

# **HOPKINS ACADEMY**



## **7-12**

# **Program of Studies**

## **2019 - 2020**

**HIGH SCHOOL PROGRAM OF STUDIES 2019 – 2020**

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## MESSAGE TO PARENTS

The Program of Studies is published to describe the courses for the 2019-2020 academic year and to aid students and parents, together with the school, in meeting graduation and post-secondary admissions requirement and choosing suitable and challenging programs. In addition to what is published here, the Director of Guidance 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 is also designed to provide students with an understanding and respect for cultural and socio-economic diversity. 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**

20 credits in English (English 9, 10, 11 and 12, or AP English Lit/AP English Language)

20 credits in Mathematics

15 \*credits in Social Studies (US History I, US History II, Modern World History are required)

15 credits in Science (Physics and Biology are required)

10 credits in Physical Education

10 credits in World Languages (unless approved by waiver)

2.5 credits in Personal Finance (required for Class of 2020)

2.5 credits in the Arts (art, band, chorus)

Remaining credits in additional core or electives courses (25 credits must be in courses that meet MassCore requirements)

**TOTAL CREDITS REQUIRED: 120 Credits**

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.

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

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

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

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 Proficient threshold scaled score of 240 on the Gr. 10 English Language Arts and the Math MCAS tests; **or**
2. Meet or exceed the Needs Improvement threshold scaled score of 220 on the Gr. 10 English Language Arts and Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan **and**
3. Meet or exceed the Needs Improvement threshold scaled score of 220 in Science/Technology

### Special Notes

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

### 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:

2019-2020 for High School Students to be Considered:

Sophomore (10th Grade) - 30 Credits  
Junior (11th Grade) - 60 Credits  
Senior (12th Grade) - 90 Credits  
A Graduate (Graduate) - 120 Credits

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

### Program Adjustments and Waivers

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

In the past, students have been allowed credit for courses taken at nearby colleges and universities. According to the Education Reform Act, students may now receive both high school and college credit for these courses. However, 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. Independent study is available to students, with approval of parents. Arrangements must be made with the teachers(s) and the guidance office. Approval of the principal is required. Independent studies are considered non-leveled coursework, unless prior arrangements are made with administration.

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**

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

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

\*Any student who fails English in the 9<sup>th</sup> or 10<sup>th</sup> grade for the year should make it up in the summer immediately following the course. Failure to do so will result in the student not graduating with his/her class. **Students cannot take two English courses simultaneously until their 11<sup>th</sup> or 12<sup>th</sup> grade year.**

### **Special notes relating to Physical Education**

Students may be excused from the physical education requirement for the following reasons:

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

### **Course Leveling**

There are three levels of courses offered at Hopkins Academy that affect a student’s GPA: Advanced Placement(**04AP**), Honors (**03**), and College Prep (**02**). Some courses do not carry a level and may be Elective (**02**) or (**01**). These courses are elective courses that are not factored into a student’s GPA, unless a student’s education plan requires a non-college prep core course be provided to allow a student access to the curriculum. Hopkins students may also take approved college courses (**04**). Students who take college courses through dual-

enrollment or other approved programs, receive a GPA from the college. College courses are not used in Hopkins Academy GPA calculations. Students may take courses in all levels during the same year. Considerable work outside of class is required at each level. In all levels students develop appropriate skills to work effectively in the subject area.

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

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

**College Prep (02):** These 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) and 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 un-weighted.

### **Course Add/Drop**

The cut-off for adding or dropping a course is the last Friday in September.. Any changes after this date require the recommendation of teachers involved and the approval of the principal. Any approved course changes after the add/drop period will result in a student receiving a mark of withdrawal (W) on their 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.

### 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)**

**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 Golding, Hosseini, Hesse, and Achebe will be discovered through close analysis, discussion and skill work. A variety of analytical essays will be taught, including but not limited to: literary analysis, synthesis and rhetorical analysis. Research skills will be taught with emphasis on evaluating sources, correct in-text citation, and MLA format. Vocabulary growth and grammar development are encouraged through the context of reading and writing in class as well as specific morphology work and mini-lessons.

**Prerequisite:** English 9

#### **Course #0038 – War Literature College Prep (02)**

**Grade 11-12  
Credits: 5**

Co-taught by the English and history department, this course is a survey course of significant wars through history and the world. We will focus on the historical contexts of the wars and society through study of primary documents, literary nonfiction and fiction. We will read texts such as: *Lysistrata*, *Hiroshima*, *Black Hawk Down* and *Red Platoon*. Grammar and vocabulary will be developed through close reading of the required texts. This course will develop writing skills through frequent analytical, argumentative, and research essays. Formal presentations, discussion, podcasts, and art comparisons will also extend students' understanding of the ways in which literary genres connect to other concurrent cultural genres and conventions. **Prerequisite:** English 10

**Course #031 – American Literature**  
**College Prep (02)**  
**(Not offered in 2019-2020)**

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

This course is a survey course of American Literature with historical and cultural perspectives. We will focus on texts from authors such as Twain, Dickinson, Hawthorne, Poe, Vonnegut, Fitzgerald, and more to understand developing trends in American writing over time. We will investigate shifting genres and styles in response to the changing trajectory of American history. Grammar and vocabulary will be developed through close reading of the required texts. This course will develop writing skills through frequent analytical, argumentative, and research essays. Formal presentations, discussion, podcasts, and art comparisons will also extend students' understanding of the ways in which literary genres connect to other concurrent cultural genres and conventions. **Prerequisite:** English 10

**Course #039 –Exploring Life in Literature and Composition**  
**College Prep (02)**  
**(Not offered in 2019-2020)**

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

This course has a heavy emphasis on close reading and composition. Critical and analytical reading, writing and thinking skills are developed through a thematic course of study focusing on ideas such as: home, family, identity, culture, love, art, tradition vs. progress, war, and peace. These ideas will be explored through analysis of classic and contemporary texts such as: *Fences* by August Wilson, *The Importance of Being Earnest* by Oscar Wilde, *Brave New World* by Aldous Huxley and many more. Students will write for a variety of purposes, lengths, and formalities. Grammar and vocabulary development will also be a focus, but the focus will be within the context of reading and writing and how to use grammar as a tool. Media and technology will be evaluated and used as primary tools in active and engaged learning. In addition students will develop an inquiry topic to explore that will culminate in a Capstone Project, which includes a research paper and presentation. **Prerequisite:** English 10

**Course #097 –Ethnic American Literature**  
**College Prep(02)**

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

A contemporary fiction course, Ethnic American Literature will focus on texts from American authors with a varied heritage. Authors such as Angelou, Tan, Walker, Alvarez, and Kincaid may be closely read and studied. The historical and cultural contexts of these authors and texts will be a focal point of lectures, discussion and analysis. The course will develop writing skills with frequent writing. Types of writing may include: analytical essays, arguments, researched essays. Formal presentations and discussions such as Socratic seminars will be used as well. Grammar and vocabulary will be studied within the context of reading and writing. **Prerequisite:** English 10

**Course # 041 Honors British Literature**  
**Honors (03)**

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

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 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. **Prerequisite:** Minimum grade of C in English 10 or teacher approval

**Course #040 AP Language and Composition**  
**Advanced Placement (04AP)**

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

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 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. **Prerequisite:** Successful completion of English 10 with a B- or better, or permission from instructor.

**Course #042 – AP English Literature and Composition**  
**Advanced Placement (04AP)**

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

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. **Prerequisite:** Successful completion of English 10 with a B- or better, or permission from instructor. (recommended as a senior)

## **ENGLISH ELECTIVES**

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

**Course #0037 – High School Theatre Arts**  
**Elective (02)**

**Grades 9-12**  
**Credits: 2.5**

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

**Course #0032 - Film Studies**  
**Elective (02)**

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

**(Not offered in 2019-2020)**

As Roger Ebert famously quipped, "It's not what a movie is about, it's how it is about it." In this course, we will explore America's love affair with film by discussing some of Hollywood's biggest hits of all time in all of the major film genres. We will study the history of American cinema and consider films that shaped the

industry and the nation. In so doing, we will consider the increasingly reciprocal and symbiotic relationship between the arts & humanities and film. This course will introduce students to the basics of film production, narrative, genre, editing, performance, sound, theory, and critical review, among other things. It will expose students to a variety of films produced in America and internationally. Finally, we will study the ways in which films function as commercial/entertainment/artistic artifacts and examine how we might place them within certain historical/cultural perspectives.

**Course #0033 Public Speaking**

**Grades 9-12**

**Elective (02)**

**Credits: 2.5**

**(Not offered in 2019-2020)**

This is a project-based performance class which intends to familiarize students with the preparation and delivery of various speeches, enhance public speaking skills, and make students better able to evaluate their own performance. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They will also study how to incorporate well-designed visual and multimedia aids in presentations. By emphasizing speech preparation and learning techniques for managing communication anxiety, the course aims to reduce students' anxiety in public presentations.

**Course #186 -Personal and Professional Communication**

**Grades 9-12**

**Elective (02)**

**Credits: 2.5**

**(Not offered in 2019-2020)**

In this course students will write in a variety of career and "real world" scenarios. They will become familiar with the genre of the letter (cover, to the editor, friend, invitation, complaint, etc). as well as the art of the resume. Other subjects involve how to write a formal email, memo and business proposal. Finally, students will spend some time on applications and application essays. **(Not offered in 2018-2019)**

**Course #187 - Media and Marketing**

**Grades 9-12**

**Elective (02)**

**Credits: 2.5**

Communication through visual means and twenty-first century literacy skills are becoming increasingly important. This class is designed to introduce students to the creative visual aesthetics and communication skills needed in order to deliver a message or story through visual media. Students will explore and apply knowledge of digital tools and related resources as a means for increased media literacy, written expression and production. Students will focus on communication strategies across multiple platforms, such as print, digital, video and audio media. Each semester's project will vary, but the emphasis will be on information design using a variety of visual and structural forms of production.

**Course #046 Creative Writing**

**Grades 9-12**

**Elective (02)**

**Credits: 5**

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

**MIDDLE SCHOOL ENGLISH COURSES**

**Course #081 – 8th Grade English**

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 #071 – 7th Grade English**

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 # 0034 – Media & Communications (Grade 7 & 8 elective)**

In this Middle School elective option, 7<sup>th</sup> and 8<sup>th</sup> grade students will examine a variety of topics around effective and ethical communications in a variety of media. The course will allow students to creatively use technology and other media to design compelling presentations, such as TED talks, podcasts and other multi-media presentations. Interpersonal skills that incorporate tone, consideration for one's audience and intent of messages will be core themes, as students develop team communications with peers and enhance their public speaking skills. Students will work to understand harm that can be done in electronic communications, such as text, email and snapchat and work to understand the importance of cultural sensitivity in all forms of communication.

### **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

## CORE COURSES

### **Course #132 – U.S. History I College Prep(02)**

**Grade 9  
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.

### **Course #134 – U.S. History II College Prep (02)**

**Grade 10  
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 the 20th Century. Skills emphasized in the course are those of organization, oral and written communication, and analysis of primary documents.

### **Course #130 AP US History Advanced Placement (04AP)**

**Grade 10-12  
Credits: 5**

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. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should 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. An AP U.S. History course should thus develop 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. This course may be used to fulfill a student's US History II graduation requirement.

**Prerequisite:** At least a B- in US History I or teacher recommendation.

### **Course # – World History II Honors Honors (03)**

**Grade 11  
Credits: 5**

World History II Honors is a yearlong course that is designed to further develop critical thinking, historical research, and writing skills through the study of various world cultures. The topics will cover significant events, individuals, developments, and processes in the periods between the Middle Ages and the Cold War. Students will 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. Students will study the development of democratic, secular and scientific thought in the major events and developments of European history through the Italian Renaissance and post-industrial society up until the present day. Units may also include geography, language, history, government, the economy, literature and the arts. This course may be used to fulfill a student's World History II graduation requirement. **Prerequisite:** At least a B- in a prior history class or teacher recommendation.

### **Course #126 – World History II College Prep (02)**

**Grade 11  
Credits: 5**

This yearlong course is designed to further develop critical thinking, historical research, and writing skills through the study of various world cultures. 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 the history of the major empires

and political entities including the Byzantine Empire and the major pre-Columbian civilizations of the Western Hemisphere. Students study the development of democratic, secular and scientific thought in the major events and developments of European history through the Italian Renaissance and postindustrial society up until the present day. Units may include geography, language, history, government, the economy, literature and the arts.

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

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

The study of European History since 1450 introduces students to cultural, economic, political, and social developments that play a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in Modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. This course may be used to fulfill a student's World History II graduation requirement. **Prerequisite:** At least a B- in a prior history class or teacher recommendation.

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

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

In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. 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: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course may be used to fulfill a student's World History I graduation requirement. **Prerequisite:** At least a B- in a prior history class or teacher recommendation.

### ELECTIVE COURSES

**Course #237 World History III: 1950- The Present**  
**Honors (03)**

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

This course will cover topics beginning around 1950 and continuing with current topics and events. The course will be thematic based, covering a range of topics that will include: Modern Terrorism, Global Economic and Political Changes, Globalization, Civil Rights, and Genocide. The goal of the course is to give students a solid understanding of the world they currently live in.

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

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

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

**Course #192 – AP Psychology**  
**Advanced Placement (04AP)**

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

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

**Course #142 – Sociology**

**Grades 10-12**

**College Prep (02)**

**Credits: 2.5- 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 #137 Mythology**

**Grades 10-12**

**College Prep (02)**

**Credits: 5**

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

**Course #139 Philosophy**

**Grades 10-12**

**College Prep (02)**

**Credits: 5**

Students will explore the Philosophy of the Western World. They will look at the ideas of Plato, Aristotle, Hume, and Kant. They will look at the meaning of reality, the trustworthiness of their own thoughts, and the source of human morality. Students will develop their own worldview based what they have learned.

**Course #193 American Politics**

**Grades 10-12**

**College Prep (02)**

**Credits 2.5**

Students will gain a solid foundation in the structure and function of the US government. They will examine and respond to many of the fundamental and lasting questions of American Politics. The course will examine some topics by utilizing a case study approach, meaning students will look at the historical and current context of the issues. Some of the topics covered may include religious toleration, immigration law, marriage rights and separation of powers.

**Course #524 – Economics**

**Grades: 10-12**

**College Prep (02)**

**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 end of this class a student will have a better understanding of the world and its' economic happenings.

**Course #500 – Business Law**

**Grades: 10-12**

**College Prep (02)**

**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 Commercial Code and analyzing case problems relating to business situations

will be covered. In addition to regular reading and writing assignments, as well as tests, and quizzes, a research paper is a requirement of 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 #194 Modern Entrepreneur and Leadership  
College Prep (02)**

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

For this class students will be introduced to some of the world's Modern Leaders and Entrepreneurs (MLE). Students will study the MLE's habits and methods to learn about what has made them successful. If you are interested in how Warren Buffett made 72 billion dollars, in how Peter Thiel the founder of Paypal knew Facebook would be a hit, in how an immigrant that grew up in a house without running water could win Mr Universe, become a movie star and then governor, this class is for you. If you wish to learn about the strategies and tactics leaders use to lead, this class is for you. If you want a chance study the habits of successful people and integrate those habits into yours, this class is for you. This class is primarily design for those that enjoy class discussion, debate and philosophical thought.

**Course # – 0505 AP Macro Economics  
Advanced Placement (04AP)**

**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 work load 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 individual's future financial well-being.

## **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 Europe. Students study these topics by exploring guiding questions such as, "How did the concept of self-government develop?" and "Why do empires rise and fall?"

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

**Grade 8**

This course has been designed to give 8th grade students an understanding of the foundations of our government, and their roles as citizens. Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study

these topics by exploring various court cases and events that have helped shape the U.S. government, and as well as the U.S. culture.

**Course # 471 Hands on Humanities**

**Grade 7**

This course will give 7th grade students the opportunity to utilize project based learning to enhance their understanding of ancient history and geography. The course is designed for students to hone their research, organizational, and critical thinking skills by researching and completing hands-on projects both in the classroom and at home.

## SCIENCE DEPARTMENT COURSES

### **Course #239 – Physics College Prep (02)**

**Grade 9  
Credits: 5**

This class is a one-year introductory lab course to learn about the fundamentals of physics. Topics include mechanics, thermodynamics, electricity, magnetism, sound and light. Math skills will be limited to manipulation of simple algebraic equations. Emphasis will be on understanding the concepts of physics. The class will include laboratory experiences, demonstrations, projects, and computer simulations.

### **Course #240 – Advanced Physics Honors (03)**

**Grades 11-12  
Credits: 5**

This class is a year-long laboratory based course designed for those students who plan to enter the science or health fields. The course is an introduction to the basic concepts of physics, and will require knowledge of Algebra and basic Trigonometry. The first part of the course will deal extensively with Newtonian Mechanics and will be followed by studies of electricity, magnetism, heat, and light. Students will be expected to participate in: lectures, lab activities, homework assignments, field trips, class discussions and demonstrations. Video presentations, computer simulations and computer probes will also be used extensively. **Prerequisites:** Successful completion of Pre-Calculus or concurrent enrollment in Pre Calculus

### **Course #221 – College Preparatory Biology College Prep (02)**

**Grade 10  
Credits: 5**

This introductory biology course provides opportunities for students to explore the concepts in life science in an intensive academic environment. Students will be actively engaged in investigations of topics including ecology, biochemical cycles (energy transfer in biological systems), cell biology, principles of heredity, biochemistry, evolution, biological history, and human physiology. These concepts will be examined through laboratory investigations, modeling, interactive investigations, reading assignments (homework) and some lecture. Students will study and apply scientific methods to their lab work and learn to use statistical analysis techniques to validate or dismiss scientific data. Through the process of repeated revision based on peer and instructor criticism, students will produce a scientific research paper. At the conclusion of the course, students will use their new knowledge to complete a final project in Astrobiology.

### **Course #220 – Environmental Science College Prep (02)**

**Grades 11-12  
Credits: 5**

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

**Course #250 – Forensic Science  
Elective/College Prep (02)**

**Grades 11-12  
Credits: 2.5**

This semester long elective science course is a study of the practical application of fields of biological, physical and chemical science to matters of the law. 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 a hands-on experience and to review lecture material.

**Prerequisites:** Successful completion of Physics 9, Biology, Chemistry and Geometry

**Course #241 – Advanced Biology  
Honors (03)**

**Grades 11-12  
Credits: 5**

**Course #242 -- AP Biology  
Advanced Placement(04AP)**

**Grades 11-12  
Credits: 5**

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. 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 typically studied in a first year college biology course. These include biochemistry, cell biology, principles of heredity, molecular genetics, evolution, animal behavior, and human physiology. Prerequisites: The course is open to juniors and seniors who have successfully completed College Preparatory Biology with a B or better, or permission from the instructor. Also, the student must have completed or be currently taking chemistry.

**Course #251 – Chemistry and Society  
College Prep (02)**

**Grade 11-12  
Credits: 5**

Topics: Water Quality and Supply, Resources: Use and Conservation, Petroleum: Fuel and Feedstock, Chemistry of Food and Nutrition, Nuclear Chemistry, Air and Climate, Chemistry and Health, and The Role of Chemical Industry in Our Society.

This year long chemistry course provides a foundation in the skills and concepts of chemistry with a focus on the applications of chemistry to everyday living. The curricular units are laboratory oriented and are organized to help students develop critical thinking and problem solving skills such as evaluating alternative solutions, objectivity of sources, and interpreting quantitative information from tables, charts and graphs, without the level of mathematics expected at the college preparatory chemistry course level. This course is a laboratory based course and would fulfill the state requirement that all students complete three laboratory based classes before graduation. **Prerequisites:** Completion of Conceptual Physics, Biology, and Algebra I

**Course #231 – College Preparatory Chemistry  
College Prep (02)**

**Grade 11-12  
Credits: 5**

This yearlong, high school 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, the mole, stoichiometry, the gas laws, acids and bases, chemical equilibrium, and oxidation – reduction. Scientific practices, critical thinking, problem solving, and the use and development of models will be emphasized. The rigor and content of the course is beneficial to students interested in attending college, and it is particularly beneficial to those students who are interested in

pursuing careers in the areas of health, medicine, all science and engineering. This course requires skill in algebra. Ownership of a scientific calculator is required. Students in Grade 10 can take this course concurrently with biology with permission of instructor. **Prerequisites:** Must have completed Algebra II

**Course #233 – Honors Chemistry  
Honors (03)**

**Grades 11-12  
Credits: 5**

Honors Chemistry is a year-long course, the purpose of which is to give students an understanding and appreciation of what makes up the world around them and to help them realize the role chemistry will play in their personal and professional lives. This course is a study of the basic laws of chemistry, focusing on the common elements of the study and arrangement of elements, atoms and their structure, interactions and energy relationships. This course is designed for students who have shown a proficiency, and who have exhibited interest and enthusiasm for STEM. Emphasis is placed on science and engineering practices with the intent of helping students prepare for the rigors of lab science courses that may be encountered in college. A high level of comfort in mathematical problem solving is necessary for success in this course. This course will follow the same curriculum as the college preparatory course but will cover the topics in greater depth and in include additional inquiry and lab activities. **Prerequisites:** Must have completed Algebra II

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

**Grades 11-12  
Credits: 5**

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. **Prerequisites:** Successful completion of College Preparatory Chemistry and Algebra II with a B or better, or permission from instructor.

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

**Grades 11-12  
Credits: 5**

Students will examine cutting edge advancements in the field of biomedical science as they examine the interactions of the major human body systems, molecular genetics, virology (study of viruses with special focus on high profile human viruses) and genetic engineering. Students will enrich their learning by researching human hereditary diseases and the biology of various human viruses/microbes, and explore how genetic disease and pathogens affect the human body. These research projects will place great emphasis on the ever evolving medical interventions designed to combat human disease. Through the process of repeated revision based on peer and instructor criticism, students will present their findings in the form of oral reporting, scientific writing and posters. Real world cases will be examined and students will play the roles of biomedical professionals to solve medical mysteries. This course will include extensive readings, research assignments and the hands on dissection of a cat. **Prerequisite:** The course is open to juniors and seniors who have successfully completed College Preparatory Biology with a B or better or permission from the instructor.

## **MIDDLE SCHOOL SCIENCE COURSES**

### **Course #280 - Science 8**

This grade 8 science course covers a variety of topics starting with an introduction to chemistry where students learn about atoms, chemical bonding, elements, states of matter and much more, followed by a unit on water and the atmosphere; focusing on oceans, atmospheric events, and climate change over time. As the course progresses, students will study a unit on cells, cellular structures, and genetics. The genetics portion of the course encompasses Mendeleev's basic principles, mutations, genetic disorders, evolution, and DNA. The final unit covers astronomy and space, exploring topics such as history of space exploration, the solar system, rockets, and technology in space. 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 daily. Students will often be asked to work cooperatively with classmates thus enhancing their collaboration, communication and critical thinking skills.

### **Course #270 - Science 7**

Grade 7 Science will focus on cycles and systems starting with an environmental science unit. Students will be able to examine and interpret data to describe the role human activities have played in the earth's environments and the effects of those activities on availability of resources. Students will be able to describe the process of natural selection, develop models demonstrating how matter is cycled through an ecosystem, and conduct investigations to show the relationship between matter and energy transfer. Students will be able to analyze data and draw conclusions about how earth's surface has changed over time and the likelihood of future geological events occurring. Students will then move onto a Forces and Energy unit. Through an investigative process, students will collect data and construct and interpret graphs to describe the relationship between kinetic, 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 #475 - Building for Tomorrow (7<sup>th</sup> Grade)**

This project based STEM class combines science, technology, engineering, and mathematics. Through a science fair project students will solve their own problem by using either the scientific method or the engineering design process. Student will also focus on how manufacturing and transportation systems are used to produce and move goods as well as the importance of sustainability. Students will use unit rates to draw and build models to scale, demonstrate the input, process, output, and feedback of a system, show how geometry is used in the real world, and how probability is used to predict events.

## 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 Mathematics program 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 the teachers.*

The typical Honors math sequence is:

Geo 9A/Algebra 2A/Honors Precalculus/AP Calculus

The typical College Prep math sequence is:

Algebra 1B/Geo B/Algebra 2B/Precalculus

### **Course #349 – Integrated Math I**

**Grades 9-10**

### **Course #350 -- Integrated Math II**

**Grades 9-10**

### **College Prep (02)**

**Credits: 5**

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

### **Course #312 – Algebra IB**

**Grade 9-10**

### **College Prep (02)**

**Credits: 5**

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

### **Course #332 – Algebra IIB**

**Grade 11**

### **College Prep (02)**

**Credits: 5**

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

### **Course #311 – Geometry A**

**Grade 9-10**

### **Honors (03)**

**Credits: 5**

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

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

**Grade 10  
Credits: 5**

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

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

**Grade 10  
Credits: 5**

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

**Course #330 –Precalculus  
College Prep (02)**

**Grades 11-12  
Credits: 5**

The study of algebra is continued in the study of exponential functions, logarithmic functions, rational functions, conic sections, sequences and series, and probability. Students will also study trigonometry including trigonometric functions, their uses, graphs and identities, and the use of the functions for solving triangles. **Prerequisite:** Successful completion of Algebra II with a C or better and/or teacher recommendation.

**Course #331 – Honors Precalculus  
Honors (03)**

**Grade 11-12  
Credits: 5**

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. This course is a prerequisite for AP Calculus. **Prerequisite:** Algebra IIA and Geometry A with a B- or better and/or have the recommendation of the teachers

**Course #320 – 21<sup>st</sup> Century Consumer Math  
College Prep (02)  
(Not offered in 2019-2020)**

**Grades 11-12  
Credits: 5**

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 #341 – AP Calculus  
Advanced Placement (04AP)**

**Grade 12  
Credits: 5**

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. **Prerequisite:** Precalculus and the approval of the Math Department

**Course #344 – Honors Calculus  
Honors (03)**

**Grade 11-12  
Credits: 5**

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. **Prerequisite:** Successful completion of Precalculus.

**Course #344 Honors Calculus  
College Prep (03)**

**Grades 11- 12  
Credits: 5**

This course is designed for those students who seek to further their knowledge of Calculus but have not covered all the topics that the Honors PreCalculus, to be prepared for Advanced Placement Calculus. This course is designed as a continuation from PreCalculus and the topics will be a continuation from the previous course. The course is designed to have students well-prepared for Calculus Courses in College Topics covered will include, but are not limited to, exponential and logarithmic functions and relations, rational functions and relations, sequences, conic sections, discrete mathematics, as well as various trigonometry properties such as trigonometric functions and identities and equations. **Prerequisite:** Students who have passed Pre Calculus and/or teacher recommendation.

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

**Grades 11-12  
Credits: 5**

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. **Prerequisite:** Successful completion of Algebra II

**Course #314 – Statistics and Probability  
Honors (03)  
(Not offered in 2019-2020)**

**Grades 11-12  
Credits: 5**

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 T1-83. **Prerequisite:** successful completion of Algebra II with a “C” or better, and/or recommendation of the teacher.

### **MATH ELECTIVE COURSES**

**Course #324 – Fundamentals of Logical Reasoning  
Elective/College Prep (02)**

**Grades 11-12  
Credits: 5**

Students in this course will study the language of logic to state observations, define concepts, and to formalize theories. They will learn to use logical reasoning to derive valid conclusions. Students will examine qualitative relationships between people and things in a manner which is often more relatable than traditional mathematics. Topics covered will include symbolic logic, logical connectives, DeMorgan’s Laws, set theory, truth tables, deductive and inductive reasoning, and counterfactual statements. More general topics will include negation as failure, consistency, equivalence, fallacies, and paradoxes. Finally, emphasis will be on the everyday usefulness of logical thinking in all subject areas, to prepare students to identify the hype, nonsense, and/or validity of common arguments using mathematical tools.

## **MIDDLE SCHOOL MATHEMATICS COURSES**

### **Course #371 – 7<sup>th</sup> Grade Pre-Algebra**

#### **Honors (03)**

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

### **Course #372 – 7<sup>th</sup> Grade Mathematics**

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**

#### **Honors (03)**

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 – 8<sup>th</sup> Grade Mathematics**

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.

## WORLD LANGUAGE PROGRAM

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

**Grades 9-12  
Credits: 5**

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

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

**Grades 9-12  
Credits: 5**

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

### **Course #421 French II College Prep (02)**

**Grades 9-12  
Credits: 5**

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

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

**Grades 9-12  
Credits: 5**

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

### **Course #431 French III Honors (03)**

**Grades 10-12  
Credits: 5**

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

culture and the language. Students will engage with culture by researching a famous French speaker and creating their own children's book in French. Prerequisite: successful completion of French 2.

**Course #432 Spanish III  
Honors (03)**

**Grades 10-12  
Credits: 5**

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

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

**Grades 11-12  
Credits: 5**

This intensive full year course continues its focus on the three modes of communication: interpersonal, presentational, and interpretive using pre-AP strategies. Vocabulary that is covered in this course is home/city, fairy tales, clothing, and vacation. Students will learn the future, conditional, and subjunctive tenses. Videos, songs, and authentic documents are used to increase understanding of culture and the language. Students will engage with culture by watching Jean Cocteau's *La Belle et la Bête* (1946), research a French château, and create a presentation on authentic clothing from a francophone country. Students will also read the novel *Le Roman de Tristan et Iseut* by Joseph Bédier throughout the second semester of the course. Prerequisite: successful completion of French 3.

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

**Grades 11-12  
Credits: 5**

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

**Course #445 AP French  
Advanced Placement(04AP)**

**Grades 11-12  
Credits: 5**

The main objective of the AP French language course is to develop students' communication skills in French, 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 French. Students are required to take the AP French exam.

**Course #446 AP Spanish  
Advanced Placement(04AP)**

**Grades 11-12  
Credits: 5**

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

**MIDDLE SCHOOL WORLD LANGUAGE COURSES**

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

**Course #0409 French I**

**Grade 8**

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

**Course #0410 Spanish I**

**Grade 8**

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

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

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

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

## **TECHNOLOGY EDUCATION**

### **Course #513 – Computer Science**

**Grades 9-12**

#### **Elective (02)**

**Credits: 2.5**

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

### **Course #509 – Advanced Computers**

**Grades 10-12**

#### **College Prep (02)**

**Credits: 2.5**

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

### **Course #583 – Computer Aided Film Design**

**Grades 10-12**

#### **Elective (02)**

**Credits: 2.5 - 5**

**(Not offered in 2019-2020)**

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

## **MIDDLE SCHOOL TECHNOLOGY COURSE**

### **Course #582 – Integrated Computer Science (Grade 7 & 8 elective)**

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

## **MUSIC & FINE ARTS COURSES**

### **Course #700 – High School Band Elective (02)**

**Grades 9-12  
Credits: 2.5**

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

### **Course #702 – Chorus Elective (02)**

**Grades 9-12  
Credits: 2.5**

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

## **MIDDLE SCHOOL MUSIC COURSES**

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

This course is a study of basic concepts of ensemble playing, including rhythm, harmony, intonation, and marching. Materials from both standard band and contemporary music literature will be used. There will be a minimum of two performances per year.

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

This course covers the basic concepts of choral singing, including rhythm, sight-reading, harmony, and intonation. Both standard and contemporary music literature will be used. A minimum of two performances per year will be scheduled.

## **HIGH SCHOOL ART COURSES**

### **Course #715 & 846 – High School Art Elective (02)**

**Grades 9-12  
Credits: 2.5**

This course is designed to give students the opportunity to broaden and develop a working art vocabulary including Elements of Art and the Principles of Design while exploring a variety of techniques both 2D & 3D. Students will learn foundational skills in beginning drawing, painting, ceramics, sculpture, and papier-mâché. Students will have the opportunity to understand and apply studio production, art history, art criticism, and aesthetics through individual exploration in the arts. Students 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 each time they take the course.

**Course #716 – Art History****Grades 9-12****Elective (02)****Credits: 5**

The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe. Students learn about how people have responded to and communicated their experiences through art-making by exploring art in its historic and cultural contexts. This course welcomes students into the global art world 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. Semester 1 will cover: Global Prehistory; Ancient Mediterranean; Early Europe and Colonial Americas; Later Europe and Americas; and Indigenous American art. Semester 2 will cover: Africa; West and Central Asia, South, and Southeast Asia; Pacific, and Global Contemporary art.

**Course #717 — High School Art Elective in Ceramics****Grades 9-12****Elective (02)****Credits: 2.5**

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

**Course #718 — High School Art Elective in Painting****Grades 9-12****Elective (02)****Credits: 2.5**

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

## **MIDDLE SCHOOL ARTS COURSE**

**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 must maintain a daily doodle book and a portfolio of finished work.

**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.

## **HIGH SCHOOL HEALTH**

### **Course #950 – Health 9: Developmental Wellness Elective (02)**

**Grade 9  
Credits: 2.5**

9th Grade Health will cover a variety of topics important to the health and well-being of young adults. We will be discussing various topics that affect physical health, social and emotional health, safety and prevention and personal and community health. During the course of the school year, students enrolled in the 9th grade health class will explore several sensitive topics. Some of these topics include bullying, sexuality, sexually transmitted diseases and media literacy. Each of these topics requires students to engage in class discussion and to consider responsibility and decision making. Students begin with a class discussion about the known differences between adolescents and adults. Prior to delving into the topic of bullying, we begin by watching the PBS documentary Inside the Teenage Brain and completing a corresponding study guide. The video explores the science behind understanding the development of the human brain, in particular, the teenage brain. Through these initial studies and class discussions, we hope to help students build a sense of insight into why they behave and feel the way they do, both physically and emotionally. This initial planning is based on the premise that once this better sense of insight is established, students will better understand and personalize these sensitive topics.

### **Course #619 – Foods & Nutrition Elective (02)**

**Grades 9-12  
Credits: 2.5**

**(No Longer Offered)** This course encourages students to broaden their understanding and appreciation of food. Content includes nutrition, food safety and kitchen sanitation, modifying recipes to make them healthier and planning meals within a budget. Students will also work in teams to practice decision-making and time management skills while cooperating in food preparation efforts. Students will have hands-on opportunities to prepare food items and will be encouraged to sample them. Students will work in groups to practice decision-making and time management skills while cooperating in food preparation "labs". Additionally, students will complete multicultural research projects and food preparation using a variety of topic areas.

### **Course #629 – International Foods Elective (02) (No Longer Offered)**

**Grades 9-12  
Credits: 2.5**

Would you like to take a culinary trip around the world? If you answered yes, then this class is for you. Students will explore more than 15 countries and regions of the world, learning about various cultures and their culinary delights. Students will research how the availability of ingredients influenced different cuisines in countries and regions of the world. Students will menu plan and virtually shop for ingredients while maintaining a budget. Students will have hands-on opportunities to prepare food items and will be encouraged to sample them. Students will work in groups to practice decision-making and time management skills while cooperating in food preparation "labs." An appreciation and respect for cultural diversity and an openness to explore new foods is a major component of this class.

**Course # 620 - Fundamentals of Baking**

**Grades 9-12**

**Elective (02)**

**Credits: 2.5**

**(No Longer Offered)**

This course is a study of the fundamentals of baking including, dough, quick breads, pies, cakes, cookies, tarts and basic items made in a bakery. Topics include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the use of proper ingredients.

**MIDDLE SCHOOL HEALTH & SKILLS**

**Course #980 – Health 8 (Grade 8 required)**

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

**Course #072 – Secondary Academic Skills/Structured Study (Grade 7)**

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

**Course #976 – Collaborative Skills (Grade 8)**

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

## **PHYSICAL EDUCATION DEPARTMENT**

**Course #940 – Physical Education 10-12**

**Grades 9-12**

**Course #941 -- Physical Education 9**

**Credits: 2.5**

**Elective (02)**

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 are also asked to display their writing skills in the form of written assignments throughout the course. Writing topics may include, but are not limited to, bullying, proper etiquette, favorite sports or activities, or research papers on assigned topics or books. Physical Education activities include: Archery, Badminton, Floor Hockey, Soccer, Basketball, Golf, Flag Football, Aerobics, Field Hockey, Ultimate Frisbee, Team Handball, Volleyball, Lacrosse, Table Tennis, Power Walking, Snow Shoeing, New Games, Fitness Testing, Pickle Ball, Fitness & Nutrition

## **MIDDLE SCHOOL PHYSICAL EDUCATION**

**Course #970 & 960 – 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 are also asked to display their writing skills in the form of written assignments throughout the course. Writing topics may include, but are not limited to, bullying, proper etiquette, favorite sports or activities, or research papers on assigned topics or books. Activities offered are: flag football, stunts and tumbling, weight training, ultimate frisbee, recreational games, cooperative games, field hockey, fitnessgram, snow shoeing, wiffle ball, Presidential Fitness Challenge, soccer, basketball, aerobics, team handball, volleyball, golf, kickball, lacrosse, pickle ball, badminton, floor hockey, rhythms and movement, and softball.

## OTHER OFFERINGS

### **Course #0638 & 0639 – Academic Skills Elective (01)**

**Grades 9-12  
Credits: 2.5 or 5**

Academic Skills 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 post-secondary schooling and the work force.

### **Course #0035 Global Studies Elective (02)**

**Grades: 10-12  
Credits: 1**

As a supplement to international trips and upon approval by the faculty trip coordinator, students may opt to enroll in a one credit option. Students will work with their teacher to identify a research subject based on the itinerary, and will then complete a research paper due the fall prior to departure. Students will also maintain a journal or blog during their trip. Additionally, students will take several photographs which will be used in a photo essay post travel. This essay will reflect on the experience of being a world traveler, encountering new people and cultures, and information learned about the historical sites visited. This will be submitted to the teacher prior to the end of the school year.

### **Course #646/ – Work Study Elective (02 )**

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

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

## VIRTUAL HIGH SCHOOL GUIDELINES

Students in grades 11 and 12 may enroll in VHS courses if they meet the following criteria: maintained a 3.0 as a senior or 3.25 as a junior or better average in the same subject area (Ex.-Science courses for AP Environmental Science) and/or have the approval of previous same subject area teachers as well as successful completion of any prerequisite courses. It is anticipated that VHS courses will require at least as much time, organization and preparation as equivalent Hopkins courses. Students must have the ability to work independently and possess solid computer skills. Students not meeting the criteria but wishing to enroll, must submit their request in writing to the principal during the prescribed enrollment period, which will result in a

review of current academic performance, test scores and teacher feedback. The principal will then make the final decision. **Seniors have first preference.**

The following guidelines apply:

- Students may only enroll in **courses not offered** at Hopkins Academy
- 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).
- All VHS courses will be **credited and weighted the same** as equivalent courses at Hopkins Academy.
- Students must report to the library during the scheduled period under the supervision of the Librarian/VHS Site Coordinator. The VHS course instructor, **not the Site Coordinator**, will determine grades, which will be submitted to Hopkins Academy for report cards and transcripts.
- The Administration and guidance Department **may recommend** VHS courses to accommodate specific, unusual individual student needs (i.e., irresolvable scheduling conflicts or transfer situations)

# **Independent Study & Teaching Assistants**

## **General policy**

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

## **Classroom Assistants- Pass/Fail**

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

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

If a student wishes to continue to learn about a subject they have already learned about or expand their knowledge into a new research area they may take an independent study. The student must find a qualified teacher who is willing to oversee their work and complete an independent study contract.

## **Organization Assistant- Pass/Fail**

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

Hopkins Academy  
Independent Study Contract

Student Name: \_\_\_\_\_

Email: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Title of Independent Study: \_\_\_\_\_

Teacher Overseeing Project: \_\_\_\_\_ Class Period: \_\_\_\_\_

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

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

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_