latin #532**

**Spanish #523**

These courses are offered for dual enrollment with Middlesex Community College.

This is the second intermediate course and is designed for students who have demonstrated proficiency at the Intermediate Low level. This course will be conducted in the target language, and students are expected to communicate in this language. This course fosters students' proficiency at the Intermediate level. The proficiency target for the end of this course is *Intermediate Mid*. **(Students may opt to take this course for dual enrollment credit.)**

### **French/Latin/Spanish Intermediate III (Level 4) Honors**

**5 Credits**

**French #562**

**Latin #533**

**Spanish #524**

These courses are offered for dual enrollment for Middlesex Community College.

This is the third intermediate course and is designed for students who have demonstrated a strong proficiency at the Intermediate Low level. This course will be conducted in the target language, and students are expected to communicate in this language. This course fosters students' proficiency at the Intermediate level. The proficiency target for the end of this course is *Intermediate Mid/Intermediate High*. **(Students may opt to take this course for dual enrollment credit.)**

### **French/Spanish Advanced Placement**

**5 Credits**

**AP French #516**

This course will prepare students to take the Advanced Placement Exam in "French Language and Culture" in May. According to the College Board, the test is "comparable to fourth semester (or the equivalent) college/university courses in French." The course will cover the six themes of the AP exam: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. The exam assesses three different skills: interpersonal communication, interpretive communication, and presentational communication. Students who achieve a high score on the AP exam may be exempt from taking a foreign language at the university they attend. The proficiency target for the end of this course is *Intermediate High/Advanced*.

**AP Spanish #525**

**5 Credits**

The AP Spanish Language and Culture course is a rigorous language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring an exclusive use of Spanish, a requirement which class participation grades reflect. This is a third year college level course that focuses on developing the students' command of the Spanish language by integrating the three modes of communication: interpretive, interpersonal and presentational. An additional key focus of the course is the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include novels, short stories, essays,



and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. The proficiency target for the end of this course is *Intermediate High/Advanced*.

### **Latin 5 Advanced Honors**

**5 Credits**

#### **Latin #541**

In Latin V, students will follow an unofficial AP Latin curriculum. This curriculum is the equivalent of a third year college level course. Students will read in Latin extensive selections of Caesar's De Bello Gallico and Vergil's Aeneid, as well as longer selections of both texts in English. Time is devoted to the topics of advanced Latin (vocabulary, morphology, grammar, and syntax) and Latin and English usages, as well as reading comprehension and literary analysis. Students are expected to participate in the Classical Etymology Exam in November and the National Latin Exam in March. Per the AP exam syllabus, sight reading, close translation, identification of literary devices, and scansion of poetry are sample class activities. The course goal is to read these examples of Latin literature and put them into the context of the Roman World. The proficiency target for the end of this course is *Intermediate High/Advanced*.

# VISUAL ARTS

## *Philosophy:*

The aim of the visual arts program is to enable students to become better observers and interpreters of their world. Through practice and exploration student artists discover new perspectives on themselves and their experience. They learn to evaluate and constructively criticize their own artwork and the work of others. By providing students with the opportunity to develop skills, create, look at, and respond to works of art, students will learn to “make meaning from experience, respond to creativity, and contribute to society.” (*Massachusetts Arts Frameworks*)

## *Art Electives*

### **Painting and Drawing # 840**

**2.5 Credits**

In addition to developing the technical skills of painting and drawing, students will be pushed to consider the content and concept behind their work. Students will explore a variety of drawing and painting techniques and materials that will reinforce skills needed to improve observational work and expressive design. Students will thoughtfully reflect on the visual impact of artwork, using visual language and applying the elements and principles of design to their reflections and discussions.

### **Ceramics I # 827**

**2.5 Credits**

This class offers students an introduction to clay construction techniques and concepts in 3-dimensional design. Ceramics focuses on basic techniques of hand building, glazing, and firing. Students will be exposed to the history, functions and vocabulary of clay, creating both functional and sculptural objects. Students will examine how culture influences design and decoration.

### **Art Portfolio Prep # 824**

**5 Credits**

Recommended: Painting & Drawing or other art electives

Art Portfolio is intended for students with an ongoing interest in art and for those who wish to compile a portfolio for college applications. Students will create a portfolio of work that highlights the student's specific skill and demonstrates a breadth of ability. Students will learn about the criteria used to judge an art portfolio and how to document work for submission. In addition to portfolio assignments, students will complete an independent series of works exploring a concept of theme.

### **AP Art & Design (Advanced Placement) # 836**

**5 Credits**

Recommended: Painting & Drawing, Art Portfolio, or other art electives

In AP Art & Design students develop the skills of investigation, experimentation, and communication that artists and designers use to create a portfolio of work to submit for an AP score. The portfolio is comprised of 15 images that demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

### **AP Art History (Advanced Placement) #217    Grades 10, 11, & 12 5 Credits**

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

NOTE students may enroll in this class as either an art course or history class.

### **Digital Illustration and Graphic Design Media I # 895**

**2.5 Credits**

This course is open to all students who are taking art for the first time in high school. It is one semester in length and will introduce students to graphic design and communication, digital photography and digital video and it's technological applications to contemporary industry methods and standards. Students will explore the major elements and principles of contemporary design aesthetic through multiple programs such as Adobe Photoshop and Adobe Illustrator. Graphic design, illustration, and advertising techniques will be explored through a variety of techniques. Emphasis will be placed but not limited to the digital design process. Visual problem solving, page layout and image manipulation are presented. This course is considered a gateway to the art electives.

### **Beginning Photography # 001**

**2.5 Credits**

This course introduces the camera and darkroom as creative tools. Students are taught to use various types of cameras and related equipment, to properly expose and develop film, and to create black-and-white prints. After reviewing the fundamentals, the focus will shift to emphasizing photography as a visual language. Class critiques of work from photo assignments will provide a forum to critically discuss photography as an art form in both personal and cultural terms. Class will be divided between the classroom and supervised darkroom sessions.

### **The Art and Design of Fashion #003**

**2.5 Credits**

The Art and Design of Fashion will explore the history of fashion and how it affects our lives and culture. Students will explore historical trends in fashion throughout different cultures in different time periods of our history. By exploring the history of fashion, we will use that as a starting point to start designing our own fashion concepts. Students will be required to sketch concepts in sketch books and create design concepts via Adobe Illustrator and/or Adobe Photoshop. The final project will require students to implement their own fashion design concepts and put them on an online Redbubble account which is free and open to use. More ambitious students may be required to set up a Shopify account.

### **Industrial Design and Product Design #005**

**2.5 Credits**

#### **Recommended: Completion of Graphic Design 1 and Painting and Drawing**

In this course, we will explore the design of everyday products and how they are used in our day to day lives. Some examples of this include everything from the shoes we wear, to the household products and gadgets we hold dear. We will learn the process of design that goes into creating the look and functionality of these products. Drawing and an introduction to Adobe Illustrator from Graphics 1 is required. Our final project will conclude the research, conceptual design, and creation of a chair made out of cardboard which must also hold the weight of it's maker!

### **Introduction to Videography and Editing #006**

**2.5 Credits**

In this course we will explore the art of storytelling through video. This course will focus on creating video diaries and the editing process. Students will explore the art and history of film making and how it affects our lives around us, from a personal to cultural basis. Students will also learn digital editing and

how it is used in story making. We will also explore using programs like Adobe Premiere for editing, and Adobe After Effects for post production special effects.

#### **Yearbook #042**

#### **5 Credits**

This year-long course is open to all students who are seriously interested in being a part of the yearbook staff and producing the school's yearbook. This class offers a unique opportunity for students to engage in authentic real world experiences, as they hone their executive skills to create a lasting piece of history and document a year in the life of Littleton High School students. The integration of critical thinking, problem solving, effective communication, and collaboration will prepare students for their personal and professional lives. Reporting, writing, editing, interviewing, marketing, advertising, photography, and design are essential skills taught throughout the year. Desktop publishing and digital photography skills are also taught and emphasized to produce a variety of layouts, designs, copy, and graphic elements throughout the book. It is important to note that students in the class will have attendance requirements outside of the school's normal hours of operations, such as photographing school events and functions, conducting interviews, and canvassing local businesses for advertisements. Students who successfully complete the course will have the opportunity to take an advanced version of the class in subsequent years, taking on greater positions of leadership and an increase in responsibilities.



# MUSIC & PERFORMING ARTS

## *Philosophy:*

The purpose of music education in the Littleton Public Schools is to assist each student, commensurate with individual capacity, to appreciate, understand, and respond with discrimination to the aesthetic effect of music. Aesthetic responsiveness is attained by providing experiences in making and listening to music that increases the student's sense of beauty, concept of discrimination, and receptivity to a wide range of human emotions.

The music program is geared to develop sensitivity to the cultural heritage of the world through an understanding and appreciation of music in its many forms. This sensitivity is developed by providing participative experience with music of many lands and people, of many composers of different eras, and of many types and styles - both vocal and instrumental, in the classical, folk and popular fields.

**High School Band (Full year) # 900****5 Credits**

The Littleton Senior High Band is comprised of a concert band, grades 9-12, that serves as a pep band and marching band for various community functions. Band students play at home football games, as well as pep rallies. The concert band's repertoire is chosen from wind ensemble, concert band, chamber ensemble and orchestral transcription. The ensemble presents several concerts annually.

**High School Chorus (Half year or Full year) # 901****2.5 / 5 Credits**

This course is offered to any student grades 9-12. Prior singing experience is helpful but not required. The music studied will range from classical to show and popular music of the 20<sup>th</sup> and 21<sup>st</sup> Century. The chorus performs in two major concerts annually as well as being featured at the St. Anne Sodality, occasional performances at organizations such as Council of Aging, additional school functions, etc.

**Beginning Guitar #903.LHS****2.5 Credits**

Introductory classroom instruction in folk and popular styles of guitar playing: technique, music reading, chord symbols, song accompaniment patterns, stage etiquette and ensemble performance. Prerequisites: none. If you want to play simple folk and pop tunes, learn to accompany yourself with guitar, or jam with a garage band, this is the course for you! You'll study music reading, chord symbols, finger picking techniques, bass lines and accompaniment patterns. The course culminates in a performance of selected material.

**Beginning Piano #904****2.5 credits**

Students will learn the basics of playing piano, which includes learning how to read standard music notation. All levels of experience are welcome, even if students have no previous experience. Thanks to a generous grant from the LEF, students are able to utilize LHS's piano lab which allows students to learn and play with headphones, so that students may work at their own pace and level. Given the nature of this class, students should have the ability to work independently.

**Applied Music #903****2.5 credits**

Applied music is a guided independent study where each student chooses a musical goal for the semester, and works together with the teacher to get to their goals through smaller, measurable benchmarks. Any musical goal is sufficient, provided the district has access to the resources necessary, and is quantifiable.

**Music Theory #950****2.5 Credits**

Music Theory is the science behind the art of music. This course is designed for the student with little to no formal music theory training. A very basic knowledge of treble clef note identification is suggested, but not required. The students will be introduced to basic written theory, musical penmanship, chord identification, part-writing, sight-singing with solfeggio, and auditory skills.

**Introduction to Theatre Arts #101****2.5 Credits**

This class will explore multiple disciplines of theatre arts throughout the semester. Topics may include acting, improvisation, set/light/costume design, and playwriting. This class will use projects and games to engage students in different fields of theatre production, and collaboration will be an integral part of this class. There will be a public presentation of the students' work which may include performances and design presentations.

### **Acting for the Stage #134**

**2.5 Credits**

In this class, we will explore the techniques of acting. Through games, exercises, and scenes, students will learn different strategies for crafting the physical, vocal, and emotional components of a performance. By the end of the semester, students will be able to break down a scene and translate that work into a performance with clear objectives. In this course, we will go beyond the acting basics that are introduced in Introduction to Theater Arts or Acting for Non-Actors, but you do not need to have taken either to enroll in this course. This course will conclude with a public performance by the students at the end of the semester.

### **Acting for Non-Actors #135**

**2.5 Credits**

Students who have taken Introduction to Theatre Arts are ineligible for this class. This class is specifically geared to students who have no experience at all in theatre, especially acting. The goal of this course is to build students' confidence in performance settings, such as interviews, presentations, leadership roles, and also collaborative settings. This class will highlight some basic acting techniques, especially physical and vocal techniques, as well as some basic improv skills, especially accepting new ideas and thinking on your feet. The final project for this class will be determined by the group, and may include a public performance at the end of the semester.

### **Shakespeare for Performance #136**

**2.5 Credits**

This class will focus on acting for a performance of text by Shakespeare. In this class, students will learn how to identify scansion and poetic devices used in Shakespeare's plays and identify how that informs the performance of the text. Students may also come up with a contemporary context for a modern staging of one of Shakespeare's plays, which would include design choices. We will do a deep dive into one of Shakespeare's plays to put together a public performance that will incorporate the students' concept and may feature a mix of monologues and scenes. Students who enroll in this class should have taken either Introduction to Theatre Arts or Acting for the Stage.

# HEALTH & WELLNESS

## *Philosophy:*

Students enrolled in Wellness will participate in a wide variety of activities and learning experiences, which develop the individual's physical, intellectual, emotional, and social self. The overall goal of the program is to educate and empower students to strive for their optimal level of personal wellness throughout their lifespan. The wellness curriculum at Littleton High School is aligned with the Massachusetts Curriculum Frameworks as well as the National Standards.

### *Physical Education Requirements*

Beginning with the Class of 2018, Littleton High School students are required to fulfill a Physical Education/Health & Wellness credit requirement each school year and earn a total of 12.5 Credits (10 credits in Physical Education and 2.5 credits in Health) to meet graduation requirements.

Students may meet these requirements by taking one Littleton High School Physical Education course for one semester each year and one Health course for one semester. Students may also opt to substitute their successful completion of LHS sports for Physical Education activity courses and credits. Please see the alternative credit option information below.

### *Alternative Credit Option for Physical Education*

Students may elect to earn Physical Education credits by participation in an LHS Sport. Students scheduled for Physical Education class during the school day, however, may not add extra credit to their transcript by participation in an LHS Sport. This option is intended as an alternative for students who need/prefer not to take Physical Education during the school day. The Alternative Credit Option for Physical Education must meet certain criteria in order to be approved. These specific requirements will be provided and explained by school administrators and counselors as needed.

Students can earn a total of 2.5 Physical Education credits per year for successful participation and completion of an LHS Sport.

This Alternative Credit Option may be available for students on a limited basis for non-LHS Athletic & Physical Activities (e.g. Figure Skating) in the future. Please contact a counselor or an administrator for more information.

If a student would like to fulfill their grade level Physical Education credit requirement beyond the school day, s/he may request an **Alternative Credit Option** for Littleton High School Physical Education courses.

A student requesting approval of credits for participation in a school-sponsored sport or a non-school related sport or physical activity must submit an Alternative Credit Request to a Littleton High School administrator/designee for the activity/sport. Credit will be issued after documented and approved completion of the alternate activity/sport. Guidance Counselors will monitor the student fulfillment of Physical Education credits via this **Alternative Credit Option** as they monitor student completion of all Littleton High School graduation requirements.

Students will earn 2.5 credits for the school year and receive a Passing Grade (P) after successfully completing an **Alternative Credit Option** (a seasonal LHS sport or an alternate activity/sport). Only one **Alternative Credit Option** is allowed for each student per year.

This **Alternative Credit Option** is an OPTIONAL opportunity; and, therefore, does not allow a student-athlete to be exempt from the LPS Athletic Fee that is required for participation in a Littleton



High School sport. All students pursuing an **Alternative Credit Option** do so at their own expense and must have written approval of an LHS administrator. The final decision to approve a proposed alternate activity/sport for Physical Education Credits rests with the High School Principal/designee.

### **Strength and Conditioning # 014**

**2.5 Credits**

In this course students will receive instruction in more advanced strength and conditioning activities. Students will participate in a high-intensity strength training program to benefit their personal fitness needs and enhance their athletic performance. Additional activities in this course may include but are not limited to agility training, plyometrics, flexibility development, cardiovascular conditioning and health related issues.

### **Fit for Life # 026**

**2.5 Credits**

This course is designed for those students with little or no prior fitness training experience. In this course students will be instructed in proper training along with safety procedures. Students will be introduced to the benefits of fitness training and its contributions to overall health. Workouts will be customized to meet an individual's desired results. It will help the students develop activity and personal fitness plans to meet their needs now and in the future.

### **Yoga # 025**

**2.5 Credits**

This one semester course is offered to all grades. Yoga provides students with a beginner's level class including an introduction to yoga poses, relaxation, and self-reflection. In addition to stretching and building core strength, students will gain first-hand experience with self-care and stress-reduction techniques.

### **Health #010**

**2.5 Credits**

This one semester course is required for graduation. The course includes topics about physical health (i.e. nutrition, lifestyle factors, and human sexuality), social health (i.e. communication, peer pressure/harassment, healthy relationships) and mental health (i.e. mental disorders, eating disorders, addictive behaviors, relaxation techniques.)

### **Nutrition #017**

**2.5 Credits**

Prerequisite: Biology

This one semester course is an elective for sophomores, juniors and seniors who have an interest in nutrition and the body's use of nutrients. The course will focus on the relationship between diet and athletic performance, as well as the effect of diet on certain health problems. There will be an emphasis on creating personal nutrition plans.

### **Child Development #018**

**2.5 Credits**

Prerequisite: Health

This one semester course is an elective for juniors and seniors who have an interest in early childhood education. The course will focus on the physical, emotional, social, and intellectual development of children from fetal development to approximately age six. There will also be an emphasis on parenting and family challenges.

# SPECIAL EDUCATION

## *Philosophy:*

Several programs have been designed to provide support for students with a variety of disabilities and educational needs.

The Massachusetts Department of Elementary and Secondary Education has established a three-step process to identify and plan for the special education student. Following a referral, a student with a suspected disability in the general curriculum participates in an evaluation after which a Team meeting is convened to determine eligibility, develop an Individualized Education Program (IEP), and establish placement criteria. Once a final IEP is written and approved, the identified special education student may receive direct or indirect service through one of our specified programs. These may include academic support within a general education class or specialized instruction within the Learning Center setting. For students with more significant educational or behavioral needs, alternative academic classes and/or emotional/behavioral intervention services may be provided in order to afford access to the curriculum with appropriate modifications and accommodations. Specifics of the course parameters are determined by the needs of the respective population. Collaboration and communication among special education liaisons, classroom teachers, parents, students, and outside support professionals are paramount in the success of our special education students. We strive to promote the cognitive, social, and emotional growth of each child in order that she/he may maximize her/his potential and thereby become a productive contributor to society.

## **Curriculum Skills # 094**

**2.5 Credits/Semester**

### **Prerequisite: IEP**

This course of specialized instruction is designed to provide students with the necessary skills to successfully transition to the Littleton High School academic, social, and behavioral environment, access the mainstream curriculum, and make effective progress in the general classroom. In addition, students will be engaged in individualized work to address their annual goals as well as any areas of need identified on their IEPs. Development of such independent skills may include note-taking, test preparation, writing, generating and using graphic organizers, reading comprehension, using resources, self-help, mathematics, assistive technology, critical thinking, and areas of content difficulties. Focus areas are designed to advance the independent application of learned skills, including those pertaining to advocacy, academic success, and post-secondary planning.

## **C-Grid Courses**

**5 credits**

### **Prerequisite: IEP and TEAM approval**

Littleton High School offers a variety of courses that are taught by Special Education Teachers; the courses that are offered vary by year and student need. Courses offered have included Language Arts 1, 2, 3, 4, Algebra, Geometry, Integrated Algebra and its Applications, Algebra II, Biology, US History.

## **Vocational Seminar #095**

**.75 Credits (per semester)**

### **Prerequisite: IEP and TEAM approval**

This course is co-taught by a Special Education Teacher/Transition Specialist and Speech and Language Pathologist. It meets two times per week in a small group setting. It is open to juniors and seniors and based on IEP team approval. Students receive specialized and direct instruction in topic areas including self-determination and advocacy skills, disability disclosure for accommodations in post-secondary education and the workforce, college and career exploration and planning, social skills at work and post-secondary education, money management and budgeting, and learning about public transportation options. Students have the opportunity to engage with community members, adult service providers, and practice skills such as using the LRTA bus.

## **Littleton Transition Program**

### **Prerequisite: IEP and TEAM approval**

The Littleton Transition Program is designed to help young adults that have completed their high school education grow and develop as they move into adult life. It is a highly individualized, community-based program that develops self-determination skills including vocational training, functional academics, community participation, and social pragmatics. Students are encouraged to discover their own strengths and interests, set goals, and seek help when needed. We connect with nearby transition programs such as Pathways (Concord-Carlisle), Gateway (North Middlesex), and PACE (Acton-Boxboro) for expanded social and educational opportunities in the local community. Students participate in vocational experiences that fit their specific strengths and interests, including sites such as Meals-on-Wheels,

Crossroads Cafe, Great Road Kitchen, Littleton Community Farm, and the Council on Aging Thrift Shop. Partnering with members of the Littleton community, parents and families, and adult agencies are key elements of the Littleton Transition Program.

## ***ADDITIONAL EDUCATIONAL OPPORTUNITIES***

### **Academic Support Center**

The Littleton High School Academic Support Center provides academic support to students throughout the school day. Students receive instructional support and work collaboratively with staff to develop study skills and improve executive functioning skills in a small group setting. The mission of the Academic Support Center is to encourage students to engage as active learners, set goals, and identify and implement strategies for academic success. academic support is available to students who have been recommended by guidance counselors or teachers and referred by the Student Support Team.

The Academic Support Center operates in tandem with a Community Volunteer and peer Tutoring Program that is open to all students at Littleton High School. Community volunteers and peer tutors are available to assist students in a variety of content areas as needed. Schedules for community volunteers and peer tutors are available in the Academic Support Center and are posted throughout the school.

### **Career Exploration**

**Objectives** – This program is an integral part of our commitment that all students will graduate from high school with skills that will make them College and Career ready. Regardless of the direction a student chooses, they must make their own decisions and an educational plan must be in place to meet the individual goals of the student, and to provide a learning structure. The Littleton High School Internship and Work-Study program allows students with paid jobs and/or unpaid internships to prepare for the world of work and earn high school elective credit. This program is aligned with the Massachusetts Work-Based Learning Plan, and will develop Foundation Skills that are common to all jobs, while also developing Career skills specific to their workplace

#### **Internship Program #041**

**2.5 Credits**

This program is designed to immerse students in the real world of careers and provide a unique opportunity to experience the career world beyond Littleton High School's existing curriculum. The program is primarily open to seniors, but juniors and underclassmen may be considered pending the principal's approval. Students will be evaluated using the Massachusetts Work-Based Learning Plan. Students must participate in this internship for five days during the school week. This program is graded on a pass/fail basis.

#### **Work Study #044**

**2.5 Credits**

This program is designed to immerse students in the real world of work and help them acquire specific occupational skills. This opportunity is available for students who intend to immediately enter the workforce after graduation. Students will be evaluated using the Massachusetts Work- Based Learning Plan. Students must participate in this work-study experience for five days during the school week. This program is graded on a pass/fail basis.



## Online Learning

### **Virtual High School**

### **2.5 or 5 Credits**

In addition to selecting courses offered at Littleton High School, students may also apply to enroll in courses through VHS (Virtual High School). These challenging courses are appropriate for self-directed students who have the ability to manage the responsibilities of independent, self-guided learning. The VHS course catalog and additional information is available at the website listed below. As Littleton High School is limited in the number of courses we can sponsor, students must apply in writing at the time of course selection. See your Guidance Counselor for an application form.

*Please see details about VHS offerings online at:*

<https://my.vhslearning.org/PublicStudentCourseList.aspx>