

Hopkins Academy



7-12
Program of Studies
2021-2022

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MESSAGE TO PARENTS

The Program of Studies is published to describe the courses for the 2021-2022 academic year and to aid students and parents, together with the school, in meeting graduation and post-secondary admissions requirements and choosing suitable and challenging programs. In addition to what is published here, the School Counselor meets with each grade frequently to discuss college and post-secondary options, as part of our comprehensive guidance curriculum.

The course sequence at Hopkins Academy is rigorous and purposefully designed to enable our graduates to craft a strong academic foundation in the skills of scientific and mathematical inquiry, finance, technology, languages, and liberal arts. Hopkins graduates must be strong writers and understand a variety of communication and presentation skills. Hopkins students are encouraged to develop an appreciation for the fine arts and music. Our curriculum and programming are also designed to provide students with an understanding and respect for equity and inclusion. And our graduation expectations and course options provide students with a foundation for personal health and financial well-being. This document, and the grade level registration presentation, explain how information provided to students in the guidance program helps students create a connection to these skills through the course registration process.

It is our goal to provide students with a challenging and interesting curriculum to enable students to compete for college admission with students from across the world and meet the ever-increasing demands of society. The Common Core ELA and Mathematics Standards are fully implemented at Hopkins Academy. Our graduation requirements and academic programs are designed to ensure that students are prepared for college success and have the foundation for a broad set of career options.

If you have any questions regarding the content of any course, or the courses most appropriate for your student, please feel free to contact the Guidance Department at 584-1106.



HOPKINS ACADEMY

GRADUATION REQUIREMENTS



CREDIT REQUIREMENTS

Hopkins Academy Middle School

The Hopkins Academy Middle School Team believes that the unique needs of seventh and eighth graders can best be met in an environment specifically established for young adolescents. The overall purpose of the Middle School is to meet the educational, social, and developmental needs of the students as they transition between elementary school and high school. The Middle School Team recognizes that the success of students in developing the skills necessary involves different strategies and techniques than are used at other age levels. The Middle School does not have credit requirements as Middle School is not transcripted. However, there are core expectations that all students must complete. Middle School students also have an array of electives to take and begin foreign language in grade 8.

Core Expectations

Grade 7	Grade 8
English 7 Math 7 or Pre-Algebra Science 7 World Civilizations	English 8 Math 8 or Algebra 8 Science 8 Civics
Required Electives: Physical Education Structured Study	Required Electives: Physical Education Health

Middle School Goals

- A challenging curriculum that prepares students for high school
- An atmosphere that encourages students to participate in their education, including the use of extra-help sessions
- Activities that promote academic skills, research skills, and critical thinking as well as organizational and time-management skills
- A supportive environment that allows students to develop their individual identities and self-esteem while meeting their educational needs
- Encourage a commitment to the community and a sense of personal responsibility
- A gradual transition between elementary and high school with expectations designed to meet the changing developmental needs of early adolescent
- Communication between parents and the Middle School Team in order to accomplish these goals

Hopkins Academy High School: Course and Credit Requirements

Five credits are normally granted for a course, which meets one period for a full year. These graduation requirements indicate the minimum credits needed to receive a diploma from Hopkins Academy. Students and parents must realize that the admission to many four-year colleges and universities is more competitive than Hopkins Academy's minimum graduation requirements. Therefore, we strongly urge that students take specified challenging courses to allow them to be more competitive in the college admission process to these schools. We also recommend that all students visit the guidance office on a regular basis to discuss future plans, specific course needs, and available options.



TOTAL CREDITS REQUIRED: 120 Credits

20 credits in English

20 credits in Mathematics

15 credits in Social Studies (US History and World History)

[Beginning with the Class of 2024, 20 credits in Social Studies (10 Credits: US History & 10 Credits in World History)]

15 credits in Lab-Based Science (Physics, Biology, and Chemistry)

10 credits in Physical Education

10 credits in World Languages (of the same language)

2.5 credits in Personal Finance

2.5 credits in the Arts

Remaining credits in additional core or electives courses (credits must be in courses that meet MassCore requirements)

Each year, students will register for 35 credits, giving them an opportunity to earn a total of 140 credits. Students must be registered for a full 35 credits each year. Exceptions may be made for students who have an educational plan, 504 or extenuating circumstances as approved by the principal. Students may not exceed the 35 credits in a school year. Exceptions may be made for students who are pre-approved to take graduation requirements over the summer.

Class Standing (promotion/retention graduation requirements)

Class Standing with incremental adjustments to account for changes in credit-earning opportunities are listed below. Each represents total credits to be achieved at the end of a school year in order for high school students to be promoted to the next grade or to graduate:

2021-2022 for High School Students to be Considered:

Sophomore (10th Grade) - 30 Credits

Junior (11th Grade) - 60 Credits

Senior (12th Grade) - 90 Credits

A Graduate (Graduate) - 120 Credits

Note: Homeroom assignments will be made on the basis of credits earned. A student who has not completed the minimum for his/her class will be assigned to the grade level homeroom that corresponds with credits earned.



Failure to meet all graduation requirements by the close of school (2:00) on the last day of senior classes will result in a student not being allowed to participate in the commencement exercises and senior week activities.

Seniors identified as being in danger of not graduating receive the following:

- ***An evaluation meeting with the guidance counselor and principal that includes a summary of their current status***
- ***A written Graduation Plan that must be followed, and may include specifically assigned, mandatory help sessions***
- ***Increased communications on students progress, through the Community Portal, beyond mid-term reports and report cards***

Class Rank and the Computation of Grade Point Averages

Class rank is computed at the end of the sophomore year and at the middle and end of both the junior and senior years. It is computed using a modification of the system recommended by the National Association of Secondary School Principals. It is based on a cumulative grade point average (4.0 GPA) in which honors and AP courses are weighted. Any student who transfers into Hopkins Academy during their high school career will acquire a cumulative grade point average based only on their courses completed at Hopkins Academy. The students' grades from the previous school are not used to calculate a grade point average for Hopkins Academy Class Rank. Final class rank will be determined by their cumulative grade point average at the completion of their senior year. Students are reminded that College Admissions offices may re-compute GPA's using only their own criteria specific to that school's admissions criteria. They will consider all courses completed at Hopkins Academy as well as any credits transferred from other schools or programs that are not included in Hopkins Academy GPA calculations.

Valedictorian Qualification – The position of Valedictorian is the top ranked student in the Senior Class, for the ceremonial purpose of addressing their class and community at Graduation. In order for a student to qualify for this ceremonial status, this student must have completed courses at Hopkins Academy for at least 3 school years, between grades 9-12.

4.0 GPA Scale

	01	02	03/04AP
A+	4	4	4.3
A	4	4	4.3
A-	3.7	3.7	4.0
B+	3.3	3.3	3.6
B	3.0	3.0	3.3
B-	2.7	2.7	3.0
C+	2.3	2.3	2.6
C-	2.0	2.0	2.3



D+	1.7	1.7	2.0
D	1.3	1.3	1.6
D-	1.0	1.0	1.3
F	0	0	0

Program Adjustments and Waivers

The principal may grant a waiver relating to a specific course or courses. These waivers may be granted in cases involving early graduation, lack of supported background credit data when entering Hopkins from another school, students who are disabled and are receiving specialized instruction at locations other than Hopkins, and as determined by the principal other cases, which would result in an extreme hardship for a particular student. Waivers are extremely rare.



In the past, students have been allowed credit for courses taken at nearby colleges and universities. According to the Education Reform Act, students may now receive both high school and college credit for these courses. However, Hopkins will not schedule extra credit beyond the school day (35 credits annually). Students may opt to take courses beyond their regular school day and maintain their own records for college applications. College credit courses beyond the regular 35 credits scheduled as part of the regular Hopkin's school day will not be included on a student's Hopkins transcript. Exceptions may be made for students who are pre-approved to take graduation requirements over the summer.

However, students must apply in writing to the guidance counselor and receive approval from the principal before undertaking this option. Parents and students are responsible for any college fees or tuition. Credit and level overrides are possible at the discretion of the principal and approval by the individual teacher. They are done on an individual contract basis.

It is not possible to foresee all situations that might require program adjustments and waivers. While there is a need for flexibility, accountability aspects also need to be considered. In order to control adjustments and waivers, the principal is the only person authorized to grant such changes.

Summer School & Credit/Course Recovery

High School

Hopkins Academy does not offer summer school for students in grades 9-12, however some local high schools do. The Hadley Schools are dedicated to the best total and continuous development of each student enrolled. All efforts are made to assist students in the successful completion of their courses. These efforts include extra help, remedial work, pre-approved summer school, and on-line or college courses that are approved to meet the requirements for successful completion of a course. Promotion for high school students is dependent on the number of credits earned each year, as explained under "Graduation Requirements".

Students are allowed to make up courses failed during that academic year in summer school provided that the student earned a 60 or above for at least one marking period on his/her report card or received a minimum course grade of at least 50. Credit will normally be granted for said courses completed in approved summer school and online or college courses when a student receives C- or better. Tuition payments and transportation costs are the responsibility of students and parents.

Middle School

The Hadley Public Schools are dedicated to the best total and continuous development of each student enrolled. All efforts are made to assist students in the successful completion of their courses. These efforts include extra help, remedial work, study skills classes, academic assistance classes, pre-approved summer school, and individual teacher efforts.

Seventh and eighth grade students who successfully pass all four core subjects - English, Mathematics, Science, and Social Studies - will be unconditionally promoted to the next higher grade. Students who pass three of their four core subjects will be conditionally promoted and advised to attend summer school or be tutored in the failed course. Students who pass only two of their core subjects will be required to attend and pass summer school at the parents' expense in order to be conditionally promoted. All students conditionally promoted will be reevaluated after the first marking period by the guidance counselor, principal, the child's teachers, and the parents.

Students who pass only one or none of their core subjects will be retained and will not have the option of summer school or tutoring. Students who do not pass three core courses are automatically retained. The principal will make decisions concerning unique cases after consultation with the guidance counselor and the seventh or eighth grade faculty. The provisions of Special Education as they apply to promotion/retention shall be taken into consideration for any student who is covered by the provisions of the law.

Credit and Withdrawal

Credit will not be granted to a student for a withdrawal prior to the normal ending of the course. Exceptions may be made by the principal for good cause such as transferring to or from another school, early graduation, and unusual circumstances. All students in grades 9 through 12 are expected to be enrolled in a minimum of the equivalent of 35 credits (seven class periods) during each marking period.

Special notes relating to Physical Education

Students *will not* be excused from the physical education requirement through their participation in courses or activities outside of school. Failure to attend class on a regular basis will result in a failure for the course and jeopardize graduation requirements. Our physical education instructor will consider each case on its merits and when appropriate, may assign papers, reports, etc. as make-up work for lost time. This procedure will be allowed for medically excused absences only. Students may be excused from the physical education requirement for the following reasons:

- Medical reasons such as extended illness, disability, or injury. The school reserves the right to have medically excused students examined by the school physician or school nurse. Students may be excused in cases of hardship or extenuating circumstances, and only with prior approval of the principal.
- Students who cannot participate in skills due to short-term injuries (up to two weeks) or previous illness must be report to class and will be provided with alternative assignments to meet course expectations.



PROGRAM DESCRIPTIONS

PROGRAM REQUIREMENTS

Competency Determination (CD)

Students in Grade 10 will be taking a competency test (MCAS) mandated by the Education Reform Act of 1993. The passing of this test in English, Mathematics and Science/Technology by students is a prerequisite for graduation from high school. Students must satisfy the following conditions in English Language Arts, Mathematics, and Science to earn a competency determination:

1. Meet or exceed the score of 472 on the Gr. 10 English Language Arts and 486 on the Math MCAS tests; **or**
2. Meet the score of 455-471 on the Gr. 10 English Language Arts and 469-485 on the Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan **and**
3. Meet or exceed the score of 220 in Science/Technology (STE)



My Career and Academic Plan (MyCAP)

There has been a large shift in the industry for college and career planning to begin in elementary and middle school. We believe that if we start having these conversations with students and they start exploring options that are out there for them, they will be able to make more informed

decisions about their future and paths.

My Career and Academic Plan, or MyCAP is a student-centered multi-year planning tool designed to provide students with opportunities to plan for academic, personal/social and career success. It is essential that we give our students more opportunities for exploration and prepare them to be well rounded individuals who have reflected upon who they are, how they learn best, what path they wish to take, and how to get there.

To complete MyCAP, students will participate in monthly advisories using the Naviance Program. Students will work with the same group of students and advisor throughout the years at Hopkins. These advisories contain specific lessons and occur in grades 7-12.

CIVIC KNOWLEDGE

Core knowledge relating to civics and government, economics, geography, and history, including the rights and responsibilities established by the Constitution and how to exercise them in local, state, and national government.

CIVIC SKILLS

Intellectual and participatory skills that encompass knowing how to identify, assess, interpret, describe, analyze and explain matters relating to civic life, knowing how to make and support arguments using logical reasoning, and how to use the political process to take informed action.

CIVIC DISPOSITIONS

Values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others, including engaging with varying points of view and ideas in civil discourse.

The Civics Project

In 2018, Governor Baker signed Chapter 296 of the Acts of 2018, An Act to promote and enhance civic engagement. This act includes specific requirements for civic curriculum and a student led civics project. Specifically schools must offer “not less than 1 student-led, non-partisan

civics project for each student.” These may be done individually or with peers and must:” analyze complex issues, consider differing points of view, reason, make logical arguments and support claims using valid evidence, engage in civil discourse with those who hold opposing positions, and demonstrate an understanding of the connection between federal, state and local policies, including issues that may impact the student’s school or community.” Additionally, the law promotes youth participation on municipal boards, committees and commissions and a non-partisan high school voter challenge to promote voter registration.

At Hopkins, students will be provided a civics project in grades eight and ten. These projects may be individual, small group or completed through the whole class. At Hopkins these are done in our grade eight Civics course and our grade 10 United States History course. Students who transfer in after tenth grade do not have to complete this requirement.

SPECIALIZED PROGRAMMING

Early College High School (ECHS)

The Early College High School program is an optional program for Hopkins Academy students that allows them to earn college credits through Greenfield Community College while still in high school. This program is offered to all students at no cost. Students can take classes either at GCC's campus or online.

All of the credits (12) you earn will be transferrable* to other institutions of higher learning as well as earn you credit towards completing your high school degree.

Liberal Arts Pathway Students whose career plans are focused on the arts can take advantage of our Liberal Arts Pathway. You will be required to take one college level English and one college level math, as well as English 114 - Composition II: Literature and Creative Writing.

STEM Pathway Students whose career plans are focused in STEM fields can take advantage of our STEM Pathway. You will be required to take one college level English and one college level math, as well as biology or earth science.

**Subject to the institutions' approval*

Early College High School (ECHS) is open to all students regardless of academic and/or disciplinary record and no student will be charged for the program, including approved classes taken over the summer. The application process is not designed to inhibit access to the program, but instead to identify the support a student may require to be successful. Students must apply by the start of their fourth year of high school.

- If an admission cap is necessary, priority will be given to students based on year of graduation (in descending order) with the understanding that students must be able to complete all requirements prior to graduation.
- If any other selection issues occur (e.g. too many priority students), all decisions will be made by lottery. Students who are not accepted in a given year will receive priority for the following year.
- In order to provide multiple entry points for students, students may apply at any point during their high school career to be a part of ECHS; however, students will be encouraged to commit to a specific pathway in the spring of 9th grade or fall of 10th grade.
- Upon acceptance, students will enter the program at the beginning of the next semester.
- Application information is available on the school website and in the guidance office.
- Applications must be completed the semester prior to entry into the program.

Please see the School Counselor for more information.





Innovation Pathways (IP)

Innovation Pathways are designed to give students coursework and experience in a specific high-demand industry, such as information technology, business and finance, engineering, healthcare, life sciences and advanced manufacturing. This program trains and prepares students for current and future employment opportunities deemed in high demand by the Massachusetts Department of Labor and Workforce development.

Innovation Pathways are designed to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school. The program has two main parts: Internships with public and private partners and course work with Hopkins Academy. Hopkins Academy currently offers two pathways:

1. **Business and Finance:** The Business and Finance Pathway is for students interested in but not limited to: Accounting, Law, Personal Finance, Economics, Corporate Finance, Banking and Business Management.

Courses currently offered at Hopkins Academy that are related to this Pathway are: Personal Finance, Business Law, High School Economics and AP Macro and Micro Economics.

Life and Environmental Science: The Life and Environmental Science Pathway is for students interested in but not limited to: Healthcare Industry, Medical Research, Lab Technician, Environmental Chemistry, Field Biology, Water Quality Analyst, Photovoltaics, Soil Science, and Plant Science. Courses currently offered at Hopkins Academy that are related to this Pathway are: Biology, Biomedical Science, Environmental Science, AP Biology and AP Chemistry.

Interested students should obtain an application from the School Counselor.

ECHS and IP Contacts

For Early College High School and Innovation Pathways, please use the following list of contacts for questions:

Lead Career Advisory Developer and Pathway Planner - IP

Anna Cyr

Program Eval and Admissions Team - All Pathways Programs

Anna Cyr, Lyndsey Roberts, Breanna Lynch, Jason Burns, Susan Duncan

IP Pathway Coordinator

Nicholas Simmons

Cathy Niedziela

Lead Advisor - All Cohorts

Jason Burns



COURSE REGISTRATION AND SCHEDULING



REGISTRATION AND SCHEDULING

Course Registration

Students will register for courses each spring after receiving the updated Program of Studies. Students should review the program of studies to identify their intended paths of study and whether any courses or programs contain prerequisites, applications or deadlines. In particular, students interested in Innovation Pathways and Early College High School will need to account for their program courses within their standard Hopkins schedule. Students should work with their program advisers and School Counselor to ensure that they meet all program and graduation requirements.

Course Leveling

There are two levels of courses offered at Hopkins Academy that affect a student's GPA: Advanced Placement (**04AP**)/Honors (**03**), and College Prep (**02**)/Elective (**02**); some courses do not carry a level (**01**). These courses, (**01**), are not factored into a student's GPA, unless a student's education plan requires a non-college prep core course be provided to allow a student access to the curriculum. Hopkins students may also take approved college courses (**04**). Students who take college courses through dual-enrollment or other approved programs, receive a GPA from the college. College courses are not used in Hopkins Academy GPA calculations. Students may take courses in all levels during the same year. Considerable work outside of class is required at each level. In all levels students develop appropriate skills to work effectively in the subject area.

Advanced Placement (04AP): These courses are advanced placement courses. They contain challenging material and are taught at an accelerated pace, which requires a great deal of independent work. Advanced placement courses prepare students for the advanced placement examinations that are given in May. Departmental admission policies for Advanced Placement courses are listed with their course descriptions.

Honors (03): These courses are challenging college preparatory classes. They require that students have strong academic skills, technical skills and the capacity to do independent work.

College Preparatory (02): These core courses prepare students for college and technical careers. They require students to engage in rigorous curriculum with the goal of honing their skills in all academic areas.

Elective (02) These courses prepare students for a wide array of careers and passions. These courses are designed to allow students to explore specialized topics to identify their future path and goals.

Unlevelled Courses (01): These courses are elective courses that are not factored into a student's GPA.
*In some cases, a student's education plan requires a non-college prep, core course be provided to allow a student access to curriculum. In these circumstances, these courses will be calculated in the grade point average as unweighted.

Course Add/Drop

During the start of the school year, students may elect to drop and add a course. The cut-off for adding or dropping a course is the last Friday in September (September 24th 2021). The reason for a cut-off is to ensure students have access to as much of a course's curriculum as possible. Additionally, this ensures a smooth transition into a new class for students.



Any changes after this date require the recommendation of teachers involved and the approval of the principal. This will only be done for extenuating circumstances. Any approved course changes after the add/drop period will result in a student receiving a mark of withdrawal (W) on their transcript unless otherwise approved by the principal.

Hopkins Academy Transcript Review

Name _____

Class of _____

Hopkins Academy Graduation Requirements

English, 4 units, 20 Credits

English 9

English 10

Social Studies (3 units up to 2023 4 units 2024 and beyond)

World History I

U.S. History I

Language (2 units, 10 credits)

Personal Finance (2.5 credits, 1 unit)

Grade 9 Health (2.5 credits, 1 unit)

Arts Requirement (2.5 credits, 1 unit)

Mathematics, 4 units, 20 Credits

Science at least 3 units, 15 credits

Physics

Biology

Chemistry

P.E (4 units, 20 credits)

P.E 9

P.E 10

P.E 11

P.E 12

Other Courses and Elective Courses

Total Credits _____



Hopkins Academy High School Courses (Outlined in Program of Studies)

English

English 9
World Literature 10
Ethnic American Literature
War Literature
Honors British Literature
Exploring Life Through Literature
AP Literature and Composition
AP Language and Composition
High School Theatre Arts*
Film Studies*
Personal/professional communication*
Modern American Literature (1920-present)
Creative Writing*
Early American Literature
Gothic & Horror Literature
Science Fiction and Dystopian Literature

Social Studies

U.S History I
World History I
U.S History II
AP US History
World History II
Modern Conflict*
AP Modern European History
AP World History
Indigenous Peoples*
Psychology*
AP Psychology*
Sociology*
Mythology*
Philosophy*
American Politics*

Science

Physics
Biology
Chemistry
Honors Chemistry
Environmental Science
AP Physics I
AP Biology
AP Chemistry
Planet Earth*
Honors Biomedical Science
Forensic Science*
Chemistry and Careers*
Human Evolution/History of Technology*

Mathematics

Integrated Math I
Integrated Math II
Algebra IB
Algebra IIB
Geometry 9A
Geometry 10B
Algebra IIA
Precalculus
Honors Precalculus
Consumer Math
AP Calculus AB
Honors Calculus
Probability and Statistics
Introduction to Engineering and Design

World Language

French I
Spanish I
French II
Spanish II
Honors French III
Honors Spanish III
Honors French IV
Honors Spanish IV
AP French
AP Spanish

Visual/Fine/Performance Arts

Computer Science*
Advanced Computers *
Computer Aided Film Design*
High School Band*
Chorus*
High School Art
Art History* I & II
Ceramics*
Painting*
Economics*
Business Law*
Modern Entrepreneurship and Leadership*
AP Macroeconomics*
Media/Marketing*
Personal Finance

Sheltered English Immersion/Academic Skills

Sheltered English Immersion Level 1
Sheltered English Immersion Level 2
Sheltered English Immersion Level 3
English Language Learner Support
Stem Support
Academic Skills

P.E/PF/Health

PE 9
PE 10
PE 11-12
Sports Management
Health 9: Developmental Wellness
Personal Finance

Work Study 2.5-10 credits

Independent Study 2.5-5 credits

Teaching Assistant 2.5-5 credits

Innovation Pathways Capstone 5 credits

Innovation Pathways Internship 5 credits

*denotes elective course. Some courses may not be offered every school year. These are listed for the purpose of auditing your transcript.



ENGLISH DEPARTMENT

Twenty (20) credits, or four (4) courses of Core English, are required for graduation. All courses are designed to strengthen skills in reading, writing, listening, and speaking. Everyone must take English 9 and English 10. Beginning their junior year, students may choose from a selection of the core courses offered to fulfill graduation requirements. The English Department also strongly encourages students to take additional core courses if they are a strong humanities student and perhaps plan to continue that path in college.

HS Pathways:

9th Grade	10th Grade	11th Grade	12th grade
			AP Lit** AP Language
		AP Lit* → AP Language** →	British Lit
			Gothic Lit SciFi and Dystopian Lit War Lit Modern Am Lit Early Am Lit
English 9 →	World Lit →	British Lit** →	AP Lit AP Language
			Gothic Lit SciFi and Dystopian Lit War Lit Modern Am Lit Early Am Lit
		Gothic Lit → SciFi and Dystopian Lit → War Lit → Modern Am Lit → Early Am Lit →	AP Lit AP Language
			British Lit
			Gothic Lit SciFi and Dystopian Lit War Lit Modern Am Lit Early Am Lit

*AP Literature is not advised for juniors without teacher recommendation

**While not mandatory, Honors British Lit or AP Language are suggested as entry level courses to AP Literature



Course offering by year:

	Core Offerings	Elective Offerings
2021-2022	English 9 World Lit Modern Am Lit Horror & Gothic Lit AP Language AP Lit	Creative Writing
2022-2023	English 9 World Lit Early Am Lit Sci Fi and Dystopian Lit War Lit AP Language AP Lit	Creative Writing Film Studies
2023-2024	English 9 World Lit Modern Am Lit Horror & Gothic Lit British Lit AP Language AP Lit	Creative Writing Theatre Arts
2024-2025	English 9 World Lit Early Am Lit Sci Fi and Dystopian Lit AP Language AP Lit	Creative Writing Film Studies

CORE COURSES

Course #011 – English 9

College Prep (02)

Grade 9

Credits: 5

In this course students study the literary genres of short story, novel, drama, poetry and nonfiction. Reading skills are emphasized. Journals, class participation, frequent writing, and projects as well as tests and quizzes are used to encourage both analytical and creative responses to literature. We further develop the writing process and research skills introduced in middle school, which emphasize graphic organizers, proper form, and a clear ratio of concrete details to commentary. Students will be required to write a formal research paper. Our aim is to give students a method for planning, writing, and evaluating essays using some simple guidelines. Vocabulary growth and grammar development are encouraged through the context of reading and writing in class as well as specific morphology work and mini-lessons.



Course #021 – World Literature 10**Grade 10****College Prep (02)****Credits: 5****Prerequisite:** English 9

In this course students continue the study of the four literary genres with a focus on world literature and culture. Students will explore the foundational texts, poetry, short stories and longer novels from all over the world. Classic and contemporary authors such as Golding, Hosseini, Hesse, and Achebe will be discovered through close analysis, discussion and skill work. A variety of analytical essays will be taught, including but not limited to: literary analysis, synthesis and rhetorical analysis. Research skills will be taught with emphasis on evaluating sources, correct in-text citation, and MLA format. Vocabulary growth and grammar development are encouraged through the context of reading and writing in class as well as specific morphology work and mini-lessons.

Course #0038 – War Literature**Grade 11-12****College Prep (02)****Credits: 5****Prerequisite:** English 10**(Not offered in 2021-2022)**

Co-taught by the English and history department, this course is a survey course of significant wars through history and the world. We will focus on the historical contexts of the wars and society through study of primary documents, literary nonfiction and fiction. We will read texts such as: *Lysistrata*, *Hiroshima*, *Black Hawk Down* and *Red Platoon*. Grammar and vocabulary will be developed through close reading of the required texts. This course will develop writing skills through frequent analytical, argumentative, and research essays. Formal presentations, discussion, podcasts, and art comparisons will also extend students' understanding of the ways in which literary genres connect to other concurrent cultural genres and conventions.

Course #0305 – Early American Literature: (1776-1920)**Grade 11-12****College Prep (02)****Credits: 5****Prerequisite:** English 10**(Not offered in 2021-2022)**

This course is a survey course of early American Literature with historical and cultural perspectives. We will focus on texts from authors such as Twain, Dickinson, Hawthorne, Poe, Douglass and more to understand developing trends in American writing over time. We will investigate shifting genres and styles in response to the changing trajectory of American history. Grammar and vocabulary will be developed through close reading of the required texts. This course will develop writing skills through frequent analytical, argumentative, and research essays. Formal presentations, discussion, podcasts, and art comparisons will also extend students' understanding of the ways in which literary genres connect to other concurrent cultural genres and conventions.

Course #0312-- Horror & Gothic Literature: Human Monstrosity**Grade 11-12****College Prep (02)****Credits: 5****Prerequisite:** English 10

This course is a survey course of Gothic Literature with historical and cultural perspectives. We will focus on texts that illuminate Gothic themes and conventions, such as the underlying fears and anxieties that spawn vampire, ghost, and monster stories. Dark Romantic poetry, texts such as *Frankenstein*, *Dracula*, *Their Eyes Were Watching God* and *The Pillowman*, in addition to short stories by authors such as Poe and Enriquez will be central to our study of these deep anxieties. We will investigate how this genre shifts over time to adapt to changes in culture and society. This course will develop reading skills through engaging with complex texts, and writing skills through analytical and research essays. We will also explore our own darker side through narrative or poetic writing. Formal presentations, discussion, podcasts, and art comparisons will expand our understanding of the ways in which this genre informs, and is influenced by, social terrors.



Course #0314-- Science Fiction and Dystopian Literature**Grade 11-12****College Prep (02)****Credits: 5****Prerequisite:** English 10
(Not offered in 2021-2022)

Science Fiction and Dystopian Literature is a course designed to explore the history and development of the genre. Starting with its ancient origins, Sci-Fi has branched out into a number of sub genres (including dystopian literature) and expanded throughout pop culture. This course will use the writings of authors such as Amasov, Bradbury, Dick, Le Guin and Lethem to show the expanses of this discipline are as vast as the worlds they exist in. Students will demonstrate understanding of the different genres, classifications and tropes throughout Sci-Fi through essays, presentations and even creative writing of their own Sci-Fi ideas.

Course #0313 –Modern American Literature: (1920-Present)**Grades 11-12****College Prep (02)****Credits: 5****Prerequisite:** English 10

A contemporary fiction course, Modern American Literature will focus on texts from American authors with a varied heritage from the last 100 years. Authors such as Angelou, Kincaid, Fitzgerald, Lahiri and others will be discussed along with their influence on the trajectory of the country's literature. The course will not only look at the literature and how it changed, but also the history of the United States and how that played a hand in shaping the art. Students will be expected to demonstrate understanding of these historical and social contexts through essays, formal presentations, discussions and more.

Course # 041 Honors British Literature**Grades 11-12****Honors (03)****Credits: 5****Prerequisite:** English 10 (with at least a C average or teacher approval)**(Not offered in 2021-2022)**

Incorporates a survey of British literature ranging from the 7th century to the 20th century. Students will read several texts that may include: *Beowulf*, *The Canterbury Tales*, *Othello*, *Pride and Prejudice* and *Great Expectations*. Students will also study the history of the English language and how it has developed through time, in addition to regular vocabulary and morphology instruction. Historical and social contexts will also be taught and applied to the texts. The course emphasizes the development of analytical writing skills through frequent essays, which emphasize voice, organization, development and proper use of conventions. Students should be strong critical readers and writers upon entering the course.

Course #040 AP Language and Composition**Grades 11-12****Advanced Placement (04AP)****Credits: 5****Prerequisite:** English 10 (with at least a B- average or teacher approval)

AP English Language and Composition is a course that analyzes the use of rhetoric and logical reasoning in a text. Students will primarily practice close reading and analyze non-fiction texts (such as: essays and speeches) for the author's purpose and strategies. Through close reading students develop critical and analytical thinking skills that are then applied to formal and informal essays that vary in length and genre. The three main writing purposes that are covered in class are: argumentative, rhetorical analysis, and synthesis. Graphics and visual images will be analyzed to show how such images both relate to written texts and serve as alternative forms of text themselves. The study of language itself also permeates the course through such discussions of diction and parallel structure. Finally, students are expected to complete additional summer reading and writing prior to the start of the course.



Course #042 – AP Literature and Composition**Grades 11- 12****Advanced Placement (04AP)****Credits: 5****Prerequisite:** English 10 (with at least a B- average or teacher approval)

A.P. English Literature and Composition is a thematic based rigorous college-level course which incorporates the four genres into each unit. The reading is challenging; the writing is frequent and requires an independent mind. Therefore, students should be strong critical readers and writers upon entering the course. Students can expect to read several novels as well as plays, long poems, essays, and shorter works over the course of the year. Writing goals focus on developing accuracy, depth of thinking, and fluency through frequent assignments of short focus papers and longer analytical essays in response to literature. The seminar-like nature of the class demands that students take an active role in class each day through careful preparation and participation. The workload and expectations will be demanding for this yearlong course with average readings of about 150 pages per week (novels) and completion of about 20-25 formal essays.

ENGLISH ELECTIVES

These courses are designed to broaden students' horizons regarding the English field. They do not meet the entirety of the state standards and are therefore electives rather than core courses. They do not replace the core courses for graduation requirements.

Course #0037 – High School Theatre Arts**Grades 9-12****Elective (02)****Credits: 2.5****(Not Offered in 2021-2022)**

Students in this course will study the basics of dramatic performance and drama as literature. From Shakespeare to Wilde, we will explore different styles from several playwrights. This course is workshop style with teacher directed mini-lessons focused on developing an appreciation for the craft of acting and the material that supports that endeavor. Students will work on improvisation and collaboration to improve interpersonal and public speaking skills. The basics of theatre will be explored, including blocking, lighting, technical elements, and direction. We will focus on special skills in areas such as stage combat, inflection, projection, body language, posture, coordination, timing, and control.

Course #0032 - Film Studies**Grades 9-12****Eletive (02)****Credits: 5****(Not Offered in 2021-2022)**

As Roger Ebert famously quipped, “It’s not what a movie is about, it’s how it is about it.” In this course, we will explore America’s love affair with film by discussing some of Hollywood’s biggest hits of all time in all of the major film genres. We will study the history of American cinema and consider films that shaped the industry and the nation. In so doing, we will consider the increasingly reciprocal and symbiotic relationship between the arts & humanities and film. This course will introduce students to the basics of film production, narrative, genre, editing, performance, sound, theory, and critical review, among other things. It will expose students to a variety of films produced in America and internationally. Finally, we will study the ways in which films function as commercial/entertainment/artistic artifacts and examine how we might place them within certain historical/cultural perspectives.



**Course #046 Creative Writing
Elective (02)**

Grades 9-12

Credits: 5

Students in this course will study all genres of creative writing, including fiction and creative non-fiction. Some may include short stories, poetry and plays while also learning genres pertaining to the real world such as journalistic writing. This course is a workshop style with teacher directed mini-lessons focused on style, grammar, purpose and audience.

MIDDLE SCHOOL ENGLISH COURSES

Course #081 –English 8

Heterogeneously grouped classes emphasize development of good independent work habits and positive peer interaction in conferencing, group presentations, and collaborative responses to writing and reading. The course includes both guided and independent study of a variety of readings, including novels, plays, short stories, poetry, mythology, essays, and non-fiction works. Students will be asked to analyze a piece of work, make predictions, and give personal assessments of the reading. Students will also study a variety of young adult novels that explore personal ethics and decision-making. The writing process introduced in middle school emphasizes graphic organizers, proper form, and a clear ratio of concrete details to commentary. Our aim is to give students a method for planning, writing, and evaluating essays by using some simple guidelines.

Vocabulary and grammar/usage is presented as part of the writing process.

Course #071 –English 7

This course will focus on developing critical reading skills and improving upon each student's approach to writing as a process. Students will plan, draft, revise and edit writing with emphasis on multi-paragraph compositions and short research papers. Attention to audience, purpose, clarity, organization, support, and proofreading is stressed. 8th Grade English students will be introduced to a variety of systemic approaches to becoming effective writers. Vocabulary building skills, grammar and standard English conventions are presented as part of the reading and writing process. The course introduces students to literary analysis and expects students to respond critically to a variety of readings, including novels, plays, poetry, short literary works of fiction and nonfiction, and essays. Students will reflect upon the author's style, theme, content, structure, and use of literary elements and devices. This course is designed to develop an appreciation of literature and show the value and organizational structures of written and oral expression.

**Course # 0036 – Middle School Creative Writing & Drama
(Grade 7 & 8 elective)
(Not offered in 2021-2022)**

Students in this course will study all genres of creative writing, including fiction and creative non-fiction. Some may include short stories, poetry and plays while also learning genres pertaining to the real world such as journalistic writing. This course is a workshop style with teacher directed mini-lessons focused on style, grammar, purpose and audience.



SOCIAL STUDIES DEPARTMENT

The Social Studies department believes in holding students to high standards and instilling skills that will help them succeed as global citizens. We also believe in exposing students to multicultural histories in order to allow them to develop their own critical thinking skills about topics.

HS Pathways:

	9th Grade	10th Grade	11th Grade	12th grade
Standard Path	World History I →	US History I →	World History II → or US II	World History II or US II
Accelerated US Studies Path	World History I →	US History I →	AP US History → or World History II	AP US History or World History II
Suggested Electives: Civil Liberties, Indigenous Peoples				
Accelerated World Studies Track	World History I →	US History I →	US History II → or AP World History	US History II or AP World History
Suggested Electives: Indigenous Peoples, Modern Conflict				
Fully Advanced Track	World History I →	US History I →	AP US History → or AP World History	AP US History or AP World History
Suggested Electives: Indigenous Peoples, Modern Conflict, Civil Liberties				

Course offering by year:

	Core Offerings	Elective Offerings
2021-2022	World History I US History I World History II AP European History	Sociology Modern Conflicts Indigenous People
2022-2023	World History I US History I World History II AP World History US History II AP US History	Psychology Civil Rights and Liberties
2023-2024	World History I US History I World History II AP World History US History II AP US History	Modern Conflicts Indigenous People
2024-2025	World History I US History I World History II AP World History US History II AP US History	Psychology Civil Rights and Liberties



CORE COURSES

Course #123 – World History I College Prep (02)	Grade 9 Credits: 5
Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. They study these topics by researching and exploring guiding questions that focus on individual civilizations, and overarching ideas such as civic knowledge. Students will use classroom material, as well as primary and secondary sources to understand how ideas migrate across cultures and what brings about change in society.	
Course #132 – U.S. History I College Prep (02)	Grade 10 Credits: 5
Students will examine key issues, events and people in American history from The Colonial Period through the First World War. The course is organized both chronologically and topically depending on the period being studied. Key topics will include: the American Revolution, the growth of democracy and the Constitution, Westward Expansion, the Civil War, Reconstruction, Progressivism and World War I. Skills which will be addressed include: reading for critical thinking, note taking, researching, writing, map and graph skills, utilizing primary sources, and developing discussion/presentation abilities. This course requires students to complete homework on a regular basis as well as a civics project.	
Course #134 – U.S. History II College Prep (02)	Grade 11/12 Credits: 5
The time period covered in this yearlong course is from the 1920's through today. Topics addressed include, the World Wars, the Depression, the Cold War, Vietnam and the 60's, and American politics and society at the end of the 20th Century. Skills emphasized in the course are those of organization, oral and written communication, and analysis of primary documents. This course requires students to complete homework on a regular basis.	
Course #130 AP US History Advanced Placement (04AP)	Grade 11-12 Credits: 5
Prerequisite: At least a B- in US History I or teacher recommendation. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. It prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. The course will assist students in developing the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students can expect to have 10-15 pages of reading per night, in addition to essays, document based questions, or short answer questions to respond to. This course may be used to fulfill a student's US History II graduation requirement.	
Course #126 – World History II College Prep (02)	Grade 11/12 Credits: 5
This yearlong course is designed to further develop critical thinking, historical research, and writing skills through the study of world history from 1700 to the present. It also responds to a student's need for knowledge of the world at large by connecting the present-day state of events to the past. Students study absolutism, the development of nation-states, Enlightenment ideas, revolutions, industrialization, imperialism, the world wars, and postindustrial society to the present day. Units may include geography, language, history, government, the economy, literature, and the arts.	



**Course #533 – AP Modern European History
Advanced Placement (04AP)**

**Grades 11/12
Credits: 5**

Prerequisite: At least a B- in a prior history class or teacher recommendation.

The study of European History since 1450 introduces students to cultural, economic, political, and social developments that play a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in Modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Students can expect to have 10-15 pages of reading per night, in addition to essays, document based questions, or short answer questions to respond to. This course may be used to fulfill a student's World History II graduation requirement.

**Course #129 – AP World History
Advanced Placement (04AP)**

**Grades 11/12
Credits: 5**

Prerequisite: At least a B- in a prior history class or teacher recommendation.

In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 1250 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places. This course may be used to fulfill a student's World History II graduation requirement.

ELECTIVE COURSES

**Course #140 – Psychology
College Prep (02)**

**Grade 11/12
Credits: 5**

Psychology is a course which will help students gain a deeper understanding of personality and behavior as well as relationships with others. Through a variety of articles, films, experiments, and class discussion, students will learn more about themselves and others. Some of the topics to be studied and discussed are scientific method, biological basis for behavior, child development theories, learning techniques, personalities, mental health issues, intelligence, emotions, adolescence, identity, and dreams.

**Course #192 – AP Psychology
Advanced Placement (04AP)
(Not offered in 2021-2022)**

**Grade 11/12
Credits: 5**

Prerequisite: At least a B- in a prior social studies class or teacher recommendation.

AP Psychology will be the equivalent of a college introduction course. Upon completion of the course, students will be prepared to take the AP Psychology exam. They may be eligible to receive college credits and exemption from taking the course in college. The units to be studied include scientific method, biological basis of behavior, learning, development, personality, abnormal psychology, mental health, and social psychology. Classroom learning methods will include theory analysis, experimentation, extensive research-based assignments, lecture/discussion, and testing.



Course#235- Modern Conflict **Grades 11-12**

College Prep (02)

This course is a survey course of significant wars through modern history and the world. We will focus on the historical contexts of the wars and society through study of primary documents, literary nonfiction and other texts. We will cover modern conflicts starting from the Cold War, and going up until present day. We will learn about larger wars, but also look at genocides and revolutions that have shaken the world. Grammar and vocabulary will be developed through close reading of the required texts. This course will develop writing and research skills through frequent analytical, argumentative, and research essays and projects. Formal presentations, discussion, assessments, and art comparisons will also extend students' understanding of the ways in which modern events have shaped world history.

Credits: 5

Course#0211- Indigenous Peoples **Grades 11-12**

College Prep (02)

Indigenous peoples is a project based class that will explore the culture and history of various groups of people that are often left out of the historical narrative. The civilizations we study will include groups that both still exist and ones that have disappeared, these may include the Khmer Empire, the Tiwanaku, the Hopewell people, the Celts, the Maori, the Bantu, the Mayan, the Haudenosaunee, the Rapa Nui, the Vikings and many more. Through research and discussion students will develop their problem solving skills as they plan and execute a variety of projects and presentations.

Credits: 5

Course#0961- Civil Rights and Civil Liberties **Grades 11-12**

College Prep (02)

(Not offered in 2021-2022)

This course is designed to introduce students to the study of civil rights and liberties. Students will analyze documents associated with the protection of individual rights including the U.S. Constitution, the Massachusetts Constitution, and the Universal Declaration of Human Rights, among others. Topics that may be explored include citizenship, voting rights, rights expressed in the Bill of Rights including freedom of speech, thought, press, belief, association, freedom from unreasonable search and seizure, rights of those accused of crimes, privacy, and others. The exploration and analysis of landmark U.S. Supreme Court cases will be at the center of the course.

Credits: 5

Course #142 – Sociology **Grades 10-12**

College Prep (02)

Sociology will address issues of contemporary society in order to develop an accurate understanding of American society and its integration into the larger world system. Students will examine various institutions and their impact on society as well as the individual. Through reading, research, and discussion, students will be encouraged to develop their ability to analyze the role of social structures in contemporary issues such as poverty, racism, and crime.

Credits: 5

Course #137 Mythology **Grades 10-12**

College Prep (02)

(Not offered in 2021-2022)

Students will explore much of global Mythology including, but not limited to, creation myths, hero myths, destruction myths, and urban legends. Students will write their own myths and develop their own worldview based on what they have learned.

Credits: 5



Course #139 Philosophy**College Prep (02)****(Not offered in 2021-2022)****Grades 10-12****Credits: 5**

Students will explore the Philosophy of the Western World. They will look at the ideas of Plato, Aristotle, Hume, Kant, Marcus Aurelius and many more. They will look at the meaning of reality, the trustworthiness of their own thoughts, and the source of human morality. Students will develop their own worldview based on what they have learned and can expect to have homework on a regular basis.

MIDDLE SCHOOL SOCIAL STUDIES COURSES**Course # 1701 World Civilizations & Geography II****Grade 7**

This course will continue the work begun in the 6th grade by having students study the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Subsaharan Africa. Students study these topics through research, projects and writing activities. Students will have an opportunity to explore why ancient civilizations rose, fell and how they have impacted the world today. Students will also be exposed to current issues that impact these regions such as poverty, globalization, apartheid, and the treatment of indigenous peoples.

Course # 1801 U.S. and Massachusetts Government and Civics**Grade 8**

This course has been designed to give 8th grade students an understanding of the foundations of our government, and their roles as citizens. Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring various court cases and events that have helped shape the U.S. government, and as well as the U.S. culture.

Course # 471 Hands on Humanities**Grade 7**

This course will give 7th grade students the opportunity to utilize project based learning to enhance their understanding of history and research. This course follows the guidelines for National History Day competition, which students can elect to participate in. The course is designed for students to hone their research skills analyzing primary and secondary sources, organizational, and critical thinking skills by researching and completing hands-on projects both in the classroom and at home. Students are able to select a topic in history that excites/interests them, whether it is locally, nationally or globally.



SCIENCE DEPARTMENT COURSES

Students must take fifteen (15) credits, or three courses of Core Science, are required for graduation; all courses must have a laboratory component. The Science Department also strongly encourages students to take additional core courses if they are a strong science student and perhaps plan to continue that path in college. It is recommended that students that want to take multiple Advanced Placement classes take more than one science class in their 10th and/or 11th grade year.

Science Department Pathways

Graduation Requirements: Physics & Biology

College Preparatory	<p>A. Physics → Biology → Chemistry → Science Elective</p> <p>B. Physics → Biology → Environmental Science → Chemistry</p> <p>Suggested Electives: Planet Earth, Forensics, Human Evolution, Chemistry & Careers</p>
Accelerated Biology	<p>A. Physics → Biology → Chemistry Honors → AP Biology</p> <p>B. Physics → Biology → AP Biology and Honors Chemistry → Elective and/or Honors Chemistry</p> <p>Suggested Electives: AP Chemistry, Forensics, Biomedical</p>
Accelerated Chemistry	<p>A. Physics → Biology → Honors Chemistry → AP Chemistry</p> <p>B. Physics → Honors Chemistry → AP Chemistry and Biology → Science Elective and/or Biology</p> <p>Suggested Electives: Biomedical, AP Biology, Forensics, Chemistry & Careers</p>
Accelerated Physics	<p>A. Physics → Biology → Honors Chemistry and AP Physics → Science Elective and/or AP Physics</p> <p>Suggested Electives: Intro To Engineering and Design</p>

2021-22	2022-23	2023-24	2024-25
Physics Biology Chemistry Honors Chemistry AP Chemistry Biomedical Forensics Planet Earth Environmental Science Human Evolution	Physics Biology Chemistry Honors Chemistry AP Physics AP Biology Forensics Planet Earth Environmental Science Human Evolution	Physics Biology Chemistry Honors Chemistry AP Chemistry Biomedical Forensics Planet Earth Environmental Science Human Evolution	Physics Biology Chemistry Honors Chemistry AP Physics AP Biology Forensics Planet Earth Environmental Science Human Evolution
Science 7 Building for Tomorrow Science 8 Oceanography	Science 7 Building for Tomorrow Science 8 Ecology	Science 7 Building for Tomorrow Science 8 Oceanography	Science 7 Building for Tomorrow Science 8 Ecology



Course #239 – Physics 9 (lab-based)
College Prep (02)

Grade 9
Credits: 5

This lab-based class is a one-year introductory lab course to learn about the fundamentals of physics. Topics include mechanics, thermodynamics, electricity, magnetism, sound and light. Math skills will be limited to manipulation of simple algebraic equations as well graphical representations of physical phenomena. Emphasis will be on acquiring a blend of conceptual, quantitative, and applied understandings of basic physics principles. The class will include laboratory experiences, demonstrations, projects, and computer simulations.

Course #221 –Biology (lab-based)
College Prep (02)

Grade 10
Credits: 5

This introductory lab-based biology course provides opportunities for students to explore the fundamental concepts of life science. Students will be actively engaged in investigations of topics including ecology, biochemical cycles (energy transfer in biological systems), cell biology, principles of heredity, biochemistry, evolution, biological history, and human physiology. These concepts will be examined through laboratory investigations, modeling, interactive investigations, reading assignments (homework), projects, and lectures. Students will study and apply scientific methods to their lab work and learn to interpret data through the use of graphical representations. A student that successfully completes this course will obtain knowledge of the practical applications of life science and gain an understanding of its relevance to everyday life and society as a whole.

Course #231 –Chemistry (lab-based)
College Prep (02)
Prerequisites: Completed Algebra I

Grade 10-12
Credits: 5

This lab-based chemistry course is organized around important concepts that are significant and have wide applications in the field of science. The goal of this course is for students to understand the fundamental principles of chemistry and to apply that knowledge. Students in this course will gain a basic understanding of the chemistry of substances encountered in daily life and of the basic skills needed to be chemically literate. Students will study properties of matter, atomic structure, chemical bonding, periodic trends, molecular geometry, chemical reactions and equations, molar concept, stoichiometry, the gas laws, acids and bases, chemical equilibrium, and oxidation – reduction. Scientific practices, critical thinking, problem solving, and the use and development of models will be emphasized. The rigor and content of the course is beneficial to students interested in attending college, and it is particularly beneficial to those students who are interested in pursuing careers in the areas of health, medicine, all science and engineering.

Course #233 – Honors Chemistry (lab-based)
Honors (03)
Prerequisites: Completed Algebra I

Grades 10-12
Credits: 5

Honors Chemistry is a year-long course, the purpose of which is to give students an understanding and appreciation of what makes up the world around them and to help them realize the role chemistry will play in their personal and professional lives. This course is a study of the basic laws of chemistry, focusing on the common elements of the study and arrangement of elements, atoms and their structure, interactions and energy relationships. This course is designed for students who have shown a proficiency, and who have exhibited interest and enthusiasm for STEM. Emphasis is placed on science and engineering practices with the intent of



helping students prepare for the rigors of lab science courses that may be encountered in college. A high level of comfort in mathematical problem solving is necessary for success in this course. This course will follow a similar curriculum as the college preparatory course but will cover the topics in greater depth and includes some additional concepts.

**Course#0250 - AP Physics 1
Advanced Placement (04AP)
(Not offered in 2021-2022)**

Prerequisite: Algebra II with a grade of a B or better, or recommendation of teacher.

**Grades 11-12 AP
Credits: 5**

AP Physics 1 is an algebra-based, introductory college-level physics course. The course will be taught through inquiry-based investigations, lecture, textbook readings, and online resources and will entail the topics of kinematics, dynamics, circular motion and gravitation, energy and work, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves. This course prepares you for the AP Physics 1 exam and completion of this exam is required.

**Course #242 -- AP Biology
Advanced Placement(04AP)
(Not offered in 2021-2022)**

Prerequisites: College Preparatory Biology with a B or better, or permission from the instructor. Also, the student must have completed or be currently taking chemistry.

This course is designed to be the equivalent of an introductory college biology course and aims to prepare students for the Advanced Placement Biology Exam. A student taking this course will be exposed to the topics and skills necessary for a career in Biological science. The course will include extensive lab work with great emphasis placed on using statistical analysis to validate or dismiss scientific data. Laboratory experiments will include an in-depth study of topics recommended by the Collegeboard AP Biology Course Description. These labs will provide students with an opportunity to develop important lab skills, including experimental design, laboratory safety, data collection, and data analysis. The topics covered by this course include biochemistry, cell biology, principles of heredity, molecular genetics, evolution, animal behavior, and human physiology.

**Grades 11-12
Credits: 5**

**Course # 232 -- AP Chemistry
Advanced Placement (04AP)**

Prerequisites: Honors Chemistry and Algebra II with a B or better, or permission from instructor.

The Advanced Placement Chemistry course is designed to be the equivalent of a general chemistry course usually taken during the first college year. The course is designed to aid the development of the student's abilities to think clearly, express their ideas orally and in writing, with clarity and logic. Students in this AP Chemistry course will attain a depth of understanding of fundamental chemical principles and a reasonable competence in dealing with chemical problems. The pace of the course is fast and is directed by The College Board with respect to course content. Students are expected to be consistently self-directed in their study, and to complete the necessary at-home preparation.

**Grades 11-12
Credits: 5**

**Course #248 – Honors Biomedical Science
Elective/Honors (03)**

Prerequisite: College Preparatory Biology with a B or better or permission from the instructor.

Students will examine the interactions of the major human body systems, molecular genetics, virology (study of viruses with special focus on high profile human viruses) and genetic engineering. Students will enrich their learning by researching human hereditary diseases and the biology of various human viruses/microbes, and

**Grades 11-12
Credits: 5**



explore how genetic disease and pathogens affect the human body. These research projects will place great emphasis on the ever evolving medical interventions designed to combat human disease. Through the process of repeated revision based on peer and instructor criticism, students will present their findings in the form of oral reporting, scientific writing and posters. Real world cases will be examined and students will play the roles of biomedical professionals to solve medical mysteries. This course will include extensive readings, research assignments and the hands on dissection of a cat. A student considering a career in the Biological sciences should take this course, as it will build an enriched foundation of biological concepts that will be advantageous to any student of Biology.

Course #220 – Environmental Science**Grades 9-12****College Prep (02)****Credits: 5**

Environmental Science is a year –long elective course for any student interested in learning more about the environment and the current issues and events relating to the environment. Students will learn how ecosystems function; how organisms interact with each other; population dynamics, and how the human population is affecting the global commons. Food production and agriculture; waste management; pollution, and energy are also important topics to be explored. Where possible, New England ecology will be highlighted and attention will be given to current events. Students will leave the course with an appreciation for the interconnectedness of the living world to the nonliving components of ecosystems, and the interconnectedness of organisms and systems to each other. Sustainability and the effects of human impact are themes that run through the course. Students will participate in various activities and projects throughout the year.

SCIENCE DEPARTMENT ELECTIVES**Course #2511 – Forensic Science****Grades 9-12****Elective (02)****Credits: 5**

This year-long science elective is a study of the practical application of fields of biological, physical, and chemistry to matters of criminal or civil justice. Forensic science can help prove the guilt or innocence of the defendant in a criminal trial. In civil actions, forensics can help solve a broad spectrum of legal issues through the identification, analysis, and evaluation of physical evidence. This course is designed to give students an overview of Forensic science and to see how crime scenes are investigated. The laboratory portion of the course is designed to give students hands-on experience and to review lecture material.

Course #261 Planet Earth**Grades 9-12****Elective(02)****Credits: 5**

A physical perspective on Earth's structure, nature, and its geologic evolution. Topics include the origin and classification of minerals and rocks, the role of plate tectonics in shaping Earth while producing hazardous earthquakes and volcanoes, landscape modification through weathering and erosion, mountain building processes, and the methods for and environmental consequences from the extraction of geologic resources (groundwater, fossil fuels, and ores). Local geology is explored on field trips.

Course #217 Human Evolution and the History of Technology**Grades 9-12****Elective (02)****Credits: 5**

Human evolution and the history of technology begins with an investigation of the concepts relevant to the evolution of life on earth as driven by the forces of natural selection. This course will unify many disciplines of science: Earth Science, Biology, Chemistry, Physics, Anthropology, and Psychology. Students will study the processes and methods by which we have acquired knowledge of our evolutionary history, including



radiometric dating, fossils, DNA, and more. Students will learn about mass extinctions, the ever-changing surface of our planet, and the rise of mammals as the dominant life form at the end of the Cretaceous period. Subsequently we will study the factors that led to the development of our most human traits -- bipedalism, large brains, extensive tool use, and more. Students will study each known hominid from Australopithecines to the Neanderthals, and finally modern *Homo sapiens* with special focus on the type of tools associated with each. Through these studies, students will gain an understanding of how technology (the development and use of tools) may have been and may continue to be a driving force behind the evolution of their species. The course will also entail a discussion of the development of the things that make us human -- culture, morality, and types of societies (hunter gathers, agricultural, industrial, etc.), and more.

MIDDLE SCHOOL SCIENCE COURSES

Course #270 - Science 7

(7th Grade)

Grade 7 Science will focus on cycles, systems, and movement of energy beginning with the Earth and its environments. Students will begin the year with learning about how energy drives plate tectonics and how the movement of earth's plates slowly reconfigures oceans and continents as well as learn how volcanic activity and earthquakes alter the landscape in a dramatic and often violent manner. Students will then move into an environmental science unit where they will learn how abiotic and biotic factors are connected as well as how human activities have played on the earth's environments and earth's resources. Students will describe the process of natural selection, develop a model to demonstrate how matter is cycled through an ecosystem, and show the importance of biodiversity. The second part of the year will focus on Forces and Energy. Through conducting investigations students will construct and interpret graphs and data to describe the relationship between energy, mass, and speed of an object. Students will develop models that demonstrate potential and kinetic energy, how energy is transferred, and Newton's laws of motion. In addition to content, all middle school science classes emphasize effective communication skills, accurate written work, and the development of critical thinking and problem solving skills.

Course #280 - Science 8

(8th Grade)

This grade 8 science course covers four major units, starting with an introduction to chemistry. Students learn about atoms, elements, states of matter, density, and others. The second unit is astronomy and space science, where students explore topics such as the history of space exploration, the solar system, rockets, star phenomena, and the properties of black holes. The third unit in the course is cells and genetics, where students learn about cell organelles and structures, the relationship between form and function, genetic mutations, DNA, Mendelian genetics, and many more. Lastly, students engage in their water and atmosphere unit, which focuses on oceans, atmospheric events, and climate change over time. Throughout the year students will experience lectures, labs, develop note taking skills, participate in class discussions, and be responsible for homework which students can expect to be assigned regularly. Students will often be asked to work cooperatively with classmates thus enhancing their collaboration, communication and critical thinking skills.

Course #475 - Building for Tomorrow

(7th Grade)

Elective

This hands-on, project based STEM class combines science, technology, engineering, and mathematics. In this class students will become scientists and engineers by creating their own experiments and prototypes. Students will have the opportunity to complete a science fair project, where they will solve your very own mystery. The second part of the year will focus on sustainability and learning how to make our planet a better



place to live on. We will research local environmental issues and come up with a plan to make a difference in our Hadley community.

Course #271 - Ecology

Elective

(Not being offered 2021-22)

(7th and 8th Grade)

This elective course is designed for middle school students interested in learning more about the ecology and environments within the Pioneer Valley. Main topics include native and invasive species, natural history of the valley, studies on the Connecticut River, geological history of the valley, biodiversity and what affects it, land management techniques, the carbon, nitrogen, phosphate, and water cycles, and conservation methods.

Hands-on laboratory investigations, art projects, field trips, and professional speakers will help reinforce and illustrate key concepts covered in the course. This course will expose students to other academic topics, including chemistry, biology, earth science, environmental science, civics, and math.

Course #2513 - Oceanography and Marine Science

Elective

(7th and 8th Grade)

Students will study oceanography as a science from many different perspectives. Chemical, physical, and geological oceanography will be explored. Students will study not only the ocean, but water systems, coastlines and marine life as well, including plants, algae, vertebrates and invertebrates. Students will complete hands-on as well as virtual labs. Students will research and share their findings using projects, written and oral reports, and PowerPoint presentations. Participation in this course is a must. Field trips, guest speakers, and models will bring the material into the classroom and provide inquiry learning opportunities for students.



MATHEMATICS DEPARTMENT

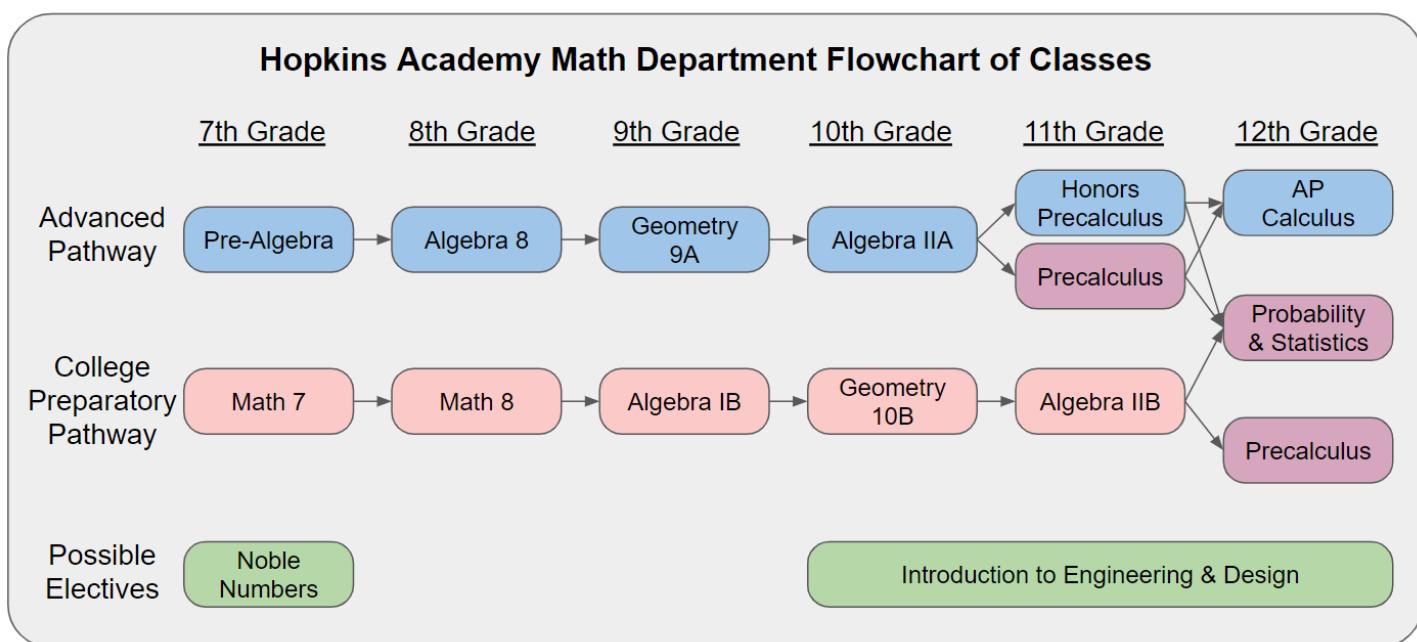
In order to meet MassCore standards, which prepare students for college and career, **students will need to successfully complete four units of math to meet graduation requirements**. All mathematics courses are delivered at the College Prep level (**02**) or above. The math department also has an Honors Program. Honors math courses are designed for students with strong mathematical aptitude and interest. The program trajectory has honors math students prepared to take AP Calculus in the 12th grade. Calculus is an Advanced Placement course and follows the guidelines set by the College Board. In accordance with NCTM standards, all math courses are taught with the aid of computers, calculators, and graphing calculators, as appropriate; however, ***their use will be restricted as determined by each individual teacher.***

The typical Advanced math sequence is:

Geometry 9A/Algebra IIA/Honors Precalculus/AP Calculus

The typical College Preparatory math sequence is:

Algebra IB/Geometry 10B/Algebra IIB/Precalculus or Probability & Statistics



MATH DEPARTMENT COURSE DESCRIPTIONS AND PREREQUISITES

**Course #312 – Algebra IB
College Prep (02)**

**Grade 9
Credits: 5**

Prerequisite: Successful completion of Math 8 with a grade of C or better or recommendation of teacher.

Course Description: This course serves as an introduction to the basic language of algebra. Emphasis will be placed on working with real numbers, linear equations and inequalities, systems of linear equations and inequalities, functions, exponents, quadratic equations, and statistics and probability, with continued reinforcement of basic math skills.

**Course #311 – Geometry 9A
Honors (03)**

**Grade 9
Credits: 5**

Prerequisite: Successful completion of Algebra I in the 8th grade with a B or better and/or recommendation of teacher.

Course Description: The basic structure of geometry, inductive and deductive reasoning, construction, and transformations will be studied. Algebraic skills are reviewed periodically and strengthened as algebraic methods are applied to solving problems in coordinate geometry.

**Course #322 – Geometry 10B
College Prep (02)**

**Grade 10
Credits: 5**

Prerequisite: Successful completion of Algebra I with a grade of C or better or recommendation of teacher.

Course Description: This course offers a thorough introduction to Euclidean geometry. Topics covered in the course are methods of reasoning, coordinate geometry, angle relations, parallel and perpendicular lines, congruence, similarity, transformations, right triangle trigonometry, area, volume, and circles. Algebraic skills are reviewed and applied to solving problems in geometry.

**Course #321 – Algebra IIA
Honors (03)**

**Grade 10
Credits: 5**

Prerequisite: Successful completion of Algebra I and Geometry with a B or better and/or have the recommendation of their teacher.

Course Description: This rigorous course provides an in-depth study of linear equations and inequalities, systems of equations and inequalities, properties of functions, quadratic functions, complex numbers, polynomial functions, rational functions, exponential functions, and logarithmic functions.

**Course #332 – Algebra IIB
College Prep (02)**

**Grade 11
Credits: 5**

Prerequisite: Successful completion of Algebra I and Geometry with a grade of C or better or teacher recommendation.



Course Description: Topics included in the course are a review of the basic concepts of Algebra I, linear equations and inequalities, systems of linear equations and inequalities, quadratic functions, polynomial functions, exponents, and exponential functions.

Course #330 – Precalculus
College Prep (02)

Grades 11-12
Credits: 5

Prerequisite: Successful completion of Algebra II with a C or better and/or teacher recommendation.

Course Description: The study of algebra is continued in the investigation of exponential functions, logarithmic functions, rational functions, conic sections, and sequences and series. Students will also study trigonometry including trigonometric functions, their uses, graphs and identities, and the use of the functions for solving triangles.

Course #331 – Honors Precalculus
Honors (03)

Grade 11-12
Credits: 5

Prerequisite: Algebra IIA and Geometry 9A with a B- or better and/or have the recommendation of the teachers.

Course Description: This fast-paced, advanced precalculus course is designed for those students who have shown strong interest and achievement in mathematics. Topics include rational functions, exponential and logarithmic functions, trigonometry, conic sections, vectors, parametric equations, complex numbers, sequences and series, and probability.

Course #341 – AP Calculus AB
Advanced Placement (04AP)

Grade 12
Credits: 5

Prerequisite: Precalculus and the approval of the Math Department.

Course Description: This senior level course is designed for those motivated students who plan to enter the fields of mathematics, science, or engineering. Topics covered in the course are functions, limits, derivatives, integrals, and applications involving derivatives and integrals. The course curriculum is set by the College Board and the workload will be structured and demanding.

Materials Requirement: This course requires a graphing calculator. The department keeps a few on hand, but if you wish to purchase your own, please refer to the College Board list of approved calculators.

Course #344 – Honors Calculus
Honors (03)
(Not offered in 2021-2022)

Grade 12
Credits: 5

Prerequisite: Students who have passed Precalculus and/or teacher recommendation.

Course Description: This course is designed for those students who have completed a Precalculus course and wish to gain knowledge of the foundations of Calculus. Upon completion of this course, students will be well-prepared for Calculus courses in College. The curriculum is problem driven; as practical, real world problems will be considered from geometrical, numerical and algebraic points of view. Topics covered will include, but are not limited to trigonometric functions, identities and equations, exponential and logarithmic functions, rational functions and relations, and polar coordinates. A practical understanding of the integral,



the idea of “going backwards” from the derivative to the original function will be developed followed by an emphasis on numerical integration as well as integration techniques. Practical skills as well as a theoretical understanding will be stressed.

**Course #315 - Probability & Statistics
College Prep (02)**

**Grades 11-12
Credits: 5**

Prerequisite: Successful completion of Algebra II.

Course Description: This course will benefit students who pursue mathematics, science, business, psychology, or economics in college. Topics covered in the course include data analysis, fundamental ideas of probability, linear regression, random variables, confidence intervals, and hypothesis testing.

**Course #314 – Honors Statistics & Probability
Honors (03)
(Not offered in 2021-2022)**

**Grades 11-12
Credits: 5**

Prerequisite: Successful completion of Algebra II with a “B” or better, and/or recommendation of the teacher.

Course Description: This course is an overview of statistics and probability, including data analysis, distributions, confidence intervals, hypothesis testing, correlations, and regressions. Students are encouraged to have a graphing calculator, such as the TI-83.

**Course #320 –Consumer Math
College Prep (02)
(Not offered in 2021-2022)**

**Grades 11-12
Credits: 5**

Prerequisite: Successful completion of Algebra II.

Course Description: This course concentrates on computational skills that high school students need in solving consumer problems in everyday life. It also develops skills in basic math needed for future work and study in trades, semi-professional occupations, and other careers. Topics included in this course are budget planning, banking services, investments, income taxes, owning a car, owning a home, and planning for retirement.

**Course #349 – Integrated Math I
Course #350 – Integrated Math II
College Prep (02)
(Not offered in 2021-2022)**

**Grades 9-10
Grades 9-10
Credits: 5**

Prerequisite: These courses are only available to students on a College Prep math trajectory who are identified by math instructors or their educational team.

Course Description: The Integrated Math course is designed for math students desiring an introduction to the basic language of algebra and geometry. Topics covered will include problem solving strategies, fractions, decimals, integers, real numbers, linear equations, graphs, ratios, proportions, percents, angles, parallel lines, area, volume, probability, and data analysis, as well as applying skills towards MCAS prep.



MATH DEPARTMENT ELECTIVE COURSES

**Course #252 Introduction to Engineering and Design
College Prep (02)**

**Grades 10-12
Credits: 5**

Prerequisites: Successful completion of Algebra1 and 9th grade Physics, and simultaneous enrollment in Geometry.

Course Description: This yearlong course is designed to provide students with an overview of the design process and will allow students to examine some of the basics found within the field of engineering. Students will learn the importance of communication, measurement, and visual representation in order to translate their ideas into a final product. Design will take multiple forms and culminate in various outcomes; via engineering drafting software and 3D printing, web design, and hands on creation in multiple engineering disciplines.

MIDDLE SCHOOL MATHEMATICS COURSES

Course #371 –Pre-Algebra 7

Grade 7

Course Description: This course is designed to prepare students with strong mathematical and critical thinking skills to be ready for a rigorous course in Algebra I in the eighth grade. This accelerated course covers all of the topics in the regular 7th Grade Mathematics and 8th Grade Mathematics courses. Topics include fractions, decimals, ratios, proportions, percents, probability, plane geometry, solid geometry, equations and inequalities, linear equations, and data analysis.

Course #372 – Math 7

Grade 7

Course Description: This course reviews and extends computational skills with whole numbers, fractions, decimals, percents, ratios and proportions. Students will also further their understanding of geometric concepts such as area, perimeter, and measurement as well as study open number sentences, functions, and graphing. There will be an introduction to reading, understanding, and solving open-ended word problems.

Course #381 – Algebra 8

Grade 8

Course Description: This course is a standard Algebra I course and is designed for the motivated student who has successfully completed a course in pre-algebra. Topics include working with real numbers, linear equations and inequalities, systems of linear equations and inequalities, functions, exponents, quadratic equations, statistics, and probability. Strong problem solving skills and accuracy in computation are required.

Course #382 – Math 8

Grade 8

Course Description: This course reviews and extends computational skills with whole numbers, fractions, and decimals. Additional topics include ratios, proportions, percents, probability, solid geometry, equations and inequalities, and linear equations. Special attention is given to solving word problems.



MIDDLE SCHOOL MATH ELECTIVE COURSES

**Course #272 – Noble Numbers
Elective**

Grade 7

Course Description: This class will give students a chance to explore ideas and learn skills outside of their core academic math class. This extra math time will allow 7th graders to extend their understanding of real world concepts including percentages, statistics and probability, and geometric properties. Instruction will include guided exploration activities and projects, and will give students the chance to bolster their skills necessary in middle school and beyond such as note and test taking. Students who struggle with math can benefit from extra time and practice outside of their required class, and students who excel and are more interested in math can move beyond what they would normally learn during their first year at Hopkins.

WORLD LANGUAGE PROGRAM

HA World Language Progression

Typical Grade Level

★ Required if following typical progression

GRADUATION REQUIREMENTS
Two (2) consecutive years of the same foreign language in high school

Grade 8

★ French 1
Spanish 1

Grade 9

★ French 2
Spanish 2

Grade 10

★ French 3
Spanish 3

Grade 11

French 4
Spanish 4/5

Grade 12

AP French
AP Spanish



The State Seal of Biliteracy is an award given to high school graduates who attain high levels of proficiency in English and a world language. The State Seal of Biliteracy is a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. We recommend taking through level 4 of the language to earn the Seal of Biliteracy.

Course #0409 French I

College Prep (02)

Grades 9-12

Credits: 5

Bienvenue à la classe de français ! This full year course focuses on basic vocabulary such as greetings, weather, time, likes/dislikes, food, leisure activities, and personal possessions. We listen to songs, watch cultural videos, and read authentic language. All forms of communication - interpersonal, presentational, and interpretive - are incorporated. Available to high school students, scheduling permitting.

Course #0410 Spanish I

College Prep (02)

Grades 9-12

Credits: 5

This full year course focuses on all forms of communication: interpersonal (speaking/writing between two people), presentational (speaking/writing to a group), and interpretive (understanding written/spoken language). We cover basic vocabulary such as greetings, weather/time, likes/dislikes, food, leisure activities, and personal possessions. Students will learn some verbs - regular and irregular - in the present tense. Videos, songs, and authentic documents are used to increase understanding of culture and the language. This class is offered to students in the 8th grade who want to take accelerated language classes at the high school level. Students are required to successfully complete two years of World Language at the high school level, regardless whether or not they take Spanish I at the 8th grade level. It is also offered to 9th grade students.

Course #421 French II

College Prep (02)

Grades 9-12

Credits: 5

On avance ! This course covers units on towns/cities, clothing, vacation/leisure time, and food/dining. We learn about *haute couture* fashion, monuments in Paris, and delicious dishes from French cuisine. We continue to improve our three modes of communication: interpersonal, presentational, and interpretive using pre-AP

strategies. Students will also read an adapted version of the novel *Arsène Lupin* by Maurice Leblanc. This course is generally offered to students in 9th grade.

Course #422 Spanish II

College Prep (02)

Grades 9-12

Credits: 5

This full year course continues its focus on the three modes of communication: interpersonal, presentational, and interpretive using pre-AP strategies. Vocabulary that is covered in this course is towns/cities, clothing, vacation/leisure time, and food/dining. Students will be able to use all regular verbs in the present tense and the past tense, as well as some irregular verbs. Videos, songs, and authentic documents are used to increase understanding of culture and the language. Students will engage with culture through various projects. Prerequisite: successful completion of Spanish I.

Course #0431 French III

College Prep (02)

Grades 10-12

Credits: 5

On continue à s'améliorer ! French 3 is conducted entirely in French and students are expected to speak it as well. This year-long course is describing people, leisure time, sports/health, and storytelling in Africa. Students will create their own African tale in French, research a famous French speaker and diagnose a mystery patient. Students will also read an adapted version of *Le Petit Prince* by Antoine de Saint-Exupéry and *Le Petit Nicolas* by René Goscinny. This course is generally offered to students in 10th grade.

Course #0432 Spanish III

College Prep (02)

Grades 10-12

Credits: 5

This full year course continues its focus on the three modes of communication: interpersonal, presentational, and interpretive using pre-AP strategies. Vocabulary that is covered in this course is describing people, leisure time, sports/health, and storytelling. Students will know both the present and past tense.. Videos, songs, and authentic documents are used to increase understanding of culture and the language. Students will continue to engage in culture of the Spanish speaking world.

Course #441 Honors French IV

Honors (03)

Grades 11-12

Credits: 5

On atteint des hauteurs inégales ! French 4 is conducted entirely in French and students are expected to speak it as well. Vocabulary that is covered in this course is home/city, fairy tales, clothing, and vacations. Students will engage with culture by watching Jean Cocteau's *La Belle et la Bête* (1946), researching a French château, and creating a presentation on authentic clothing from a francophone country. Students will also read an adaptation of *Les Trois Mousquetaires* by Alexandre Dumas in the first semester. During the second, students will read the novel *Tristan et Iseut* write an essay, and do a project on its themes. This course is generally offered to students in 11th grade.

Course #442 Honors Spanish IV/V

Honors (03)

Grades 11-12

Credits: 5

This intensive full year course continues its focus on the three modes of communication: interpersonal, presentational, and interpretive using pre-AP strategies. Vocabulary that is covered in this course is home/city, fairy tales, clothing, and vacation. Students will learn the future, conditional, and subjunctive tenses. Videos, songs, and authentic documents are used to increase understanding of culture and the language. Students will engage in culture by reading literature from authentic authors of Hispanic heritage.



Course #445 AP French Advanced Placement(04AP)	Grades 11-12 Credits: 5
AP French Language and Culture is equivalent to an intermediate level college course in French. AP French is conducted entirely in French and students are expected to speak it as well. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students will read novels such as Victor Hugo's <i>Le Dernier jour d'un condamné</i> and Faïza Guène's <i>Kiffe kiffe demain</i> , as well as selections from Charles Baudelaire's <i>Les Fleurs du mal</i> . Students will also watch Kamel Ouali's musical <i>Le Roi Soleil</i> and write an analytical essay. This course is generally offered to students in 12th grade.	

Prerequisite: successful completion of French 4 with a B- or above.

Course #446 AP Spanish Advanced Placement(04AP)	Grades 11-12 Credits: 5
The main objective of the AP Spanish language course is to develop students' communication skills in Spanish, with an emphasis on conversation and composition. The fundamental goal is for the students to achieve a high level of ability in all four skills (listening, reading, speaking, and writing). This is a rigorous course designed to challenge highly motivated language learners. Students will be expected to be well prepared, have a high level of motivation and interest, as well as sufficient time to prepare out-of-class reading and writing assignments. Students who select this class should have a strong knowledge of the language. Students will be required to express ideas orally with accuracy and fluency, compose expository passages, and comprehend formal and informal Spanish. Students are required to take the AP Spanish exam.	

MIDDLE SCHOOL WORLD LANGUAGE COURSES

The Middle School World Language curriculum is designed to allow all students to have an opportunity to learn about French and Spanish language and culture in the 7th grade. Students then select one of the two languages for study at level I of the language selected in the 8th grade school year.

Course #0409 French I	Grade 8
<i>Bienvenue à la classe de français !</i> This full year course focuses on basic vocabulary such as greetings, weather, time, likes/dislikes, food, leisure activities, and personal possessions. We listen to songs, watch cultural videos, and read authentic language. All forms of communication - interpersonal, presentational, and interpretive - are incorporated. This class is offered to 8th grade students. Also available to high school students, scheduling permitting.	

**Language courses taken in middle school do not count towards the two consecutive years required in high school.*

Course #0413 Spanish I	Grade 8
This full year course focuses on all forms of communication: interpersonal (speaking/writing between two people), presentational (speaking/writing to a group), and interpretive (understanding written/spoken language). We cover basic vocabulary such as greetings, weather/time, likes/dislikes, food, leisure activities, and personal possessions. Students will learn some verbs - regular and irregular - in the present tense. Videos, songs, and authentic documents are used to increase understanding of culture and the language. This class is offered to	



students in the 8th grade who want to take accelerated language classes at the high school level. Students are required to successfully complete two years of World Language at the high school level, regardless whether or not they take Spanish I at the 8th grade level. It is also offered to 9th grade students.

Course #470 – Spanish (Grade 7) - World Culture

Course #473 – French (Grade 7) - World Culture

(Not offered in 2020-2021)

At the 7th grade level, students will have the opportunity to sample both French and Spanish. At this level, students will be required to take a part-year exploratory French and exploratory Spanish. Students will learn basic vocabulary and grammar while being familiarized with Spanish and French cultures. Students are required to successfully complete two years of World Language at the high school level. These exploratory courses allow students the initial information to select Spanish I or French I at the 8th grade level.

**Course # 0414-- Around the Francophone World in 180 Days: Europe, the Caribbean, & the Americas
(grade 7 & 8 elective)**

In this course, students will learn about the culture of French-speaking areas of the world in Europe, the Caribbean, and the Americas. Students will learn the history and geography of the countries, while learning about cuisine, literature, art, music, and other unique cultural aspects that each country or territory has to offer. Although each place is unique, students will learn about the linguistic connection that ties them together: French! Students will also learn a little bit of French during class. This class is open to both 7th and 8th graders. No prior ability to speak French is required. This course alternates with its sister course *Around the Francophone World in 180 Days: Africa, Asia & Oceania* (Offered in 2022-2023)



SHELTERED ENGLISH IMMERSION

High School

Course#0181- Sheltered English Immersion Level 1

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to develop students' English language proficiency in listening, speaking, reading, and writing.

Grade 9-12

Credit 5

Course#0182- Sheltered English Immersion Level 2

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to develop students' English language proficiency in listening, speaking, reading, and writing.

Grade 9-12

Credit 5

Course#0183- Sheltered English Immersion Level 3

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to develop students' English language proficiency in listening, speaking, reading, and writing.

Grade 9-12

Credit 5

Course#996- English Language Learner Support

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to support students' English language proficiency in listening, speaking, reading, and writing.

Grade 9-12

Credit 5

Middle School

Course#0151- Sheltered English Immersion Level 1

Grade 7-8

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to develop students' English language proficiency in listening, speaking, reading, and writing.

Course#0152- Sheltered English Immersion Level 2

Grade 7-8

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to develop students' English language proficiency in listening, speaking, reading, and writing.

Course#0153- Sheltered English Immersion Level 3

Grade 7-8

Unleveled (01)

This course is for students who are learning English as their new language. The course is designed to develop students' English language proficiency in listening, speaking, reading, and writing.



BUSINESS, FINANCE & TECHNOLOGY EDUCATION

Business and Computers Classes

The graphic is titled "Business and Computers Classes". It contains five rectangular boxes with rounded corners, each containing text about a specific class. A central image of a pair of worn work boots is positioned between the second and third boxes.

- Middle School Computers: One can take middle school computers in 7th and/or 8th grade. No prerequisites.
- Personal Finance: 10th, 11th and 12th graders can take personal finance. Personal Finance is a graduation requirement. No prerequisites.
- Business Law: It is recommended that 10th, 11th and 12th graders take this class. No prerequisites.
- High School Computers: One can take high school computers in either 9th, 10th, 11th and 12th. It is suggested you only take this class once in high school. No prerequisites.
- Economics: It is recommended that 10th, 11th and 12th graders take this class. No prerequisites.

Course #524 – Economics

College Prep (02)

In this class students will be introduced to basic Macro and Micro Economic Science. The class will learn fundamental terms and theories and then apply them to real world models. Students will be introduced to fiscal and monetary policy, stock market terminology, basic market structures, labor economics, externalities, energy, healthcare, budgets and deficits, marketing, investing and food policy. The class will pull in current events and study them through the eyes of an economist. The class is recommended for all students and not just those interested in business. By the end of this class a student will have a better understanding of the world and its' economic happenings.

Grades: 10-12

Credits: 5

Course #500 – Business Law

College Prep (02)

This course covers three major areas: our judicial system, business law, and understanding case problems. The course is designed to familiarize students with our legal system and the types of legal problems they will encounter in everyday life. The entrepreneur unit goes through the steps and processes of starting one's own business. Students will also take time to study today's successful businesses and learn about their paths to success. Students interested in becoming or learning about running their own business are highly recommended to take this course. This course is highly recommended for all students planning on entering college and majoring in a business field. It is offered based on interest and enrollment.

Grades: 10-12

Credits: 5

Course # – 0505 AP Macro Economics

Advanced Placement (04AP) Not offered 2021-2022

Grade 11-12

Credits: 5

AP Macroeconomics is an introductory college-level course that focuses on 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. This course is meant to prepare students to take and pass the AP Macroeconomics test. The class workload is triple High School Economics. Students may take either or both courses in their High School career. **Prerequisite:** teacher recommendation

Course #631 Personal Finance**Grades: 10-12****College Prep (02)****Credits: 2.5**

Students taking Personal Finance will learn about the following: Personal consumption and labor market decisions, loans and interests rates, the stock market and other investments, the bond market, retirement plans, college saving plans, credit scores, social security, pension plans, personal accounts, State and Federal Tax law, personal bankruptcy, credit and credit cards. The class is suggested for all high school students no matter what their after school plans are. Personal financial literacy is an essential component to an individual's future financial well-being.

Course #842– Computer Science**Grades 9-12****Elective (02)****Credits: 2.5**

This course will introduce students to many different software platforms taught in a real world project based environment. Some students will have taken MS Computer Science however it is not a prerequisite for the HS course. Problem solving, creativity, and analytical skills will be highlighted to prepare students for the modern world and the college learning environment. Projects will cover technical skills for the following platforms: Learning how to use Google documents (cloud computing), Dreamweaver website design software (along with adobe flash and fireworks), Lego Mindstorms Robotics, Scratch Programming Software, Microsoft Movie Maker, Kudo Programming Software, Simulation Software, Prezi Presentation Software, Goanimate, and a lot more. For more information, please refer to Mr. Simmons' teacher web page.

Course #509 – Advanced Computers**Grades 10-12****College Prep (02)****Credits: 2.5****(Not offered in 2021-2022)**

In this course, students will learn computer programs such as website design software, animation software, and photography and graphic editing software. Software titles included in the class are Dream Weaver, Photo Shop and Flash. After completing this course, students will be able to design and manage websites and advertise themselves as a Webmaster. Most all work will be done in class and the final will include designing, from scratch, a website representing a local business. Prerequisite: Computer Science

Course #583 – Computer Aided Film Design**Grades 10-12****Elective (02)****Credits: 2.5 - 5****(Not offered in 2021-2022)**

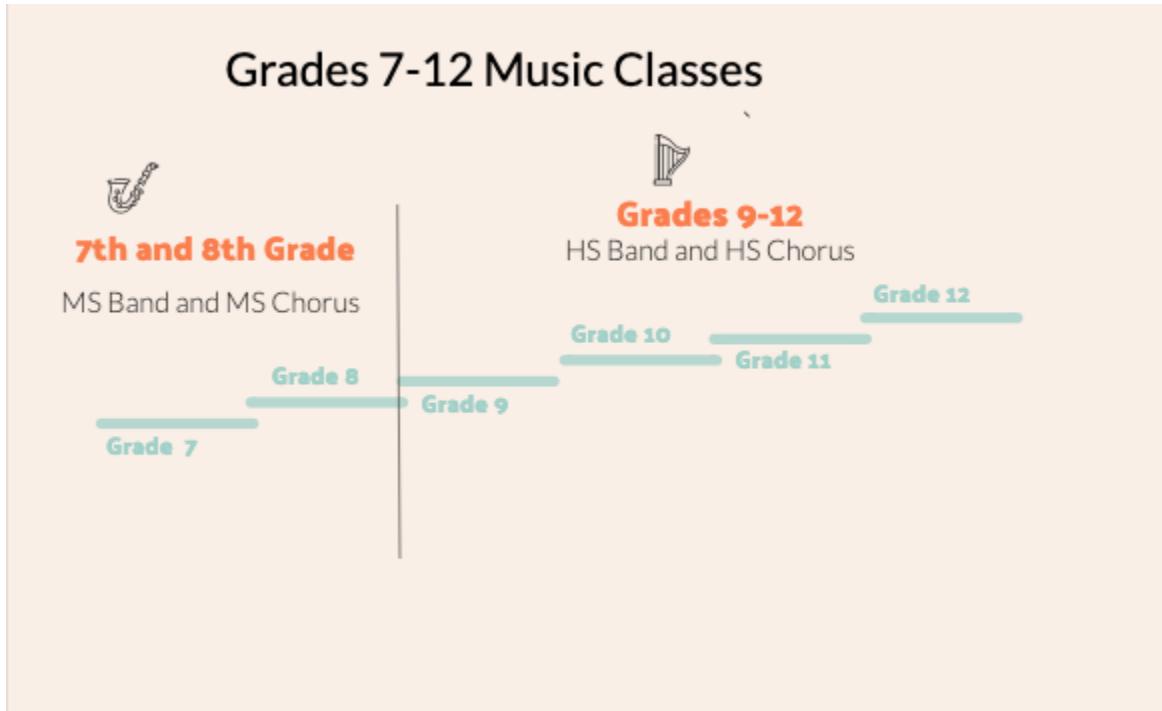
In this class students will design, edit, direct, act in, and critique computer aided film. Students will learn to use digital video cameras, Windows Movie Maker, Audacity Sound editing program, Adobe Premier Elements, Adobe Photoshop Elements, Macro media Fireworks and more. Some of the film formats students will produce will be: Stop Motion, Live Action, Animation, Documentary, Mockumentary, Interview and Music Videos. Students will learn basic filming and editing techniques and be introduced to many genres of film. The class will be offered as a 2.5 credit class and workload will reflect the half class status.

MIDDLE SCHOOL TECHNOLOGY COURSE**Course #582 – Integrated Computer Science (Grade 7 & 8 elective)**

This course will introduce students to many different software platforms taught in a real world project based environment. Problem solving, creativity, and analysis skills will be highlighted to prepare students for the modern world and the college learning environment. Projects will cover technical skills for the following platforms: Learning how to use Google documents(cloud computing), Dreamweaver website design software(along with adobe flash and fireworks), Lego Mindstorms Robotics, Scratch Programming Software, Microsoft Movie Maker, Kudo Programming Software, Simulation Software, Prezi Presentation Software, Goanimate, and a lot more. For more information, please refer to Mr. Simmons' teacher web page.



MUSIC & FINE ARTS COURSES



Course #700 – Band Elective (02)

Grades 9-12
Credits: 2.5

The Hopkins Academy Band consists of two entities: a concert band and a marching band. Members play in both bands. The concert band performs a minimum of two concerts per year, and in some years participates in competitions. The marching band performs a minimum of five times per year, and also will participate in competitions. This class meets every other day, as well as occasional evening rehearsals dictated by Music Festival competitions.

Course #702 – Chorus Elective (02)

Grades 9-12
Credits: 2.5

The Hopkins Academy Chorus is a four-part singing ensemble that performs contemporary music at concerts and related activities in and out of school. The concert ensemble performs a minimum of two concerts per year, and in some years participates in competitions. This class meets every other day for the year.

MIDDLE SCHOOL MUSIC COURSES

Course #707 – Middle School Band (Grade 7 & 8 elective)

This course is a study of basic concepts of ensemble playing, including rhythm, harmony, intonation, and marching. Materials from both standard band and contemporary music literature will be used. There will be a minimum of two performances per year. No prior experience is required.



Course #708 – Middle School Chorus (Grade 7 & 8 elective)

This course covers the basic concepts of choral singing, including rhythm, sight-reading, harmony, and intonation. Both standard and contemporary music literature will be used. A minimum of two performances per year will be scheduled. No prior experience is required.

Course#0055 Garage Band

(Grade 7 & 8 elective)

(Not offered in 2020-2021)

This Middle School music exploratory is a class that provides a space, instruments, technology and musical expertise where we play what interests the students. There is more of a focus on ear training than reading music, thus this is for beginning as well as expert musicians. The idea is for students to use the instruments and voices they have, agree on music, and get it ready, just like being in a band. Along the way we'll learn some basic music theory, pick up some great performance techniques, and learn how to program for a concert.



VISUAL ARTS

Visual Arts Program Class Progression

Primary Classes

- Middle School Art
Grades 7-8
*No Prerequisites;
May be taken twice*

Secondary Classes

- High School Art
Grades 9-12
*No Prerequisites;
May be taken all four years*



Tertiary Classes

- Ceramics (Semester course)
 - Painting (Semester course)
 - Art History (Full year class)
- Open to Grades 10-12

Prerequisites: MS or HS Art and World History for the Art History Class

Art Independent Study

Open only to the serious senior art student who intends to pursue a college degree in visual arts.

Students interested in pursuing a career in visual arts or taking college-level art courses are strongly encouraged to take tertiary classes. Students who intend to pursue art as a college major should contact Ms. Sause by the start of their Junior Year for portfolio guidance and to develop an independent study for their senior year.

HIGH SCHOOL ARTS COURSES

Course #715 & 846 – High School Art

Grades 9-12

Elective (02)

Credits: 2.5

This course is designed to give students the opportunity to broaden and develop a working art vocabulary including Elements of Art and the Principles of Design while exploring a variety of techniques both 2D & 3D. Students will learn foundational skills in beginning drawing, painting, ceramics, sculpture, and papier-mâché. Students will have the opportunity to understand and apply studio production, art history, art criticism, and aesthetics through individual exploration in the arts. Students are expected to learn at least 3 artworks and artists assigned to them every quarter in painting, sculpture, architecture, and photography or world landmarks. Students must maintain a daily doodle sketchbook and a portfolio of finished work. This course may be taken more than once, expectations for students will increase commensurate with experience.

Course #716 – Art History

Grades 10-12

College Prep (02)

Credits: 5

The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe. Students learn about how people have responded to and communicated their experiences through art-making by exploring art in its historic and cultural contexts. Here students are welcomed into the world of global art as active participants, engaging with its forms and content as they research, discuss, read, and write about art artists, art making, and responses to and interpretations of art.

Currently this class is divided into Art History I & II, offered in alternative years; students need not take them in order. This course is designed for upper class students who have had World History, and ideally also a Regular Middle or High School Art Elective class.

Art History I will cover: Global Prehistory; Ancient Near East; Early and Later Asian, Ancient Egypt, Ancient Greece and Aegean; Etruscan and Roman; Jewish, Early Christian and Byzantine; Islamic; Early Medieval and Romanesque; Gothic; and Early Renaissance.

Art History II will cover: Early Renaissance; High Renaissance and Reformation; Seventeenth Century European; Colonial Americas; Indigenous American; African, European and Colonial/Early American; Later European and American, 1840-1910; Modern European and American, 1900-1945; Modern Art after 1945.

Course #717 — High School Ceramics

Elective (02)

Grades 9-12

Credits: 2.5

This semester course is designed to give students an in-depth experience working with the medium of clay. Throughout the semester, students will create multiple projects utilizing a variety of hand building techniques and gain some experience throwing pottery on the wheel. They will also learn foundational skills such as wedging and joining techniques. In addition to hands-on work, students will be expected to complete two short research papers: one on either a ceramic or glazing method, and another on a ceramic artist. Students may take this course more than once, though expectations for student growth and achievement will increase commensurate with experience.

Course #718 — High School Painting

Elective (02)

Grades 9-12

Credits: 2.5

This semester course is designed to give students an in-depth experience working with watercolor and acrylic paints. Students will be asked to complete paintings of both landscape and portraiture, as well as of still life and object studies. A particular emphasis of the course will be to have students focus on the interplay of light and shadow. In addition to hands-on assignments, students will be asked to complete two short research papers: one on a style of painting, and the second about a particular painter. Students may take this course more than once, though expectations for student growth and achievement will increase commensurate with experience.

MIDDLE SCHOOL ARTS COURSES

Course # 770 – Middle School Art

(Grade 7 & 8 elective)

This middle school year-long class meets every other day for the full year. This course provides a general overview of art methods, art history, and the Foundations of Art, including the Elements of Art & Principles of Design. The course will emphasize the development of the students' skills and understanding of creating and responding to art. Students will develop a working art vocabulary while exploring a variety of techniques and media, including beginning drawing, painting, ceramics, sculpture, and papier-mâché. Students are expected to learn at least 3 artworks and artists assigned to them every quarter in painting, sculpture, architecture, and photography or world landmarks. They must maintain a daily doodle book and a portfolio of finished work.



PHYSICAL EDUCATION

Hopkins PE

Grade 9:
PE 9



Grade 10: Hit a HOME RUN with Hopkins PE!
PE 10

Grade 7 + 8:
PE 7 and PE 8

Grade 11 + 12:
PE 11-12, Athletics Management

Course #964 – Physical Education 11-12
Course #963 – Physical Education 10
Course #941 -- Physical Education 9
Elective (02)

Grades 11-12
Grade 10
Grade 9
Credits: 2.5

Physical education is required for all high school students in grades 9-12. Students must successfully complete four years of physical education unless the requirement is waived by the school principal. Classes emphasize team sports, individual and dual sports, recreational and lifetime activities. The objectives of the program are to promote physical fitness, develop motor skill techniques, increase cardio-vascular capacity, emphasize life long activities, and teach students to be good decision makers. Emphasis is also placed on sportsmanship, social skills and conflict resolution, knowledge of rules, safety, and an insight into proper personal hygiene. Students may be asked to display their writing skills in the form of written assignments throughout the course. Writing topics may include, but are not limited to, bullying, proper etiquette, favorite sports or activities, or research papers on assigned topics or books. Physical Education activities include: Archery, Badminton, Floor Hockey, Soccer, Basketball, Golf, Flag Football, Aerobics, Field Hockey, Ultimate Frisbee, Team Handball, Volleyball, Lacrosse, Table Tennis, Power Walking, Snow Shoeing, New Games, Fitness Testing, Pickle Ball, Fitness & Nutrition

Course #973 -Sports Management
Elective (02)

Grades 11-12
Credits: 2.5

Have you ever wondered what it would be like to run your own athletic program? Athletics Management is a course in which the student will be immersed in the setup, functioning, and overseeing of a high school athletic program. Topics will include but not be limited: Budget, hiring and maintaining coaching staff,

equipment, uniforms, fields and field care, athletic expectations, team registration, eligibility, regular season and tournament scheduling, busing, discipline, communication, and many more topics. Students will be given the opportunity to be placed in the role of athletes, coaches, site administrators, principals, fans and parents and community members. Students will be expected to be open and willing to discuss and debate these topics in class, create projects, construct research papers, and give presentations to the class.

Course is appropriate for students grades 11-12.

MIDDLE SCHOOL PHYSICAL EDUCATION

Course #975 – Middle School Physical Education (Grade 7&8)

Physical Education is a required course meeting every other day for one semester. Emphasis is placed on improving the student's muscular strength, flexibility, and cardio-vascular efficiency. Knowledge of rules, strategies, safety practices, proper social skills, sportsmanship, and a sequential development of motor skills are promoted through well-planned team sports and individual activities. Students may be asked to display their writing skills in the form of written assignments throughout the course. Writing topics may include, but are not limited to, bullying, proper etiquette, favorite sports or activities, or research papers on assigned topics or books. Activities offered are: flag football, stunts and tumbling, weight training, ultimate frisbee, recreational games, cooperative games, field hockey, fitnessgram, snow shoeing, wiffle ball, Presidential Fitness Challenge, soccer, basketball, aerobics, team handball, volleyball, golf, kickball, lacrosse, pickleball, badminton, floor hockey, rhythms and movement, and softball

HIGH SCHOOL HEALTH

Course #956 – Health 9: Developmental Wellness Elective (02)

**Grade 9
Credits: 2.5**

9th Grade Health covers a variety of topics important to the health and well-being of young adults. The class covers a variety of topics that affect physical health, social and emotional health, and decision making skills. It is framed around the question posed by Mary Oliver in her poem *The Summer Day*: “Tell me, what is it that you plan to do with your one wild and precious life?” At the start of this class, students are asked to think about their plans for their future, and to consider how making smart decisions and taking care of their total health will help them achieve their goals as well as a better quality of life.

The course begins with an in-depth unit on the current science behind and our understanding of the development of the human brain; especially the teenage brain. After completing this unit, it is hoped that students will gain insight into how and why they think and act as they do. They will also hopefully have a better groundwork for understanding, discussing, and personalizing the more sensitive topics that follow.

During this semester course, primarily in the second quarter, students will explore various sensitive topics including: bullying, suicide, gender and sexual identity, human sexuality, STDs and STIs, pregnancy, and contraception. Each of these topics requires students to engage in class discussion and to consider responsibility and the power of decision-making.

During most years, students also leave this course with an American Heart Association certification in C.P.R. taught in conjunction with the Hadley Fire Department.



MIDDLE SCHOOL HEALTH

Course #980 – Health 8 (Grade 8 required)

The eighth grade health course is a required year-long course, which meets every third day. The curriculum includes the study of healthy relationships and decision-making. The course also introduces a study of drugs and alcohol and the physiological and psychological impacts of such substances. Social and cultural influences, methods of prevention for unhealthy behaviors, and strategies for treatment will be explored. The discussion of health topics, which are timely and relevant, will also be prominent features of this course. Students will explore and test the major body systems and how systems work together. Health information will be disseminated through discussions, case studies, group work and independent projects.

SKILLS, INTERNSHIPS AND LEADERSHIP

High School

Course #0638 & 0639 – Academic Support

Grades 9-12

Unlevelled (01)

Credits: 2.5 or 5

Academic Support is a year-long or semester course and may only be assigned to students on academic plans as designated by their teaching team. The purpose is to give students the opportunity to gain the knowledge, skills, attitudes and self-discipline they need to succeed in high school and beyond. Areas of focus in the course include time management and organizational skills, note taking and reading skills, writing skills, memory improvement and test taking skills. As well as having a tutorial focus, this course is also aimed at improving student's self-advocacy skills. The course will focus on skills students need as they transition from high school to postsecondary schooling and the workforce.

Course #0646 – Work Study

Grades 11-12

Unlevelled (01)

Credits: 2.5-10

The main objective of the Work-Study program is to provide an opportunity for high school students to continue their education while gaining valuable work experience under supervision. The Work-Study experience is designed to develop desirable work attitudes and promote understanding of the relationship between formal education and job success through supervised part-time employment as part of the total school program. Students will earn academic credit for the work experience that will count towards their high school diploma (Cannot replace any courses required for graduation). Students are granted permission to participate in this program only after consultation with the principal and guidance counselor. Students in Work-Study are expected to enter into a contract with the school, and among other things, are expected to fulfill all requirements of the academic courses assigned for the school phase of their program. **Students are not permitted to work for family members under work study.**

Course #0052- Independent Study

Grades 11-12

Unlevelled (01)

Credits: 2.5-5

Students who have a special talent or passion for a subject may request this course. Students will work with their teacher to design a focused course of study related to a field of interest to them. Students may be asked to develop projects or presentations as well as complete readings and assessments. Students previously interested in our Public Safety courses may complete those studies as an independent study.

Course #259– Teaching Assistant

Grades 11-12

Unlevelled (01)

Credits: 2.5-5

Students who wish to work alongside a teacher in running a class may request this course. Student Assistants will help students with class work, including projects, in class activities and other assignments. They will be expected to facilitate small groups of students or create study guides and review materials with or for students in the class. They will assist the teacher in researching and planning classroom assignments. Student Assistants may also assist students with the organization of their notebooks, test preparation, projects, long-term planning and makeup work.

Middle School

Course #072 – Junior High Structured Study (Grade 7)

This class is designed to help the seventh grade transition from sixth grade. Students will strengthen their organizational, test taking, and study skills, as well as discovering ways to alleviate anxiety.



Course #976 – Collaborative Skills (Grade 8)

(Not offered in 2020-2021)

This course is a semester course for 8th grade students designed to provide students extended opportunities to help prepare them for the high school and college learning environments. In addition to continuing time management and organizational work from the 7th Grade Academic Skills curriculum, 8th grade students will engage in team-building activities, project planning, as well as learning elements of outdoor safety. Students will also be exposed to on-line learning platforms and will use this course to help in remediation or extension of areas of identified challenge on MCAS Math and ELA tests.

MY CAREER AND ACADEMIC PLANNING

**All ECHS and IP students must register for these and complete them.*

Course #22301- MyCAP Grade 9 Unlevelled (01)	Grade 9 Credits: 0
Course #22302- MyCAP Grade 10 Unlevelled (01)	Grade 10 Credits: 0
Course #22303- MyCAP Grade 11 Unlevelled (01)	Grade 11 Credits: 0
Course #22304- MyCAP Grade 12 Unlevelled (01)	Grade 12 Credits: 0



INNOVATION PATHWAYS

All pathway students must complete:

**Course #22502– Pathways Capstone
Unlevelled (01)**

**Grades 11-12
Credits: 5**

A rigorous capstone project consisting of at least 100 hours to meet the requirements of HQCCP programming.

**Course #22501– Pathways Internship
Grades 9-12**

Unlevelled (01)

Credits: 5

A rigorous internship consisting of at least 100 hours to meet the requirements of Perikins and/or HQCCP programs.

Business and Finance Pathway Requirements (4)

Personal Finance
Business Law
AP Economics
High School Economics

Life and Environmental Sciences Requirements (4)

**order may vary*

Life Science Pathway		Environmental Science Pathway	
Biology		Biology	
↓		↓	
BioMedical		Environmental Science	
↓	↓	↓	↓
AP Biology	AP Chemistry	AP Biology	AP Chemistry



EARLY COLLEGE HIGH SCHOOL

Liberal Arts Pathway

You will be required to take one college level English and one college level math, as well as English 114 - Composition II: Literature and Creative Writing. This leaves one more course of choice.

Other Possible Courses

- ACC 121 Principles of Fin. Accounting I
- ART 121 Visual Concepts I
- ART 155 Video Foundation
- CRJ 103 Criminal Law
- ECO 101 Principles of Macroeconomics ECO
- 105 Sports and Stadium Economics
- EDU 112 Early Childhood Special Edu.
- ENG 195 Int. to Literary Journal Publishing
- HIS 127 History of African-American Peoples
- HIS 131 Women in American History HUM
- 108 In. to Topics in Humanities LAT
- 101 Elementary Latin I
- MOM 110 Medical Terminology
- PHI 104 Introduction to Ethics
- PHI 107 World Religions

STEM Pathway

You will be required to take one college level English and one college level math, as well as biology or earth science.

Other Possible Courses

- BIO 126 Biology I
- CHE 112 General Chemistry II
- CIS 110 Introduction to Computers EGR
- 107 Engineering Graphics
- EVS 118 Introduction to Food Systems EVS
- 121 Gender and the Environment GEO
- 101 Planet Earth
- GEO 102 History of Earth and Life MAT
- 117 Mathematical Problem Solving MAT
- 151 Applied Calculus I
- PHY 101 General Physics I
- REE 128 Solar Thermal Systems
- REE 129 Fundamentals of Wind Energy
- SCI 103 Astronomy
- SCI 117 Meteorology



VIRTUAL HIGH SCHOOL GUIDELINES

Students in grades 11 and 12 may request to enroll in VHS. Due to the nature of our small size, students with exceptional abilities may require advanced coursework that we may not be able to offer. Additionally, occasional course conflicts may occur that create graduation requirement challenges. Therefore VHS serves the purpose of enabling these students access to courses that they would otherwise be unable to take. VHS is not an elective catalogue. Students must be the given parameters in order to take a VHS course. Upon request, all criteria will be reviewed by the principal and guidance counselor. Students will be notified at the end of the registration process as to whether their course request has been approved.

The following criteria for VHS requests is as follows:

1. Students must maintain a 3.0 as a senior or 3.25 as a junior or better average in the same subject area.
2. Students may enroll in **courses not offered** at Hopkins Academy. These courses **must demonstrate a substantial need** due to exceptional academic ability or significant course conflict pertaining to graduation requirements and/or career paths.
3. **Core course requirements cannot** be met through VHS courses.
4. May **only enroll in one** VHS course, and they must enroll to begin the school year. Students may select a single semester VHS course only if they agree to take another semester VHS course during the same time block for the second semester (the two semester long courses would equal one full year course for credits and weight).
5. All VHS courses will be **credited and weighted the same** as equivalent courses at Hopkins Academy.
6. Students will report to the library during the scheduled period under the supervision of the Librarian/VHS Site Coordinator. The VHS course instructor will determine grades, **not the Site Coordinator**, and they will be submitted to Hopkins Academy for report cards and transcripts.
7. The Administration and Guidance Department **may recommend** VHS courses to accommodate specific, unusual individual student needs (i.e., irresolvable scheduling conflicts or transfer situations).

Students who may not meet the criteria for VHS may still be considered for approval of a VHS course, but must be responsible for and pay the school rate of tuition for the course, as well as have the approval of parents, guidance and the Principal.



INDEPENDENT STUDY & TEACHING ASSISTANT GUIDELINES

Independent study is available to students, with approval of parents. Arrangements must be made with the teachers(s) and the guidance office. Approval of the principal is required. Independent studies are considered non-leveled coursework, unless prior arrangements are made with administration.

General policy

1. Assistantships or independent studies are limited to juniors and seniors in good academic standing.
2. Students may only have one scheduling block assistantship and/or independent study per year. (5 Credits total)
3. Students are expected to remain with the teacher they are assigned to, unless sent to complete a specific task.
4. Independent studies may also be taken for credit beyond the scheduled school day.
5. These courses are not calculated in GPA and do not count toward academic eligibility for athletics.

Independent Study – Graded on Hopkins Academy Grade Scale per IS Contract

If a student wishes to continue to learn about a subject they have already learned about or expand their knowledge into a new research area they may take an independent study. The student must find a qualified teacher who is willing to oversee their work and complete an independent study contract. Independent Study students will work with their teacher to design a focused course of study related to a field of interest to them. Students may be asked to develop projects or presentations as well as complete readings and assessments.

Teaching Assistant (Classroom or Organization)

Classroom Assistants- Pass/Fail

Students who have a special talent or passion for a subject and who wish to work alongside a teacher in running a class may request this course. Student Assistants will help students with class work, including projects, in class activities and other assignments. They will be expected to facilitate small groups of students or create study guides and review materials with or for students in the class. They will assist the teacher in researching and planning classroom assignments. Student Assistants may also assist students with the organization of their notebooks, test preparation, projects, long-term planning and makeup work.

Organization Assistant- Pass/Fail

Organization Assistants will assist the teacher/advisor in researching and planning for specific projects and/or an organizations activities; i.e. Student council president, newspaper editor, yearbook editor, Peer Mentor president, etc. Students will learn the ins and outs of leading a student extra-curricular activity and help the advisor with the regular planning and operation of the organization.



Hopkins Academy
Independent Study Contract

Student Name: _____

Email: _____ Current Grade: _____

Title of Independent Study: _____

Teacher Overseeing Project: _____ Class Period: _____

Semester(s) date(s) of Independent Study: _____ Credit to be earned: _____

Please attach a separate sheet of paper to explain the following:

1. Describe the goal(s) you wish to achieve.
2. List the specific steps involved in achieving your goal(s).
3. List the skills you will acquire in pursuing these your goals(s).
4. Describe how your work will be evaluated.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Principal's Signature: _____ Date: _____



Hopkins Academy Teaching Assistant Contract

Student Name: _____

Email: _____ Current Grade: _____

Teacher: _____ Class Period: _____

Semester(s): _____ Credit to be earned: _____

Please list some goals and what you plan to get out of this assistantship opportunity:

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Principal's Signature: _____ Date: _____



HOPKINS ACADEMY WORK-STUDY

GUIDELINES AND EXPECTATIONS

OVERVIEW:

The main objective of the Work-Study program is to provide an opportunity for high school students to continue their education while gaining valuable work experience under supervision. The Work-Study experience is designed to develop desirable work attitudes and promote understanding of the relationship between formal education and job success through supervised part-time employment as part of the total school program. Students will earn academic credit for the work experience that will count towards their high school diploma (Cannot replace any courses required for graduation). Students are granted permission to participate in this program only after consultation with the principal and guidance counselor. Students in Work-Study are expected to enter into a contract with the school, and among other things, are expected to fulfill all requirements of the academic courses assigned for the school phase of their program. *Students are not permitted to work for family members under work study.*

Students may take a total of 2.5-10 credits of work-study during junior and/or senior year. One 2.5 credit enrollment for work study is the equivalent of one semester for one block. This is approximately 4 hours per week and 80 hours over the course of the semester.

Students will:

1. Gain career awareness and exploration skills.
2. Develop workplace competencies and employability skills.
3. Work to build professional network.

Expectations:

Work Ethic and Professionalism Skills:

- **Attendance and Punctuality**
 - Showing up in timely manner prepared for work.
 - Providing sufficient notice if unable to report for work.
- **Workplace Appearance**
 - Dressing appropriately for position and duties.
 - Practicing personal hygiene appropriate for position and duties.
- **Accepting Direction and Constructive Criticism**
 - Accepting direction and feedback with positive attitude.
 - Willingness to improve and advance skills
 - Ability to work in a cooperative manner.
- **Understanding Workplace Culture, Policy and Safety**
 - Demonstrating understanding of workplace culture and policy.
 - Complying with health and safety rules for the specific workplace.
 - Respecting confidentiality and exhibiting understanding of workplace ethics.



Communication and Interpersonal Skills:

- **Speaking**
 - Speaking clearly
 - Using language appropriate to the environment
- **Listening**
 - Active listening
 - Making and maintaining eye contact appropriate to the workplace culture.
- **Interacting with Co-Workers**
 - Relating positively with co-workers
 - Working productively with individuals and in teams
 - Respecting racial and cultural diversity

Evaluation of Performance and Progress:

Student will:

- A.) Meet twice with guidance during their work-study to review progress towards goals.
- B.) Turn in to guidance *and* the principal weekly time sheets.
 - a. These must have obtained the appropriate signatures on these documents.
 - b. These must reflect the hours needed to meet credit requirement.
- C.) Turn in a final work performance evaluation from your supervisor, within the last week of the work-study arrangement.

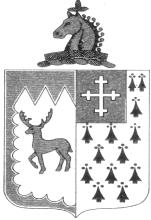
Assignments:

Students will periodically receive assignments as part of their internship grade. Examples of these assignments are reflections on their workplace, drafts of their resume or cover letter, personal statements and career related activities.

Termination from Internship:

Students are responsible for following the work-study expectations at all times. If students are found to be violating these expectations, a team meeting between the student, the site supervisor, and the parent/guardian may be held. Consequences can include termination from work-study placement or suspension. Additionally, if termination proceeds students will need to find a new placement within one week or enroll in courses at Hopkins.





Hopkins Academy
131 Russell St
Hadley, MA 01035
(413) 584-1106

Work-Study Contract

Part I: General Student Information

Name: _____

Street Address: _____

Town: _____ State: _____ Zip Code: _____

Current grade level: Junior Senior

Requesting internship for: Number of Credits _____ (2.5-10)

*upon approval student must identify which block(s) will be dropped and replaced with work-study

Part II: Work-Study Site Information

Name of Site: _____

Name of Site Supervisor: _____

Supervisor Email _____

Supervisor Phone Number _____

Address of Site _____

Anticipated period internship will occur during _____

I have read and acknowledge my understanding of the Hopkins Academy Work-Study Expectations document and plan to abide by these expectations at all times.

_____ Student Signature

_____ Parent/Guardian Signature

_____ Site Supervisor's signature

_____ School Counselor's signature

_____ Principal's signature



HOPKINS ACADEMY INTERNSHIP

GUIDELINES AND EXPECTATIONS

OVERVIEW:

The Hopkins Academy internship program provides students with the opportunity to build skills such as entrepreneurship, leadership, and teamwork. The internship program extends learning from the classroom into the workplace and prepares students for future employment and beyond.

The program additionally provides students with career exploration opportunities, supports the development of workplace skills, and fosters connections between academics and careers.

Students will:

1. Gain career awareness and exploration skills.
2. Develop workplace competencies and employability skills.
3. Work to build professional network

Expectations:

Work Ethic and Professionalism Skills:

- **Attendance and Punctuality**
 - Showing up in timely manner prepared for work.
 - Providing sufficient notice if unable to report for work.
- **Workplace Appearance**
 - Dressing appropriately for position and duties.
 - Practicing personal hygiene appropriate for position and duties.
- **Accepting Direction and Constructive Criticism**
 - Accepting direction and feedback with positive attitude.
 - Willingness to improve and advance skills
 - Ability to work in a cooperative manner.
- **Understanding Workplace Culture, Policy and Safety**
 - Demonstrating understanding of workplace culture and policy.
 - Complying with health and safety rules for the specific workplace.
 - Respecting confidentiality and exhibiting understanding of workplace ethics.



Communication and Interpersonal Skills:

- **Speaking**
 - Speaking clearly
 - Using language appropriate to the environment
- **Listening**
 - Active listening
 - Making and maintaining eye contact appropriate to the workplace culture.
- **Interacting with Co-Workers**
 - Relating positively with co-workers
 - Working productively with individuals and in teams
 - Respecting racial and cultural diversity

Work Place and Career Skills:

Students will also choose specific Workplace and Career Skills that they will focus on during their workplace experience.

Skills to choose from BUT NOT LIMITED TO:

- Collecting and Organizing Information
- Computer Technology
- Critical Thinking
- Interacting with Customers or Clients • Leadership
- Mathematics and Numeric Analysis
- Problem Solving
- Project Management
- Reading
- Research and Analysis
- Teaching and Instructing
- Time Management
- Understanding All Aspects of an Industry
- Writing
- Occupation-Specific Skills

Evaluation of Performance and Progress:

Students will meet twice during their internship to review progress towards goals. Students are responsible for turning in weekly time sheets and obtaining the appropriate signatures on these documents.

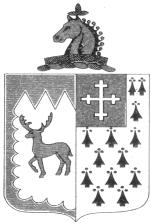
Assignments:



Students will periodically receive assignments as part of their internship grade. Examples of these assignments are reflections on their workplace, drafts of their resume or cover letter, personal statements and career related activities.

Termination from Internship:

Students are responsible for following the internship expectations at all times. If students are found to be violating these expectations, a team meeting between the student, the site supervisor, the internship team and the parent/guardian may be held. Consequences can include termination from internship or suspension from the internship.



Hopkins Academy
131 Russell St
Hadley, MA 01035
(413) 584-1106

Internship Contract

Part I: General Student Information

Name: _____

Street Address: _____

Town: _____ State: _____ Zip Code: _____

Current grade level: Freshmen Sophomore Junior Senior

Requesting internship for Semester one Semester two

Part II: Internship Site Information

Name of Site Supervisor: _____

Email _____

Phone Number _____

Address of Site _____

Anticipated period internship will occur during _____

I have read and acknowledge my understanding of the Hopkins Academy Internship Expectations document and plan to abide by these expectations at all times.

_____ Student Signature

_____ Parent/Guardian Signature

_____ Site Supervisor's signature



_____ School Counselor's signature

_____ Principal's signature

