

# **Hopkins Academy**



**7-12**

**Program of Studies**

**2024-2025**

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## MESSAGE TO PARENTS

The Program of Studies is published to describe the courses for the 2024-2025 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 transcribed. 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 7.

### **Core Expectations**

<b>Grade 7</b>	<b>Grade 8</b>
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	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: 140 Credits**

20 credits in English (English 9, English 10, and 2 core junior/senior classes)

20 credits in Mathematics (see trajectory)

20 credits in Social Studies (10 Credits: US History & 10 Credits in World History )]

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

15 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

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

Each year, students will register for 40 credits, giving them an opportunity to earn a total of 160 credits. Students must be registered for a full 40 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 40 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:

2024-2025 for High School Students to be Considered:

Sophomore (10th Grade) - 35 Credits

Junior (11th Grade) - 70 Credits

Senior (12th Grade) -105 Credits

A Graduate (Graduate) - 140 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 pm) on the last day of senior classes will result in a student not being allowed to participate in the 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 on their courses completed at Hopkins Academy, as well as their prior courses; note that it is within our discretion to re-compute the GPA. The students' grades from the previous school will be used to calculate a grade point average for Hopkins Academy Class Rank; again these grades may be adjusted to meet Hopkins Academy's standards. 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 1 full school year, between grades 9-12.

#### **4.0 GPA Scale**

	01	02	03/04AP	01	02	03/04AP
A+	4	4	4.3	C	2.0	2.3
A	4	4	4.3	C-	1.7	2.0
A-	3.7	3.7	4.0	D+	1.3	1.6
B+	3.3	3.3	3.6	D	1	1.3
B	3.0	3.0	3.3	D-	0.7	1.0
B-	2.7	2.7	3.0	F	0	0
C+	2.3	2.3	2.6			



## **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 in 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 (40 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 40 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 and 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 only two to three of their core subjects (or alternatively fail 2 or more core courses) will be required to attend and pass summer school to be promoted. Meetings with the principal, middle school team leader and school counselor will be held to conduct a summer plan for these students.

Students who pass only one or none of their core subjects (or alternatively fail 3 or more core courses) will be retained and will not have the option of summer school; 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 40 credits (8 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 reported to class and will be provided with alternative assignments to meet course expectations.

### **AP Course Examination**

All students enrolled in AP Courses must take the AP course at the end of the year. Hopkins Academy will pay for one exam per school year. The principal may approve additional exam costs at their discretion based on extenuating circumstances.

### **Graduation Requirement Requests**

Students who have graduation requirement requests such as not meeting a specific graduation requirement, must provide their request in writing to the principal. It is within the principal's discretion to grant or deny such requests.



## **SPECIALIZED GRADUATION 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)

## The Hopkins Advisory Program

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. Students will work with the same group of students and advisors throughout the middle school and high school years at Hopkins. These advisories contain specific lessons and occur in grades 7-12.

## The Civics Project

## 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.

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.

## COLLEGE AND CAREER PATHWAYS



**Innovation and Hopkins' Pathways**

- Business and Finance (IP)
- Life and Environmental Sciences (IP)
- Information Science and Technology (IP anticipated fall 2024)
- Clean Energy (IP anticipated fall 2024)
- Public Safety (HA)
- Future Educators (HA)



**College and Advanced Coursework**

- Early College High School
- Advanced Placement Courses
- Dual Enrollment
- Seal of biliteracy



**Workforce Education**

- Work Study
- General Internships

All students at Hopkins will take part in a weekly advisory program. Part of this program will be to complete the My Career and Academic Program or MyCAP. This program will assist students in identifying their own strengths and desires in order to plan their futures.

- Starting in grade 8 students will be introduced to the many pathways available at Hopkins as a part of the course registration process and be given the opportunity to ask questions.
- Grade 9 students will be reminded of the many pathways available at Hopkins as a part of the course registration process and be given the opportunity to ask questions and indicate which pathway they think they might be interested in.

- Grade 10 students will be reminded of the many pathways available at Hopkins as a part of the course registration process and be asked to choose which pathway they think they would like to try. They will also meet with the advisor of the program to go over what exactly their chosen pathway entails.
- Grade 11 students will be reminded of the many pathways available at Hopkins as a part of the course registration process and meet with the advisor of their chosen program to ensure that they are on track.
- Grade 12 will continue to work with the advisor of their program, the counseling staff, and their advisory teacher to achieve goals for the year and ensure that the steps they need to take to complete their program are being met.



### **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:

**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.

**Future Educators Pathway:** Students who are interested in a career in education, at any level, are encouraged to participate in the Future Educator Pathway. This pathway is designed to help students explore the many facets of the field as well as gain practical experience.

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 Advisors - All Cohorts**

Sara Jaber & Anna Cyr



## 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 transferable\* 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.

## **Hopkins Academy Pathways**

While not a DESE designated Innovation Pathway, Hopkins has developed its own Pathways to continue to support our students' specific interests. Please see Ms. Camuso or Ms. Cyr if you are interested in either.

## Public Safety Pathway

**Choose one of three focuses:** Fire, Police, Healthcare & Social Assistance

### Pathway Requirements

#### Coursework:

- 2 technical courses (required foundational courses\*)
- 2 advanced courses relevant to field of choice (HA, GCC/VHS courses)

#### Choose one:

- 100 intern hours, which is the equivalent on one period (split over two years, or all in one year)
- Final capstone project and presentation

	<b>Coursework and Choosing a Focus</b>	<b>In the Field &amp; Advanced Coursework (grade 11)</b>	<b>In the Field &amp; Advanced Coursework (grade 12)</b>
<b>Internship Requirements</b>	HA will offer presentations on all 3 areas to assist students in choosing a focus.	50 hours	50 hours
<b>Hopkins Course Options</b>	*Health (CPR/AED certification) *Biology Forensics Human Evolution	Chemistry Forensics Human Evolution Anatomy & Physiology Honors Biomedical Science AP Biology AP Chemistry	Forensics Human Evolution Anatomy & Physiology Honors Biomedical Science AP Biology AP Chemistry
<b>VHS/GCC Course Options (Examples)</b>	<a href="#">FEMA Courses</a> for exploration	Principles of Emergency Services (GCC) Fire Behavior and Combustion (GCC) Fire Prevention (GCC) Hazardous Material (GCC) Strategy and Tactics (GCC) Introduction to Criminal Justice (GCC) Police Process (GCC) Criminology (GCC) Emergency Medical Technician (GCC) Principles of Advanced Life Support (GCC) Human Growth and Development	Principles of Emergency Services (GCC) Fire Behavior and Combustion (GCC) Fire Prevention (GCC) Hazardous Material (GCC) Strategy and Tactics (GCC) Introduction to Criminal Justice (GCC) Police Process (GCC) Criminology (GCC) Emergency Medical Technician (GCC) Principles of Advanced Life Support (GCC) Human Growth and Development





## Future Educator Pathway

### Pathway Requirements

#### Coursework:

- 2 relevant technical courses (required foundational courses\*)
- 2 advanced courses relevant to field of choice (HA, GCC/VHS courses) in your subject area of focus. If you do not know your preferred subject area, or plan to teach elementary school, then one advanced math and English course will be taken.

#### Choose one:

- 100 Intern hours, which is the equivalent on one period (split over two years, or all in one year)
- Final capstone project and presentation

Examples of Relevant Technical Courses	Examples of Advanced Courses
<ul style="list-style-type: none"><li>• Psychology</li><li>• Sociology</li><li>• Ethics</li></ul>	<ul style="list-style-type: none"><li>• AP Language</li><li>• AP Literature</li><li>• AP Biology</li><li>• AP Chemistry</li><li>• AP Physics</li></ul>

### The Massachusetts Commonwealth Dual Enrollment Partnership (CDEP)

Hopkins Academy has a partnership for dual enrollment with Greenfield Community College and Holyoke Community College. The purpose of this program is to assist in the transition of high school students to college by giving them the opportunity to obtain college credit while in high school. The overarching goal is to increase the number of students who are college ready.

This program is open to eligible, motivated and independent juniors and seniors. Students will also need to complete placement exams and will need to review course selection with the guidance counselor. They may take one or more courses per the discretion of the college that they are enrolling in.

Students who meet eligibility guidelines are not guaranteed participation. Participation is at the discretion of the participating institution of higher education, subject to capacity constraints and state appropriation.

#### Application:

Students requesting dual enrollment must make the request in writing to the guidance counselor and principal. Student criteria will be reviewed and the students will be notified at the end of the registration process as to whether their course request has been approved.

Finally, dual enrollment is at the expense of the family and students do not qualify for federal financial aid.



## **Work Study**

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.

## **Internships**

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 do not have to be in the Innovation Pathway to participate in internships.





# 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. Approved college courses will be used in Hopkins Academy GPA calculations; courses used in ECHS will automatically qualify, all other college coursework requires principal approval to be included in the GPA. 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 third Friday in September (September 20th, 2024). 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. It is also possible that a change may not be made due to organizational needs.

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.

Examples of extenuating circumstances fall under one of these three categories:

- Advanced and/or Specialized Programming
- Concerns regarding safety or harm
- Multi Tiered Systems of Support (e.g. certain IEP/504 considerations, non promotion, etc.)

# Hopkins Academy Transcript Review

Name \_\_\_\_\_ Class of \_\_\_\_\_

Pathway: Innovation/College/Workforce Education

## Hopkins Academy Graduation Requirements

English, 4 units, 20 Credits

\_\_\_\_\_ English 9

\_\_\_\_\_ English 10

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Mathematics, 4 units, 20 Credits

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Social Studies, 4 units, 20 Credits

\_\_\_\_\_ World History I

\_\_\_\_\_ U.S. History I

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Science 4 units, 20 credits

\_\_\_\_\_ Physics

\_\_\_\_\_ Biology

\_\_\_\_\_ Chemistry

\_\_\_\_\_ Science Elective

\_\_\_\_\_ Language (2 units, 10 credits)

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P.E (4 units, 20 credits)

\_\_\_\_\_ P.E 9

\_\_\_\_\_ P.E 10

\_\_\_\_\_ P.E 11

\_\_\_\_\_ P.E 12

\_\_\_\_\_ Personal Finance (2.5 credits, 1 unit)

\_\_\_\_\_ Grade 9 Health (2.5 credits, 1 unit)

\_\_\_\_\_ Arts Requirement (2.5 credits, 1 unit)

## Other Courses and Elective Courses

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Total Credits \_\_\_\_\_



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

### English

English 9  
World Literature 10  
Honors British Literature  
AP Literature and Composition  
AP Language and Composition  
High School Theatre Arts\*  
Film Studies\*  
Modern American Literature (1920-present)  
Creative Writing\*  
Revolutionary Ideas in Literature  
Honors Gothic & Horror Literature  
Science Fiction and Dystopian Literature  
Tragic Literature

### Social Studies

U.S History I  
World History I  
U.S History II  
AP US History  
World History II  
Modern Conflict\*  
AP World History  
Indigenous Cultures & Mythology\*  
Psychology\*  
AP Psychology\*  
Sociology\*  
American Politics\*  
Ancient Civilizations & Cultures\*  
Ethics\*

### Science

Physics  
Biology  
Chemistry  
Honors Chemistry  
AP Environmental Science  
AP Physics I  
AP Biology  
AP Chemistry  
Forensic Science\*  
Biomedical Science\*  
Environmental Science\*  
Earth and Space science\*  
Human Evolution/History of Tech\*  
Environmental Sustainability\*  
Human Anatomy and Physiology

### 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  
AP Precalculus

### 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  
Spanish Language for Service Learning

### Fine/Performing Arts

High School Band\*  
Chorus\*  
High School Art  
Art History\* I & II  
Ceramics\*  
Painting\*

### Business/Econ

Personal Finance  
Economics\*  
AP Macroeconomics\*  
Business Law\*

### 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

### Media/Computer Design

Computer Science\*  
Advanced Computers \*  
Strategic Games & Simulation  
Computer Aided Film Design\*

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 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
English 9 →	World Lit →	AP Lit → AP Language →	AP Lit AP Language
			British Lit
			Gothic Lit SciFi and Dystopian Lit Modern Am Lit Revolutionary Ideas in Lit Tragic Literature
		British Lit →	AP Lit AP Language
			Gothic Lit SciFi and Dystopian Lit Modern Am Lit Revolutionary Ideas in Lit Tragic Literature
			AP Lit AP Language
		Gothic Lit→ SciFi and Dystopian Lit→ Modern Am Lit→ Revolutionary Ideas in Lit→ Tragic Literature→	British Lit
			Gothic Lit SciFi and Dystopian Lit Modern Am Lit Revolutionary Ideas in Lit Tragic Literature

Course offering by year:

	Core Offerings	Elective Offerings
<b>2024-2025</b>	English 9 World Literature Revolutionary Ideas in Literature Sci Fi and Dystopian Literature Tragic Literature AP Lit	Creative Writing Film Studies
<b>2025-2026</b>	English 9 World Literature Modern Am Literature Horror & Gothic Literature British Literature AP Language	Creative Writing
<b>2026-2027</b>	English 9 World Literature Revolutionary Ideas in Literature Sci Fi and Dystopian Literature AP Lit	Creative Writing Film Studies
<b>2027-2028</b>	English 9 World Literature Modern Am Literature Horror & Gothic Literature British Literature AP Language	Creative Writing

## 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****College Prep (02)****Prerequisite:** English 9**Grade 10****Credits: 5**

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 Kafka, Hosseini, Marquez, 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 #0305 – Revolutionary American Voices: Ideas that Shaped a Nation****College Prep (02)****Prerequisite:** English 10**Grades 11-12****Credits: 5**

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 revolutionary trends in American writing over time. We will investigate shifting genres and styles in response to the changing trajectory of American history. 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****College Prep (02)****Prerequisite:** English 10**Grades 11-12****Credits: 5****(Not offered in 2024-2025)**

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****College Prep (02)****Prerequisite:** English 10**Grades 11-12****Credits: 5**

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 Asimov, Bradbury, Dick, Le Guin and Butler 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 #0047-- A World of Pain: Tragic Literature**  
**College Prep (02)**  
**Prerequisite:** English 10

**Grade 11-12**  
**Credits: 5**

This course takes you through a world of physical and emotional turmoil in literature. The students in this course will explore contemporary literature and examine the root causes of the characters and authors dissatisfaction with their surroundings. They'll use philosophical texts from writers like Sigmund Freud and Karl Marx to further analyze the works of authors like Margaret Atwood and Joseph Conrad - and in doing so, will create hypotheses as to why some of literature's biggest figures suffer. The course will use a variety of assessments ranging from essays and presentations to formal discussions and research projects.

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

**Grades 11-12**  
**Credits: 5**  
**(Not offered in 2024-2025)**

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**  
**Honors (03)**  
**Prerequisite:** English 10

**Grades 11-12**  
**Credits: 5**  
**Recommendation:** C or better in previous year's English course  
**(Not offered in 2024-2025)**

Incorporates a survey of British literature ranging from the 7<sup>th</sup> century to the 20<sup>th</sup> 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**  
**Advanced Placement (04AP)**  
**Prerequisite:** English 10

**Grades 11-12**  
**Credits: 5**  
**Recommendation:** B- or better in previous year's English course  
**(Not offered in 2024-2025)**

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**Recommendation:** B- or better in previous year's English course

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 #0212 – High School Theater Arts  
Elective (02)****Grades 9-12****Credits: 5****(Not offered in 2023-2024)**

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 theater 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  
Elective (02)****Grades 9-12****Credits: 5**

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.



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)**

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:

	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th grade</b>
Standard Path	World History I →	US History I →	World History II/US II	US II/World History II
Advanced Track	World History I →	US History I →	AP World History/AP US History	AP US History/AP World History

Course offering by year (subject to change based on student interest):

	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 Ancient Cultures and Civilizations
2023-2024	World History I US History I World History II AP World History US History II AP US History	Modern Conflicts Ethics
2024-2025	World History I US History I World History II AP World History US History II AP US History	Psychology Sociology Mythology and Indigenous Peoples

### **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:** US History I, recommended with a B- or higher

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

**Grades 11-12  
Credits: 5**

**Prerequisite:** World History I, recommended with a B- or higher



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-#0030 Ethics College Prep (02)**

**Grades 9-12  
Credits: 5  
(Not offered in 2024-2025)**

This course is designed to introduce students to the fundamental questions of moral philosophy, with attention to both classic and contemporary readings. (What is it to be a good human being, and to act morally? How do we decide what morality demands of us in some situations?) Also addresses some issues of current moral debate. The course will consist of lectures, discussion of case studies, analysis of literature and film, and extensive student participation. A better understanding of the nature of the right and the good, ethical character, and agency, and the methods of philosophy in acquiring this understanding.

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

**Grade 9-12  
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)**

**Prerequisite:** Recommendation of at least a B- in a prior social studies class

**Grades 11-12  
Credits: 5  
(Not offered in 2024-2025)**

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 College Prep (02)**

**Grades 9-12  
Credits: 5  
(Not offered in 2024-2025)**

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.

**Course#- 0213 Mythology and Indigenous Cultures  
College Prep (02)**

**Grades 9-12  
Credits: 5**

This class will explore the culture, history and mythologies of various groups of people that are often left out of the historical narrative. Through research and discussion students will develop their problem solving skills as they plan and execute a variety of projects and presentations. Students will also explore much of global mythology including, but not limited to, creation myths, hero myths, destruction myths, and legends. Students will write their own myths and develop their own worldview based on what they have learned.

**Course #142 – Sociology  
College Prep (02)**

**Grades 9-12  
Credits: 5**

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.

**Course#0961- American Politics  
College Prep (02)**

**Grades 9-12  
Credits: 5  
(Not offered in 2024-2025)**

American Politics builds upon previous knowledge of the United States government and civics. Students will analyze primary and secondary sources, examine current events, and participate in debates. Some of the topics covered may include the foundations and institutions of the U.S. government, citizenship, civic participation, civil rights and liberties, political parties, interest groups, the media, public policy, and international relations.

## **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 Sub-Saharan 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 7-8

(Not offered in 2024-2025)

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 twenty (20) credits (Physics, Biology, Chemistry or Honors Chemistry, and at least one elective or AP science) are required for graduation. It is recommended that students that want to take multiple Advanced Placement classes take more than one science class in their 10th, 11th, and/or 12th grade year.

### Science Department Pathways

9th grade	10th grade	11th grade	12th grade
Physics→	Biology→	Chemistry → Honors Chemistry→ AP or Honors Science→	Science Elective AP or Honors Science

Course offering by year:

	Core Offerings	Elective Offerings	Middle School
2024-2025	Physics Biology Chemistry Honors Chemistry AP Physics AP Biology	Human Anatomy and Physiology Forensics Earth and Space Science	Science 7 Science 8 Ecology & Oceanography (7&8) STEAM Lab (7&8)
2025-2026	Physics Biology Chemistry Honors Chemistry AP Chemistry AP Environmental Science Biomedical Honors	Environmental Science Human Evolution STEM Innovations Environmental Sustainability	Science 7 Science 8 Building for Tomorrow (7&8)
2026-2027	Physics Biology Chemistry Honors Chemistry AP Physics AP Biology	Human Anatomy and Physiology Forensics Earth and Space Science Environmental Sustainability	Science 7 Science 8 Ecology & Oceanography (7&8) STEAM Lab (7&8)
2027-2028	Physics	Environmental Science	Science 7





	Biology Chemistry Honors Chemistry AP Chemistry AP Environmental Science Biomedical Honors	Human Evolution STEM Innovations	Science 8 Building for Tomorrow (7&8)
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**Course #239 – Physics (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 foundational 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 biological science. Students will be actively engaged in investigations of topics including the chemical basis of life, biochemistry, cellular biology, principles of heredity, DNA and protein synthesis, evolution, and ecology. These concepts will be examined through laboratory investigations, modeling, interactive investigations, reading assignments (homework), projects, and lectures. Students will study and apply the scientific method to their lab work as well as learn to interpret data through the use of graphical representations. Students 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)**  
**Required:** Completed Algebra I

**Grades 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 sciences, and engineering.

**Course #233 – Honors Chemistry (lab-based)**  
**Honors (03)**  
**Required:** Algebra I recommended with a B or better.

**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 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 #0043 -- AP Environmental Science  
Advanced Placement (04AP)**

**Grades 11-12  
Credits: 5  
(Not offered in 2024-2025)**

**Recommendation:** Completion of Physics, Biology, and Algebra I with B or better.

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

**Course#0250 - AP Physics 1  
Advanced Placement (04AP)**

**Grades 11-12  
Credits: 5**

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

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)**

**Grades 11-12  
Credits: 5**

**Recommendation:** College Preparatory Biology with a B+ or better, or permission from the instructor. Also, completion of or enrollment in 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 College Board 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.



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

**Grades 11-12**  
**Credits: 5**  
**(Not offered in 2024-2025)**

**Recommendation:** 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.

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

**Grades 11-12**  
**Credits: 5**  
**(Not offered in 2024-2025)**

**Recommendation:** 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, the genetic and molecular basis of cancer, 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 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. 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. A student considering a career in the Biological sciences should take this course to build an enriched foundation of biological concepts'

**SCIENCE DEPARTMENT ELECTIVES**

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

**Course #220 – Environmental Science**  
**Elective (02)**

**Grades 9-12**  
**Credits: 5**  
**(Not offered in 2024-2025)**

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.



**Course #0064 – Environmental Sustainability (PLTW)**  
**Elective (02)**

**Grades 9-12**  
**Credits: 5**  
**(not offered 2024-2025)**

Environmental Sustainability (ES) is a high school-level specialization course in PLTW Engineering. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions

**Course #2511 – Forensic Science**  
**Elective (02)**

**Grades 9-12**  
**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 Earth and Space Science**  
**Elective(02)**

**Grades 9-12**  
**Credits: 5**

This elective allows students to explore additional and more complex phenomena related to Earth processes and systems, interactions among Earth's systems, and interactions of Earth's systems and human actions. Students will be able to apply a variety of science and engineering practices to three core ideas of earth and space science: Earth's place in the universe, Earth's systems, and Earth and human activity. Particular emphasis is placed on science and engineering practices of developing and using models; constructing explanations; and obtaining, evaluating, and communicating information.

**Course #848 Human Anatomy and Physiology**  
**Elective (02)**

**Grades 10-12**  
**Credits: 5**

Anatomy and Physiology is an engaging and comprehensive course designed to introduce high school students to the intricacies of the human body's structure and function. This course delves into the organization and systems of the human body, exploring the relationships between structure and function at various levels, from cells to organs and systems. Through a combination of lectures, hands-on activities, laboratory experiments, and multimedia resources, students will gain a deep understanding of human anatomy and physiology. The course emphasizes critical thinking, problem-solving, and scientific inquiry, encouraging students to analyze and interpret anatomical structures and physiological processes. Key topics covered include: Introduction to Anatomy and Physiology, Cellular Biology, Skeletal System, Muscular System, Nervous System, Cardiovascular System, Respiratory System, Digestive System, Endocrine System, and the Reproductive



System. Throughout the course, students will engage in laboratory investigations, dissections (where permissible), interactive models, and case studies to reinforce theoretical knowledge with practical application. Discussions on health-related topics, medical advancements, and ethical considerations in healthcare will also be integrated into the curriculum. By the end of this course, students will have developed a solid foundation in human anatomy and physiology, enabling them to comprehend the complexities of the human body and its functions, laying a strong groundwork for further studies in medical and biological sciences.

**Course #217 Human Evolution and the History of Technology  
Elective (02)**

**Grades 9-12  
Credits: 5  
(Not offered in 2024-2025)**

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. Students will gain an evolutionary perspective of life on Earth through the study of 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. Subsequently we will study the factors that led to the development of our human traits. Students will study each known hominid and the 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.

**Course #0962 – STEM Innovations  
Elective (02)**

**Grades 9-12  
Credits: 5  
(Not offered in 2024-2025)**

STEM Innovations is an independent research and project based class. Students will collaborate with peers and draw upon their knowledge of the design process to find solutions to problems. An emphasis will be placed on conducting research, the design process, data collection and analysis, and presenting their findings. Students will explore STEM careers, have an opportunity to participate in the Massachusetts STEM challenge, MSEF Region 1 and State Science Fairs, and start to learn how to network by contacting and visiting local businesses and/or laboratories.

**MIDDLE SCHOOL SCIENCE COURSES**

**Course #270 - Science 7**

**Grade 7**

Grade 7 Science will focus on cycles, systems, and movement of energy beginning with the Earth and its environments. Students will begin the year learning about 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 develop a model to demonstrate how matter is cycled through an ecosystem, describe the process of natural selection, and show the importance of biodiversity. Students will then learn 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. 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**

**Grade 8**

This grade 8 science course covers four major units; chemistry, cells and heredity, water and the atmosphere, and astronomy.. In the chemistry unit, students learn that everything they encounter is made of matter, but different substances may have different properties such as its density, when the substance will melt, and if it can conduct electricity or heat. Students will then dive deeper into what matter is made of by learning about atoms, elements, and chemical reactions. In the cells and heredity unit, students will learn about cell organelles and structures, the relationship between form and function, genetic mutations, DNA, and many more. Students will also engage in the water and atmosphere unit which focuses on oceans, atmospheric events, and climate change over time. In the astronomy and space science unit, students explore topics such as the history of space exploration, the solar system, rockets, star phenomena, and the properties of black holes. 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 Elective**

**Grades 7 & 8  
(Not offered in 2024-2025)**

This hands-on, project based STEM class combines science, technology, engineering, and mathematics. In this class students will work with peers to solve building challenges, improve scientific process techniques, and become scientists and engineers by designing their own experiments and prototypes. Students will have the opportunity to complete a science fair project if they choose to do so.

### **Course #271 - Environmental Ecology Elective**

**Grades 7 & 8**

This elective course is designed for middle school students interested in learning more about the ecology and environments within the Pioneer Valley and the rest of the world. From dinosaurs roaming our lands, to the glaciers shaping our valley, students will begin the course by learning about the unique natural history of Western Massachusetts. As students progress through the course, they will learn about soils and climate, biodiversity and what affects it, land management techniques, the carbon, nitrogen, phosphate, and water cycles, and conservation methods. Students will study not only the land ecology but marine ecosystems as well, from our oceans and coastlines to lakes and ponds. Hands-on laboratory investigations, art projects, and professional speakers will help reinforce and illustrate key concepts covered in the course. Student's will strive to become advocates of our natural world through collaborative projects to protect our native environment as climate change progresses. This course will expose students to other academic topics, including chemistry, biology, earth science, environmental science, oceanography, civics, and math.



**Course #0048 - MS Engineering  
Elective**

**Grades 7 & 8**

This hands-on, project based STEAM class combines science, technology, engineering, art, and mathematics. Students will use critical thinking skills to solve real world problems such as designing zoo habitats and animal road crossings, building wind turbines and a home that can withstand a tsunamis, designing and building a prototype to clean the microplastics from our waters, designing a disease to become a cure, build their own pacemaker prototypes, develop ideas to reduce carbon dioxide emissions, and many more great projects. Students will have the opportunity to complete a science fair project if they choose to do so that they can use to compete at the Massachusetts Science and Engineering Fairs.





## MATHEMATICS DEPARTMENT

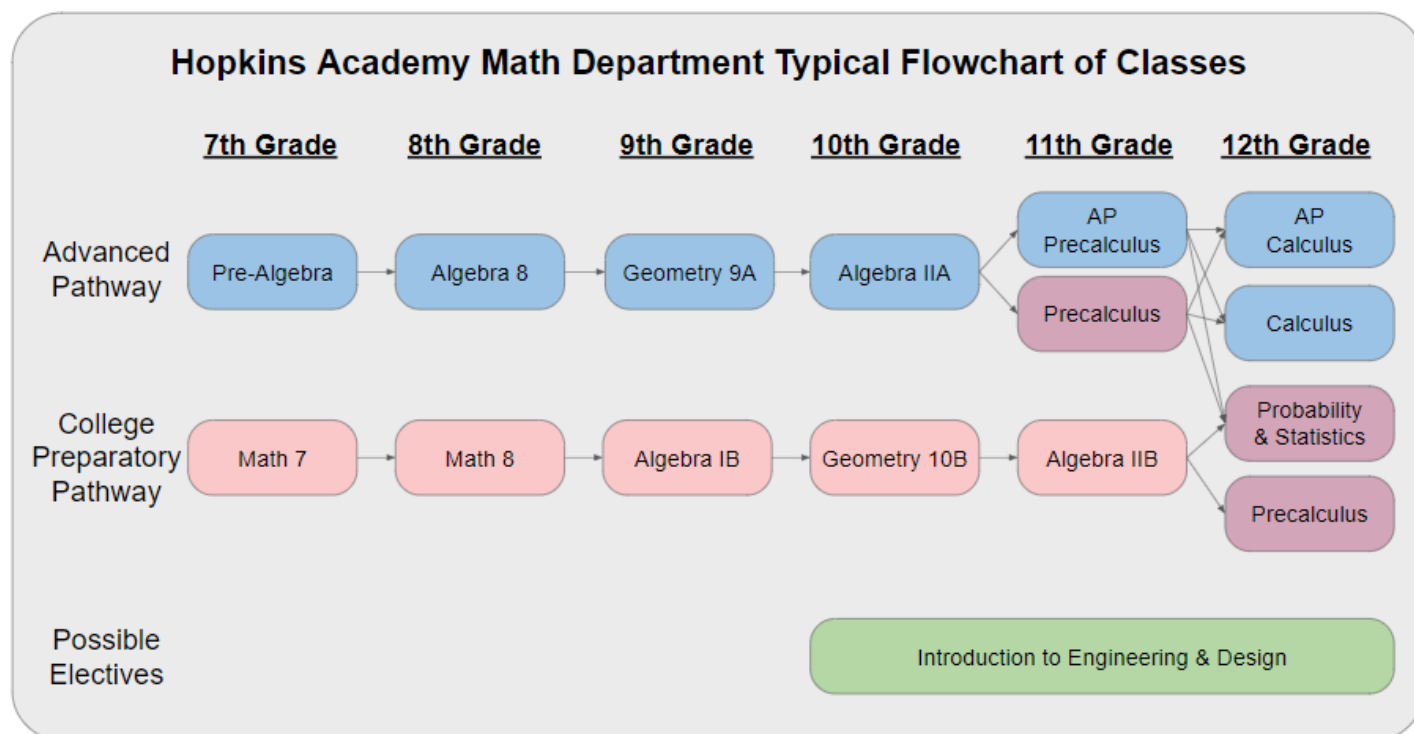
In order to meet MassCore standards, which prepare students for college and career, **students will need to successfully complete four units of math to meet graduation requirements.** All mathematics courses are delivered at the College Prep level (02) or above. The math department also has an Honors 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 12<sup>th</sup> 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 for high school students is:

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

The typical College Preparatory math sequence for high school students 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**

**Recommendation:** 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**

**Recommendation:** 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**

**Recommendation:** Successful completion of Algebra I with a grade of C or better or recommendation of a 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**

**Recommendation:** 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**

**Recommendation:** 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**

**Recommendation:** 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  
(Not offered 2024-2025 school year)**

**Recommendation:** 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, vectors, complex numbers, sequences and series, and probability.

**Course #0223 – AP Precalculus  
Advanced Placement (04AP)**

**Grade 11-12  
Credits: 5**

**Recommendation:** 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. 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 #341 – AP Calculus AB**  
**Advanced Placement (04AP)**

**Grade 12**  
**Credits: 5**

**Recommendation:** 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)**

**Grade 12**  
**Credits: 5**

**Recommendation:** 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**

**Recommendation:** 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)**

**Grades 11-12**  
**Credits: 5**  
**(Not offered 2024-2025 school year)**

**Recommendation:** 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)**

**Grades 11-12  
Credits: 5  
(Not offered 2024-2025 school year)**

**Recommendation:** 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)**

**Grades 9-10  
Grades 9-10  
Credits: 5  
(Not offered 2024-2025 school year)**

**Recommendation:** 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**

**After the 2024-2025 school year, this course will be offered every other year.**

**Recommendation:** 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, circuit design, coding, 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 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**

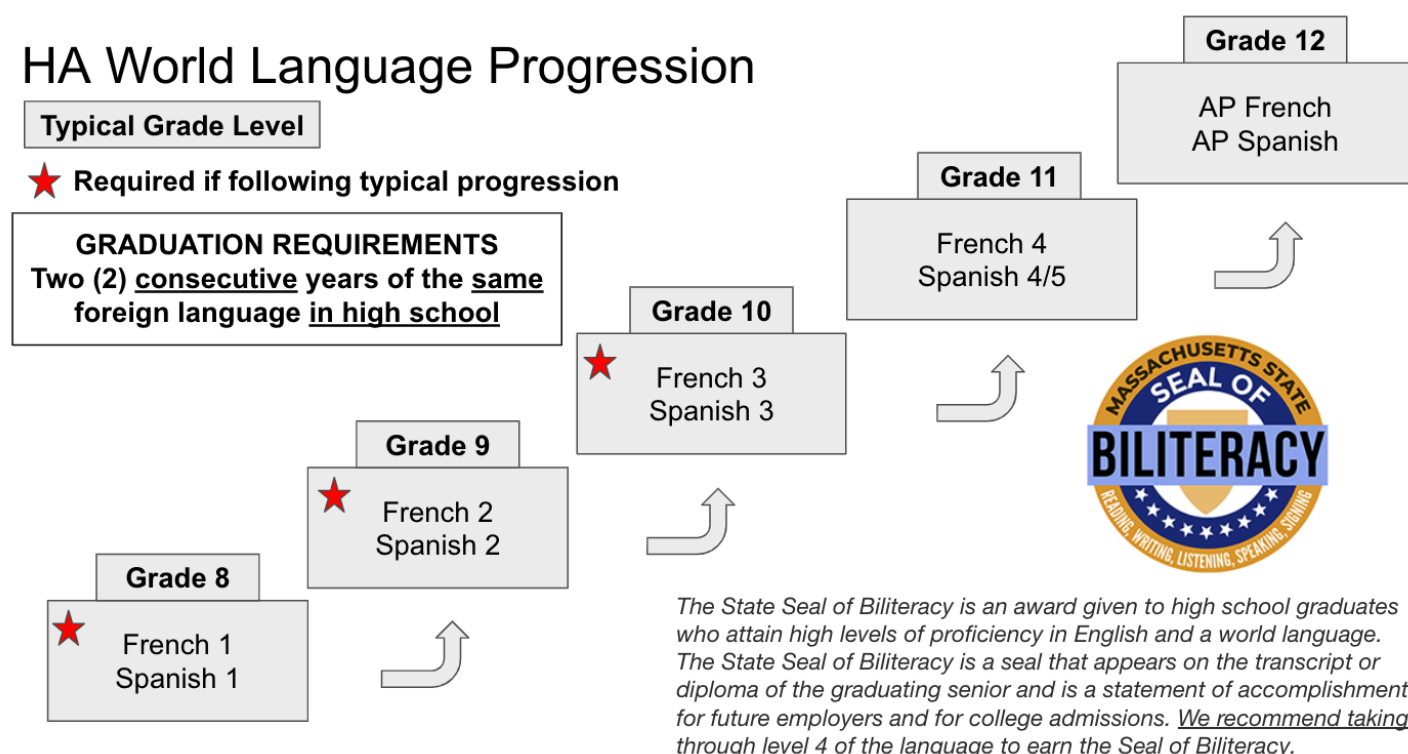
**Grade 7  
(Not offered 2024-2025 school year)**

**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



### Course #0409 French I College Prep (02)

**Grades 8-12**  
**Credits: 5**

*Bienvenue à la classe de français !* This full year course has six units that focus on: greetings and personal identity, food, holidays, free time, school, and pets. We listen to songs, watch cultural videos, play games, do projects, and read authentic language. All forms of communication - interpersonal, presentational, and interpretive - are incorporated. Classes are conducted at least 90% in French and students are expected to speak French as well. Available to high school students, scheduling permitting.

### Course #0410 Spanish I College Prep (02)

**Grades 8-12**  
**Credits: 5**

*¡Hablamos español!* 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, school life, 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. Students are required to successfully complete two years of World Language at the high school level, regardless of 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 families, homes/towns/cities, clothing, music, pioneers and innovators, and cuisine. We learn about *haute couture* fashion, listen to songs from famous French-speaking artists and learn about delicious dishes from cuisine of the Francophone world. We continue to improve our three modes of communication: interpersonal, presentational, and interpretive using pre-AP strategies. Classes are conducted at least 90% in French and students are expected to speak French as well. This course is generally offered to students in 9th grade. Prerequisite: successful completion of French I.

**Course #422 Spanish II**  
**College Prep (02)**

**Grades 9-12**  
**Credits: 5**

*¡La Aventura Empieza!* 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 friends and activities, clothing, vacation/leisure time, and food/dining, health and wellbeing. 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 !* This year-long course covers units on jobs, social media, health and medicine, sports, *griots*, and the graphic novel *Banana Girl*. Students will create their own African tale in French, draw their own *bande dessinée* (comic) and diagnose a mystery patient. Classes are conducted at least 90% in French and students are expected to speak French as well. Prerequisite: successful completion of French II.

**Course #0432 Spanish III**  
**College Prep (02)**

**Grades 10-12**  
**Credits: 5**

*¡Cruzando fronteras!* 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 of diverse backgrounds, leisure time, immigration, life abroad. Students will learn the importance of being a global citizen. 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 the cultures of the Spanish speaking world.





**Course #441 Honors French IV  
Honors (03)**

**Grades 11-12  
Credits: 5**

*On atteint des hauteurs inégales !* Vocabulary that is covered in this course is Versailles and UNESCO sites, human rights, fairy tales and *la Belle et la Bête*, future technologies, and *Tristan et Iseut*. During the first semester, students will engage with culture by watching Jean Cocteau's *La Belle et la Bête* (1946), proposing a new UNESCO site, and giving a speech on a human rights issue of their choice. During the second, students will write an original story about the far future or an alternate reality, and they will read the novel *Tristan et Iseut*, write an essay about the novel, and create an original work of art. Classes are conducted at least 90% in French and students are expected to speak French as well. This course is generally offered to students in 11th grade.

**Course #442 Honors Spanish IV/V  
Honors (03)**

**Grades 11-12  
Credits: 5**

*¡Somos ciudadanos globales!* 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, beliefs, art, 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 #0222 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 *Le Dernier jour d'un condamné* and Faïza Guène's *Kiffe kiffe demain*, as well as selections from Charles Baudelaire's *Les Fleurs du mal*. Students will also watch Kamel Ouali's musical *Le Roi Soleil* 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. **Prerequisite: successful completion of Spanish 4 with a B- or above.**





**Course #0228 Spanish Language for Service Learning  
College Prep (02)  
(not offered 2024-2025)**

**Grades 10-12**

**Credits: 5**

**Prerequisite:** Successful completion of Spanish II, III or IV.

**Course Description:** This course concentrates on building Spanish competency through projects that will interact with underserved Spanish-speaking communities in the Pioneer Valley. The course will include a background in current socio-political situations that have been the catalyst for the need for work in this area. Students will do hands-on projects that will serve people in our surrounding communities.

**Course #0228 -Service Learning and Activism in the Spanish Speaking Community  
Elective (02)**

**Grades 11-12  
Credits: 5**

Visit various locally owned businesses and organizations in Western Massachusetts that aim to serve Spanish speaking populations, and learn about the important issues that they face, as well as their efforts to resolve tensions in the community at large. Meet activists who seek to make real change and discover your own personal passions and forms of activism through volunteer work and service. We will dedicate class time to building background knowledge about the organizations that we visit and to creating meaningful products that support those organizations.

**Prerequisites:** Students must have completed their World Language requirement for high school. This course is open to Juniors and Seniors. Students must have some interest in the Spanish language and the cultures of Spanish speakers. Students must be responsible and respectful during fieldwork to community organizations.

**Course #0062 - Conversational Spanish and Culture  
Elective (02)**

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

Are you interested in becoming conversationally fluent in Spanish? Would you like to dive deep into learning more about Spanish speaking cultures through watching movies, listening to music, eating and cooking food, dancing, studying history, and going on field trips? Look no further! This class strives to accelerate your communication in the Spanish language through fun, low pressure language acquisition methods and juicy cultural explorations that inspire you to engage more with Spanish speaking cultures.

**Prerequisites:** Students must have completed their World language requirement for high school. This course is open to Juniors and Seniors. Students must have some interest in the Spanish language and the cultures of Spanish speakers. Students must be responsible and respectful during fieldwork to community organization

**MIDDLE SCHOOL WORLD LANGUAGE COURSES**

The Middle School World Language curriculum is designed to allow all students to have an opportunity to learn and experience some foundational French or Spanish language and culture in the 7<sup>th</sup> grade. Students then continue with that language for study at level I of the language selected in the 8<sup>th</sup> grade school year.

**Course #0409 French I**

**Grade 8**



*Bienvenue à la classe de français !* This full year course has six units that focus on: greetings and personal identity, food, holidays, free time, school, and pets. We listen to songs, watch cultural videos, play games, do projects, and read authentic language. All forms of communication - interpersonal, presentational, and interpretive - are incorporated. Classes are conducted at least 90% in French and students are expected to speak French as well. 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**

*¡Hablamos español!* 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, school life, 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. Students are required to successfully complete two years of World Language at the high school level, regardless of whether or not they take Spanish I at the 8th grade level. It is also offered to 9th grade students.

### **Course #470 – Spanish 1A (Grade 7)**

*¡Hola y bienvenido!* In this exploratory course, students will learn a variety of phrases related to introductions, greetings, small conversations, animals, and weather. The units are immersion in Spanish and may include “*El Muchacho Pastor*,” “*Coyote y Cuervo*,” “*El Ratoncito del campo*,” and “*Liliana y la rata*.” All forms of communication - interpersonal, presentational, and interpretive - are incorporated. Classes are conducted at least 90% in Spanish and students are expected to speak Spanish as well. This is a quarter course, the other quarter students will study French.

### **Course #473 – French 1A (Grade 7)**

*Bonjour et bienvenue !* In this exploratory course, there are units on food, endangered animals, *Un Monstre à Paris*, art, and travel. Students will adopt an endangered animal, eat some yummy French food, and watch the animated film *Un Monstre à Paris*. All forms of communication - interpersonal, presentational, and interpretive - are incorporated. Classes are conducted at least 90% in French and students are expected to speak French as well. This is a quarter course, the other quarter students will study Spanish.

## **ENGLISH LANGUAGE DEVELOPMENT**

### **High School**

#### **Course#0181- English Language Development Level 1 Unleveled (01)**

**Grade 9-12  
Credit 5**

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#0182- English Language Development Level 2 Unleveled (01)**

**Grade 9-12  
Credit 5**

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#0183- English Language Development Level 3 Unleveled (01)**

**Grade 9-12  
Credit 5**

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#996- English Language Learner Support Unleveled (01)**

**Grade 9-12  
Credit 5**

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.

### **Middle School**

#### **Course#0151- English Language Development Level 1 Unleveled (01)**

**Grade 7-8**

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- English Language Development Level 2 Unleveled (01)**

**Grade 7-8**

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- English Language Development Level 3 Unleveled (01)**

**Grade 7-8**

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

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)**

**Grades: 10-12  
Credits: 5**

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.

### **Course #500 – Business Law College Prep (02)**

**Grades: 10-12  
Credits: 5**

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.

### **Course # – 0505 AP Macro Economics Advanced Placement (04AP) Not offered 2023-2024**

**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  
College Prep (02)**

**Grades: 10-12  
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 #10013 Computer Science Essentials (PLTW)  
Elective (02)**

**Grades 9-12  
Credits: 5**

Collaborate to solve problems and create value for others through innovation and creativity. Through programming mobile apps, self-driving vehicles, and authentic day-to-day solutions, students learn computational thinking skills and put their designs into practice. Whether these are your first steps in computer science, or a continuation of your journey, Computer Science Essentials will give you confidence to succeed today and beyond.

**Course # Cybersecurity (PLTW)  
Elective (02)**

**Grades 9-12  
Credits: 5**

PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

**Course #10011 – Computer Science Principles (PLTW)  
College Prep (02)  
Not offered 2024-2025**

**Grades 10-12  
Credits: 5**

Express your creativity through code. Analyze computing innovations and the impacts they have on our lives. Use abstraction and algorithmic thinking to solve problems and create value for others. Develop, analyze, implement, and test programs developed for a purpose. Learn to uncover patterns in data, protect data, and explore how the internet connects the world in which we live. Whether seeking a career in the growing field of computer science or learning how computer science is transforming all careers, students in Computer Science Principles learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. Prerequisite: Computer Science Essentials

**Course #0216 – Computer Aided Film Design  
Elective (02)  
Not offered 2024-2025**

**Grades 10-12  
Credits: 5**

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 Premiere 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.



**Course # 007 - High School Computer Science: Strategic Games and Simulation Learning**      **Grades 9-12**  
**Elective (02)**      **Credits:**  
**Not offered 2024-2025**

This high school computer science class will concentrate on teaching and learning using simulation software. The class will also examine strategic games and the world of esports. As a class we will explore the relationship between physical fitness and screen off and on time. The class will also explore current technology topics such as artificial intelligence, social media and mass surveillance. Grades 9-12

### **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. This course can only be taken one time in middle school.



## MUSIC & FINE ARTS COURSES



### **Course #0217 – Band Elective (02)**

**Grades 9-12  
Credits: 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 #0218 – Chorus Elective (02)**

**Grades 9-12  
Credits: 5**

The Hopkins Academy Chorus is a singing ensemble that performs many styles of music. Chorus performs at least two concerts per year, and in some years participates in competitions. This class meets every other day for the year. No prior experience is required.

## 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)

Students in Middle School Chorus sing various styles of music, including contemporary and classical music. Students learn basic concepts of choral singing, including rhythm, sight-reading, harmony, and intonation. There will be at least two performances per year. No prior experience is required.

## 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**

- Advanced Art (Year long)
- Art History (Not currently offered)  
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 #0220 – High School Art Elective (02)

**Grades 9-12**  
**Credits: 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 (Not Offered 2024-2025 School Year) College Prep (02)

**Grades 10-12**  
**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. 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.

The class covers a variety of areas which changes slightly from year-to-year and includes: 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; 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 — HS Advanced Art - Focus on Ceramics & Painting**

**Grades 10-12 Elective (02)** \*This is an upper level art course and requires HS Art as a prerequisite.

**Credits: 5**

This year-long course is designed to give students an in-depth experience working with two major art mediums, clay and acrylic paint.

During the fall semester, students will focus on ceramics -the art of clay, creating 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, as well as safe handling practices for clays and glazes. Students will not only have the opportunity to use earthenware clay and glazes, but the stoneware clays and glazes which are preferred by professional artists.

During the Spring semester, students will shift to a focus on acrylic painting that will begin with an intellectual deep-dive into the Elements and Principles of Art as they specifically relate to painting. Students will be asked to complete a variety of works including, still lifes, landscapes, and portraiture including self-portraits. A particular emphasis of the course is having students focus on the interplay of light and shadow, as well as to develop a Painterly style.

With instructor approval, students may take this course more than once, although expectations for student growth and achievement will increase commensurate with experience.

## **MIDDLE SCHOOL ARTS COURSES**

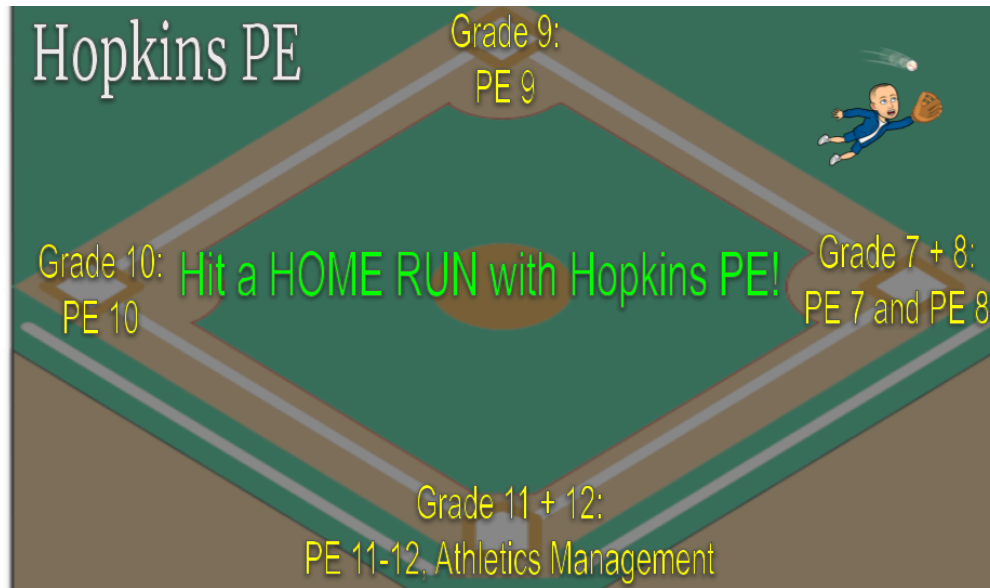
### **Course # 770 – Middle School Art (Grade 7 & 8 Elective)**

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



**Course #963 – Physical Education 10**  
**Course #941 -- Physical Education 9**  
**Elective (02)**

**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, Pickleball, Fitness & Nutrition

**Course #0221 -PE & Sports Management**  
**Elective (02)**

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

Have you ever wondered what it would be like to run your own athletic program? This combines the team sports, individual and dual sports, recreational and lifetime activities or PE class with Athletic Management. 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, and give presentations to the class. The class will also

feature a field trip to a college to learn more about how a college athletic institution runs, and students will be able to interact with college staff members in the field. 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, snow shoeing, wiffle ball, fitness testing, 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. 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, as well as engage in social emotional competencies.

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 semester course. The curriculum includes the study of healthy relationships and decision-making. The course also introduces a study of drugs and alcohol and resources and impacts of use. 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, done through engaging in social emotional competencies.



## INNOVATION PATHWAYS

**All pathway students must complete either:**

- Capstone Project OR
- Internship

### **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. This project utilizes current research methods and involves a formal presentation at the end.

### **Course #22501– Pathways Internship Unlevelled (01)**

**Grades 9-12  
Credits: 5**

A rigorous internship consisting of at least 100 hours to meet the requirements of Perkins and/or HQCCP programs. With prior principal approval, students may also complete an internship over the summer.

### **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

### **Future Educator pathway requirements**

- Take Psychology at Hopkins Academy
- Take one college level Educational practices course that supports diversity and inclusion
- Participate in the Future Educators club and related activities led by a UMass intern



- Complete a 100 hour Teaching Assistant Internship in an education setting

## **EARLY COLLEGE HIGH SCHOOL**

### **Liberal Arts Pathway**

You will be required to take one college level English and one college level math. This leaves two more courses of choice. You are free to choose any courses GCC has to offer, below are some of the hundreds they have to offer.

### **STEM Pathway**

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

<b>Other Possible courses for Liberal Arts</b>	<b>Other Possible courses for STEM</b>
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 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 LAT 101 Elementary Latin I MOM 110 Medical Terminology PHI 104 Introduction to Ethics PHI 107 World Religions	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 PHY 101 General Physics I REE 128 Solar Thermal Systems REE 129 Fundamentals of Wind Energy SCI 103 Astronomy SCI 117 Meteorology

## **SKILLS, INTERNSHIPS AND LEADERSHIP**

### **High School**

**Course #0638 & 0639 – Academic Support  
Unlevelled (01)**

**Grades 9-12  
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 ([application here](#)). 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. [Full expectations are here](#). **Students are not permitted to work for family members under work study, without prior principal approval.**

## Course #0061 - General Internship Unlevelled (01)

**Grades 11-12  
Credits: 2.5-10**

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. Please see the [Internship Expectations](#) and [application](#) for more information. With prior principal approval, students may also complete an internship over the summer.

## Course #0052- Independent Study Unlevelled (01)

**Grades 11-12  
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. With prior approval, Independent Study courses may be graded with traditional letter grading and be included in the GPA. Students may not enroll in more than 5 credits annually. Complete [this contract](#) if interested in enrolling in an independent study.\*

## Course #259– Teaching Assistant Unlevelled (01)

**Grades 11-12  
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. Students may not enroll in more than 5 credits annually. Additionally students may only TA in grades pre-k-10. [The contract is here](#).\*

\*See [expectations here](#) for more information regarding independent study and teaching assistantships.



## **Middle School**

### **Course #0041 – Strategies for Learning (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.

## **FUNCTIONAL LIVING SKILLS COURSES**

### **Course #902 - Functional Living Skills Program 9 Elective (02)**

**Grades 9  
Credits: 5**

This course is designed to give 9-12th grade students the opportunity to develop and learn skills that are used in everyday life with activities and routines that are essential for independence. These skills exist in all settings throughout the day and are designed to meet the needs of students with disabilities and delays in executive functioning that impact their ability to access general curriculum and essential life skills. This class will address functional academic skills, executive functioning skills, interpersonal communication, social skills, and personal and domestic maintenance skills.

Prerequisite: Teacher approval and placement

### **Course #789 - Functional Living Skills Program 10 Elective (02)**

**Grade 10  
Credits: 5**

### **Course #788 - Functional Living Skills Program 11 Elective (02)**

**Grade 11  
Credits: 5**

### **Course #787 - Functional Living Skills Program 12 Elective (02)**

**Grade 12  
Credits: 5**

### **Course #0010 - Functional ELA Skills 9 College Prep (01)**

**Grade 9  
Credits: 5**

This course in conjunction with the Functional Living Skills Course is designed to develop those ELA skills (reading, writing, and communication) needed to become independent learners and be successful in daily living.

### **Course #786 - Functional ELA Skills 10 College Prep (01)**

**Grade 10  
Credits: 5**

### **Course #792 - Functional ELA Skills 11 College Prep (01)**

**Grade 11  
Credits: 5**

### **Course #793 - Functional ELA Skills 12 College Prep (01)**

**Grade 12  
Credits: 5**





**Course #0304 - Functional Math Skills 9  
College Prep (01)**

**Grade 9  
Credits: 5**

This course in conjunction with the Functional Living Skills Program is designed to develop the essential, practical, and everyday math skills needed to become an independent learner and to be successful in daily living.

**Course #795 - Functional Math Skills 10  
College Prep (01)**

**Grade 10  
Credits: 5**

**Course #796 - Functional Math Skills 11  
College Prep (01)**

**Grade 11  
Credits: 5**

**Course #797 - Functional Math Skills 12  
College Prep (01)**

**Grade 12  
Credits: 5**

**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**

**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 catalog. Students must meet 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.



