



**HOPEDALE JR-SR
HIGH SCHOOL**

PROGRAM OF STUDIES

2025-2026

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HOPEDALE JUNIOR-SENIOR HIGH SCHOOL

25 Adin Street

Hopedale, Massachusetts 01747

Telephone: 508-488-2217

HOPEDALE SCHOOL COMMITTEE

Kristi Brytowski

Alysia Butler

Kaitlin Federico

Kate Guertin

Jennifer McKeon

ADMINISTRATION

Karen Crebase, Superintendent

Derek Atherton, Principal

Timothy Johnson, Assistant Principal

Karen Cosgrove, Director of Pupil Personnel Services

Linda Gross, Out-of-District Coordinator

Stephanie Ridolfi, Athletic Director

ADMINISTRATION

As the educational leader of Hopedale Junior-Senior High School, the principal is responsible for establishing a climate conducive to student learning, hiring, maintaining and supporting the teaching faculty and carrying out the mission of the school, district and commonwealth. Hopedale Junior-Senior High School also has an Assistant Principal who helps to establish a positive school climate. One of the primary responsibilities is to assist the principal in maintaining a safe and organized learning environment.

DEPARTMENT HEADS

Heather Griffin, English

Christina Jones, Spanish

Patricia Armour, Math

Michael Emus, Social Studies

Katherine Raspallo, Science

Anthony Beaudry, Unified Arts

Gregory LaBossiere, Special Education

SCHOOL COUNSELING DEPARTMENT

Jill St. Martin (Students A- F)

Jamie Brass (Students G-M)

Sharyn Mulvaney (Students N-Z)

Katie Hughes, Adjustment Counselor

Angela Scanlon, Adj. Counselor, Bridge Program

Denise Laumeister, Administrative Assistant

HOPEDALE JUNIOR-SENIOR HIGH SCHOOL

25 Adin Street, Hopedale, MA 01747

508-634-2217

Derek F. Atherton
Principal

Timothy R. Johnson
Assistant Principal

Dear Students and Parents:

On behalf of the Hopedale Jr.-Sr. High School faculty and administration, I am pleased to introduce the Program of Studies. This document will provide valuable information to assist students in the course selection process. We look forward to assisting both students and parents in the important process of choosing appropriate and challenging courses.

I strongly encourage you to take advantage of all available resources in formulating a schedule that will meet your needs and future goals and that you challenge yourself with regards to the level at which you decide to enroll in each course, while ensuring that all prerequisites and graduation requirements have been met. We also encourage parents to have conversations with their child about their academic goals and course selections. Your active participation is an essential component in the successful development of an effective educational plan.

A pre-registration meeting with students and school counselors will be held prior to course registrations. This will allow students an opportunity to make informed decisions about the scheduling process, new courses, and academic opportunities available. Please be aware that students are required to register for 6.5 courses, and seniors are required to register for at least 6 courses and graduate with 23 total credits. Please know that teacher recommendations and course selections can be viewed in the Aspen Parent Portal. If you have any questions about a teacher recommendation and potential parent overrides of recommendations, we ask that you contact your child's School Counselor before the last day of the school year.

In conclusion, student schedules will be completed during the summer months and will be available for viewing through the Aspen student portal in August. More information about scheduling and course requirements can be found in the Program of Studies. Thank you and please feel free to contact your child's school counselor with any questions.

Sincerely,

Derek Atherton, Principal
datherton@hopedaleschools.org



HJSHS PORTRAIT OF A GRADUATE



Hopedale Jr-Sr High School's Portrait of a Graduate (POG) represents the collective vision we have for our students to succeed in college, career, and life beyond Hopedale Jr./Sr. High School. Today's students face an increasingly complex and rapidly changing world. Changes driven by technology, innovation, and human interaction are rapidly creating new job markets and opportunities that demand different skills, knowledge, and mindsets. As a result, the school's educators, students, parents, and members of the business community provided input on the areas we feel are necessary for future success.

Four competencies that we feel are most important for our students to attain and develop by the time they graduate from Hopedale Jr Sr High School include: *Critical and Creative Thinkers*, *Responsible Decision Maker*, *Global Citizens*, and *Leader*. These priority areas give school educators a framework to design lessons and activities that promote real world learning opportunities that will better prepare Hopedale graduates for the future.



STUDENT SUPPORTS

SCHOOL COUNSELING OFFICE

The student is the primary focus of all services provided by the School Counseling Office. Through developmentally appropriate activities that include individual student planning, individual counseling, group counseling programs, responsive services and collaboration with parents, students, administration and teachers, the school counseling office works to promote and enhance the academic, personal/social and career development of students. Counselors serve as student advocates, encouraging personal responsibility, healthy decision-making and overall well-being. Three school counselors and a school adjustment counselor are available for the many issues confronting students academically, emotionally, and socially. While enhancing student growth, the counseling staff supports the school mission and core values.

MyCAP (My Career and Academic Plan) & CCLR (College, Career, and Life Readiness) Courses

MyCAP at Hopedale ensures students are prepared for higher education, careers, and civic responsibilities fostering well-rounded individuals. Aligned with Hopedale's Portrait of a Graduate, MyCAP engages students in personalized postsecondary planning, emphasizing individual interests and skills through CCLR Explore courses and counselor-delivered curriculum. This student-driven process establishes a seamless link between coursework and career goals, encouraging active pursuit of career development opportunities and identification of essential personal and social skills for workplace success.

ASPEN PARENT PORTAL

In addition to teacher websites and Google Classroom, this initiative is intended to facilitate the communication link between home and school. The Parent Portal is accessible either through the school's website or <https://ma-hopedale.myfollett.com/aspens/logon.doc>. Confidential usernames and passwords have been distributed allowing access to students' information. Parents may view students' daily attendance, grades, discipline reports, quarterly Progress Reports, and bi-annual Learning Expectation Reports on the Portal.

THE BRIDGE PROGRAM

The Bridge Program provides short-term, intensive assistance to students returning to school after an experience that has had significant emotional impact in addition to causing lost school time. The goal of this program is to work with students and their families in a preventative way and support students with their transition back to school.

BLUE RAIDER BLOCK

Hopedale's Blue Raider Block program is a comprehensive support system for students, parents and staff. Each student is assigned to an advisee group by grade level and will remain with the same advisor for their entire junior-senior high school career. Efforts were made to make each group as diverse as possible considering such factors as gender, needs and strengths. Advisors support the social, emotional, and academic growth of each advisee and sustaining relationships with advisees, parents, and community. In addition to being a venue to deliver school-wide curriculum, each advisory group has common goals to achieve through the program.

RSVP (RAISING STUDENT VOICE & PARTICIPATION)

Raising Student Voice & Participation (RSVP) is a student engagement program that has been developed as a means to involve and empower students to identify issues in their schools and communities and to take steps to address and resolve them. In RSVP, student leaders are involved from the initial phase of planning and facilitating student summits that engage entire student bodies to assembling student action teams that will carry out plans for resolving those concerns identified in the summits. The RSVP process begins with student leaders being trained as facilitators. They then host a series of student summits where any member of the student body can speak up and share issues and concerns about school and community. Through the summits, the student body identifies its three top issues that the leadership team uses to form civic action plans. Those plans are presented to the school administration for approval and then finalized for presentation to the student body. From there, student leaders recruit interested students to assist in implementing the civic action plans. Throughout the process, students learn about the power of voice and the skills necessary to plan and work together towards making a positive change. Assessment of these goals will be based upon the 21st Century Learning Expectations as outlined in our school's belief statement, core values, and vision statement.

MAKING CONNECTIONS

The purpose of this program is to have small groups of students meet with an advisor, teacher, or school counselor throughout the year to check their progress with individual goals, facilitate social emotional activities, and make connections with students. Ideally, students would stay with the same advisor throughout their six years at Hopedale Jr./Sr. High School with the hope that they would have an additional adult that they feel comfortable talking to about various situations.

SECTION 504 OF THE REHABILITATION ACT OF 1973 and INDIVIDUALIZED EDUCATION PROGRAMS

The Hopedale Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, gender identity and homelessness, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities. The Building Principal is charged with ensuring that Hopedale Jr./Sr. High School programs comply with all aspects of law pertaining to the educational rights of students with qualifying disabilities. Inquiries or complaints should be directed to the Building Principal. Issues or complaints that cannot be resolved at the building level can be brought to the attention of the District Coordinator, to the Massachusetts Department of Education, or to the U.S. Department of Education, Office for Civil Rights.

Below is a description of the rights granted by federal law to students with disabilities.

- To have your child with disabilities take part in and receive benefits from public education programs without discrimination because of their disability;
- To have the school district advise you of your rights under federal law;
- To receive notice from the school with respect to the identification, evaluation, educational program, or placement of your child;
- According to the U.S. Dept. of Education's regulations, to have your child receive a free appropriate public education, which includes the right of the child to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to reasonable accommodations, modifications, and related aids and services necessary for your child to benefit from their educational program;
- To have your child educated in comparable facilities and receive comparable services to those provided to non-disabled students;
- To have decisions regarding your child's evaluation, program, and placement based upon a variety of information sources and made by persons familiar with the student, the evaluation data, and the placement options;
- To have your child reevaluated periodically to the extent necessary, including before any significant changes are made to your child's educational program or placement;
- To have your child receive an equal opportunity to participate in extra-curricular school activities;
- To examine all relevant educational records relating to decisions regarding your child's identification, evaluation, education program, and placement;
- To file a complaint through local complaints procedures regarding any alleged violation;
- To request an impartial hearing to be conducted by a person who is not an employee of the district, to dispute decisions or actions regarding your child's identification, evaluation, educational program, or placement as a student with a disability. You and your child may take part in the hearing and have an attorney represent you at your own expense. Questions about how to request a hearing may be forwarded to the person responsible for the district's compliance.
- To have the decisions made by hearing officers or others reviewed in state or federal court.

Hopedale District 504/IEP Coordinator:
Director of Pupil Personnel Services
Hopedale Public Schools
25 Adin Street
Hopedale, MA 01747 (508) 634-2240

* Questions regarding your student's 504 Plan should be directed to their School Counselor.

COURSE SELECTION PROCESS

The course selection process should be a cooperative venture among the student, parent, teacher, and counselor. It is expected that students will make a commitment to their choices. Please review the course descriptions in this booklet and discuss the courses with your teachers, counselors, and parents/guardians before making selections. A four-year program should be planned with your school counselor. The course selection process will begin in March. Course offerings each year are dictated by student course requests and teacher recommendations. Courses not having sufficient enrollment will not be offered. Courses needed to fulfill graduation requirements will be available. Any student that has a conflict with their core academic requests will be notified by their school counselor to make appropriate adjustments. Students and parents are encouraged to contact the student's guidance counselor with any questions regarding course selection.

CHANGES AND ADD/DROP REQUIREMENTS FOR COURSE SELECTION

Once the school year has begun, changes will be discouraged. A valid educational reason is required. In addition, the student must obtain the approval of teachers, parent/guardian, and school counselor. Details and timelines include:

- Student/parent-initiated schedule changes for semester and year-long courses must be added or dropped before the 21st school day or on the 21st school day of the second semester of courses that only meet that semester.
- Quarter-based courses must be added or dropped before the 10th day of the quarter.
- Any changes made after the 21st or 10th day will result in a Withdraw/Pass (WP) or a Withdraw/Fail (WF) on the official transcript.
- A Course Change Request form will be required for any course change after the first three days of the school year. The form must be signed by the student, all affected teachers, the school counselor, a parent/guardian, and Special Education Department, when necessary.
- Please be aware that any class dropped will not be calculated into the student's GPA; however, the WP or WF will appear on the transcript.

COURSE LEVEL OVERRIDE

Course level recommendations by teachers are made by taking into consideration student strengths and progress in their current courses while helping to challenge and promote individual success in the upcoming school year. Students wishing to override a teacher recommendation must first secure a "Course Level Override Form" from the School Counseling Office. They are required to bring the form to the teacher to discuss the requested level change, and the teacher will then approve or deny the change. If the teacher does not approve the change, the parent/guardian may sign that they acknowledge the student has not met the prerequisite as listed in the Program of Studies for admission to the requested course and request the student be admitted into the course with the understanding that they have not been recommended for admission. **Parents are encouraged to discuss course recommendations and requirements with the teacher and/or school counselor prior to signing the override form.**

GRADING/EXAMINATION POLICY

Final examinations are given to prepare our students for post-secondary education. These comprehensive examinations provide students with the opportunity to measure their progress over the length of the course. In addition, these examinations are being utilized to measure effective progress in achieving the academic expectations as stated in our mission statement and measured by our school-wide rubrics. At the same time, regular periodic examinations also provide students a number of opportunities to fairly demonstrate their mastery of the essential understandings indicated for each subject throughout the school year.

HONOR ROLL

Principal's Honors = Grades in all subjects must be 90 or above.

High Honors = Grades in all subjects must be 85 or above.

Honors = Grades in all subjects must be 80 or above.

FINAL EXAMINATIONS

- Final examinations will be conducted for all students in Grades 7–12. Early release time will be utilized to ensure that the proper focus and integrity are invested by both students and faculty in this process. Two exams of two hours each will be scheduled for the four-day exam period. Exams will be held for semester and full-year courses only.
- Final examinations for full year courses will comprise 8% of the student’s final average. (Quarterly grades will each comprise 23% of the final average.)
- Final exams/projects will encompass materials covered in Quarters 3 and 4.
- Exemptions are available in Grades 12 for final exams in full year courses only and will be limited to those students receiving an average of 90 or greater for the year.

GRADE ADJUSTMENTS

- Change of quarterly grades after the verification process is complete will be implemented through the completion of a grade adjustment request by the classroom teacher and a narrative explaining the circumstances submitted to the School Counseling Office and approved by the Principal.
- Incomplete grades entered quarterly must be finalized through the submission of a grade adjustment request to the School Counseling Office within two weeks of grades closing.

NOTES REGARDING MARKING SYSTEM

- If work in any subject has not been completed at the end of the term, a mark of ‘I’ is given denoting an incomplete. A period of two weeks is allowed to make up the missed work or the mark is forfeited, thereby affecting the credit. The Principal must approve any exception to this rule.
- For report card purposes only, 55 will be considered the lowest failing grade to record for the first and second term of the course. Students with greater than six (6) unexcused absences during the term will not be eligible to receive the 55 and will be awarded the actual grade that the student achieves. This policy will refer to class attendance and not necessarily daily attendance. Please see our attendance policy to review requirements for excused absences.
- Students who receive an academic 55 for a quarter may be put on an Academic Improvement Plan designed by the teacher and/or School Counseling Office. The improvement plan may include mandatory after-school sessions.

SUMMER SCHOOL MAKE-UP WORK

Students failing courses during the school year will be allowed to make up courses during the summer according to the following regulations:

- No more than two courses may be taken for make-up credit without prior administrative approval.
- Pupils must attain an equivalent average of 80 in courses taken for credit in order to receive
- 65 for the year.
- Summer course credit will be allowed only for those courses taken and failed with a grade of no less than 55 during the school year unless waived by the Principal.
- The grade is recorded on the academic transcript as a 65.
- Prior approval must be given in writing by the Principal of this school in advance of summer course enrollment.
- Students with multiple suspensions from school may be excluded from participating in summer school by the Principal.
- Students are eligible to take online credit recovery courses (i.e. Virtual High School) and must obtain a grade of 65 or higher to receive credit. Any online credit recovery course must be pre approved by the Principal.

MCAS

Massachusetts Comprehensive Assessment System (MCAS) was implemented in response to the Education Reform Law of 1993 which required that MCAS be designed to report on the performance of individual students, schools, and districts and serve as one basis of accountability for students, schools, and districts. The Federal No Child left Behind Law requires annual testing in Grades 3-8 and high school. Students in Grade 10 tests in English Language Arts and Mathematics and Grade 9 or 10 in science. Although MCAS is no longer a state requirement for graduation, students are given multiple opportunities, if necessary, to pass the test. Students must also meet local graduation requirements for high school graduation, for example, completion of required coursework. The Education Reform Law of 1993 requires the participation of all public school students in the grades being tested. This law ensures that all students are provided with an opportunity to learn the material covered by the Massachusetts Curriculum Frameworks' academic learning standards. Home-school students are not enrolled in the public school system; therefore, they are NOT required NOR entitled by law to participate in MCAS.

EXTRA AND CO-CURRICULAR ACTIVITIES

Extra-curricular activities are open to all students in the junior senior high school. Availability of all extra- and co-curricular activities is based upon a minimum participation level. Extra-curricular and co-curricular activities provide an added dimension and quality to the school environment. The essential elements of valuable life experiences are available to students uniquely through participation in these activities. All clubs are Grades 7-12 unless otherwise indicated.

A Cappella Ensemble	Art Club	Central District Band
Central District Chorus	Chamber Wind Ensemble (9-12)	Chess Club
Cooking Club (9-12)	DECA	DECA, Jr. (7-8)
Destination Imagination	Drama Club	Dungeons & Dragons Club
E-Sports	Empty Bowls	Freshman Math Team (8-9)
Gender Sexuality Alliance	High School Jazz Ensemble	Humanities Scholars
International Club	Internships and Capstones (11-12)	Junior High Jazz Ensemble
Math National Honor Society	Mock Trial (9-12)	Morning News Crew
National Business Honor Society	National Honor Society	Peer Mentoring/LOOP
Politics/Debate Club	Principal's Advisory Council	Raider's Cry Student Magazine
Robotics Club	SADD (9-12)	Senior High Jazz Ensemble
Ski Club	Spanish Club	Spanish Honor Society
Stage Crew	Student Council	Tri-M Music Honor Society
Varsity Math Team	Women in STEM	World of Difference
Yearbook/Senior Video		

ATHLETICS

Please review policies related to athletics in the Student Handbook.

Fall:

Cross Country
Field Hockey
Football
Golf
Soccer

Winter:

Basketball
Cheerleading
Indoor Track
Ice Hockey

Spring:

Baseball
Lacrosse
Outdoor Track & Field
Softball
Tennis
Volleyball

HONOR SOCIETIES

Please review specific policies in the Student Handbook for Honor Society requirements.

EQUAL EDUCATION OPPORTUNITIES

The Hopedale Public Schools do not discriminate on the basis of race, color, national origin, religion, gender, gender identity, sexual orientation, pregnancy or pregnancy related condition, or disability in admission to, access to, treatment in, or employment in its programs or activities. The Director of Pupil Personnel Services is designated as the compliance office for all applicable laws and regulations to ensure that the above conditions are obtained, and that all steps necessary to implement applicable regulations and procedures are taken.

TITLE IX - CHAPTER 622 LAWS

Chapter 622 states that all courses of study, extra-curricular activities, services, and facilities by the school are available without regard to race, color, sex, religion, national origin, or sexual orientation. In accordance with Title IX, the school does not discriminate on the basis of gender in education programs or activities which it operates. Chapter 622 and Title IX laws require the establishment of procedures for students to register any complaints about discrimination or discriminatory practices if they feel that they have been discriminated against within the stated guidelines of the laws.

To register a complaint about any discriminatory practice, the Hopedale School Committee has designated the following individual as the Title IX - 622 Coordinator: Director of Pupil Personnel Service, 25 Adin Street, Hopedale, MA 01747 (634-2240).

DESTRUCTION OF STUDENT RECORDS

Following your child's graduation from Hopedale Junior-Senior High School, the only document that will be kept on file will be the Final Transcript for a period of 60 years. Temporary records such as disciplinary reports, standardized testing, health records, etc. will be given to the student prior to graduation. Be advised that we will not keep a copy of these records. Also, your child receives the sole copy of the high school diploma.

Si Ud. necesita ayuda, por favor llame a: the PPS Office at (508) 634- 2240.

Se você precisar de ajuda, por favor ligue para o PPS Office at (508) 634-2240

إذا كنت بحاجة إلى الترجمة العربية ل أي جزء من هذا البرنامج من الدراسات ، يرجى إبلاغ بام سميث في 2240 634 508

JUNIOR HIGH SCHOOL

GRADE 7 OVERVIEW

Students entering the Hopedale Junior High School are provided a comprehensive education aligned to the Massachusetts State Frameworks. Core classes include English, Mathematics, Science, Social Studies, and World Language. In addition to the core classes, students are scheduled for quarter Explore classes. Students are encouraged to participate in the after-school enrichment activities such as sports and after-school clubs.

Following a Team approach, teachers provide instruction that meet all learning styles, abilities, and interests. Within heterogeneous and homogeneous classrooms, teachers provide a rigorous curriculum to all students using a variety of teaching strategies, instruction, and assessments. In order to prepare students for high school careers, the Grade 7 Team works together to place an emphasis on developing strong study, organization, and content-based skills and strategies.

GRADE 7 COURSES

English 7

This course prepares entering middle school students as they transition into the formal study of literature. Students are introduced to a variety of literary genres and terms as well as grammar and writing skills that are rooted in the literature and align with the *Massachusetts Curriculum Frameworks for English Language Arts*. Students work first in perfecting the paragraph then in creating the multi-paragraph essay focusing on pair passage responses. Students are prepared for the English 7 MCAS reading comprehension and the long composition responses. Novels and plays include *The Outsiders*, *Walk Two Moons*, *Wonder* and *A Christmas Carol*. In addition, students have the opportunity to develop research, speaking, listening, and critical thinking skills essential to all subject areas. Assessment is based on class participation, individual and group work, projects, writing assignments (narrative, expository, and persuasive), quizzes, and tests.

Math 7

This course is designed to build algebraic and geometric concepts as well as to develop an understanding of statistics and probability with a continuation of number sense skills developed in the Grade 6 Frameworks. This course focuses on problem-solving through writing, graphing and analyzing equations. Students are engaged in cooperative learning and technology-related activities. Assessments will include tests and quizzes, open-ended questions, daily classwork, cooperative activities, and projects.

Math 7 Enhanced

This course is a continuation of an accelerated course from Grade 6 and is designed to cover the rest of the Grade 7 curriculum as well as the Grade 8 curriculum. Students are introduced to algebraic functions including such topics as an introduction to arithmetic and geometric sequences, integers, linear equations including solving systems of equations algebraically and graphically, slope, and the slope-intercept form of a line. Students are engaged in cooperative learning and technology related activities. Assessments will include tests and quizzes, open-ended questions, daily classwork, cooperative activities and projects.

GRADE 7 COURSES

Science 7

This course offers an inquiry-based approach to Life Science, Earth Science, Physical Science, and Technology Engineering. The standards covered are based on the Massachusetts State Curriculum Frameworks for Science, Technology/Engineering for Grades 6-8. The first unit, *Earth's Systems and Human Activity*, covers the following standards: Earth Systems and Interactions, The Geosphere, and Plate Tectonics. The second unit is *Ecosystems* and includes Animal and Plant Reproduction. The third unit, *Ecosystems: Interactions, Energy, and Dynamics*, includes the following standards: Available Resources, Relationships Among Organisms, Matter and Energy Transfer Among Organisms, Disruptions to Ecosystems, Protecting Ecosystems, and Biodiversity. The fourth unit, *Matter and Its Interactions*, includes the following standards: Electric Charge, and Electric Fields. The fifth unit, *Energy*, includes the following standards: Kinetic Energy, Potential Energy, Thermal Energy, and Energy Transfer. The sixth unit, *Engineer and Design*, includes the following standards: Design Problems, and Prototyping. The seventh unit, *Technology Systems*, includes the following standards: Communication Systems, Transportation Systems, and Structural Systems. Students will also include an engineer and design project during one of the units. Assessments will include written evaluations such as tests, journals and lab reports, as well as performance based tests.

World Geography and Ancient Civilizations II

This course continues the sequence from Grade 6 studying 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?". Materials and resources used include, but are not limited to, the textbook (*World Geography and Ancient Civilizations II*), primary and secondary source readings, videos, maps, and artwork. Assessment will be based upon tests, quizzes, projects, papers, class participation, homework, and final exams.

Spanish I - 7

This introductory course is designed to provide students with the basic fundamentals and vocabulary of the Spanish language. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations as well as for everyday classroom interactions. The student is frequently exposed to cultural elements of a Spanish-speaking community including authentic materials and artifacts. Linguistic and cultural input is reinforced through the use of images, photographs, visual presentations, props, and immersive Spanish instruction that emphasizes 100% instruction in the target language. Students will learn grammar, vocabulary, and unit themes in context and will apply their knowledge in simulated real-life situations. Newly acquired grammar and vocabulary will routinely be assessed through both written and oral evaluations. The course incorporates material from authentic resources and materials that include both audio and video resources. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production.

GRADE 7 EXPLORES

All Grade 7 students are required to take the Explore classes. Each Explore class meets for one quarter of the school year.

Art

Students in Grade 7 will explore the visual arts for one quarter. Students will investigate a variety of artists such as Warhol, Van Gogh, Picasso, Pollock, Kahlo and many more. Students will explore paper mache, acrylic paint, colored pencil, and various other mediums that will enhance their knowledge of the elements of art and principles of design.

Basic Health

This is a comprehensive health course for Grade 7 students. This course builds upon the health education students have had in elementary years. It is designed to explore specific issues in personal health with emphasis on practical application of theory. Topics covered in the course will be based on annual results of the MetroWest Adolescent Health Survey and may include behavioral health, physical health, human sexuality, substance abuse issues, personal safety, interpersonal relationships, and introduction to culinary arts.

Career Enrichment

In this quarter year Explore class, students are introduced to the College and Career Advising curriculum at Hopedale Junior - Senior High School. Students explore their interests, strengths, and learn about valuable in-demand 21st Century skills in academics and the workplace. Students explore career clusters and pathways to access a variety of careers. Within the course, students will use a variety of online resources including Massachusetts MyCAP curriculum, Bureau of Labor Statistics, Next Generation Personal Finance, and will also use Google workspace tools.

Physical Education

This course is based on the premise that physical activity and participation are important for all students, regardless of their level of athletic skill or ability. Throughout various activities, students will learn how to incorporate physical activity into their daily lives. In addition, the teacher hopes to instill enjoyment of physical activity, as well as an understanding of the importance of maintaining physical fitness. Units include team building activities as well as individual and team games.

GRADE 7 ELECTIVES

Academic Support 7

Academic Support is a course designed to provide specific assistance to students whose Individualized Education Plans (IEPs) require this level of education intervention. This course is designed to meet the individual learning needs of each student. The course focuses on the transition to Grade 7 and the junior-senior high school, development and mastery of student skills through repetition of grade level curriculum, organizational strategies, and effective academic strategies to maximize the students' abilities. The focus of this class is not to support the completion of homework. The expectation is that students will increase their independence and apply taught study skills. The class will be taught using course supplements in alignment with grade level state frameworks.

Band 7/8

The goal of this class is to prepare students for performance art with the use of musical instruments. Major topics include: cooperation, leadership, critical thinking, problem solving, multitasking, sensitivity, understanding and facilitation of musical terms (beat, musical notation, meter, rhythms, articulation, phrasing, ensemble pitch, dynamics, timbre and musical intent and expression). Students will learn to play music from various genres including Classical, Jazz, Rock, Movie Soundtracks, and standard concert band literature. Students will be expected to perform during and after school throughout the year. The band will perform in one or two parades, a winter concert, a spring concert, one or two adjudicated festivals, and Grade 8 will perform at the graduation ceremony. Assessment will be based on daily successful participation, attendance, punctuality, occasional individual playing exams, and Google Classroom submissions. Students will be scheduled for group lessons during Blue Raider Block for continued skill and technique practice essential to their ability to play their instruments and are encouraged to take private lessons on an instrument, audition for central district ensembles, audition for any solo and small ensemble concerts that are scheduled, and audition for the junior high school jazz ensemble, or any small ensemble when available. Most students find that some previous knowledge of a musical instrument is helpful, but is not a requirement.

Chorus 7/8

This performing ensemble is open to any student in Grade 7 who enjoys singing. Literature is drawn from a wide variety of musical styles including Musical Theater, World and Ethnic, Folk, Popular, and Traditional choral repertoire. Rehearsals focus on vocal technique and skills, breath support, sound production, solo and ensemble singing, and music literacy. The chorus will perform between three to four major concerts each year (the winter concert, All School Music Night, the spring concert, and an adjudicated music festival). Students are encouraged to take private voice lessons and to audition for the Junior High Central District Chorus.

Digital Literacy

This elective course exposes students to 21st Century digital literacy and essential research skills. Students will complete a variety of activities and lessons designed to target specific digital literacy skills including using online databases, Google workspace tools, and a variety of online resources. In addition, students will learn appropriate use of online sources including how to properly reference and cite sources used in the research and writing process. Students will be encouraged to develop their entrepreneurial skills and will be exposed to a variety of content within the subjects of history, science, current events, business, finance, economics, psychology, and career readiness. This collaborative, interactive course allows students to be creative, think critically, and sharpen 21st Century skills through authentic learning opportunities.

GRADE 7 ELECTIVES

Leadership 7

This course will focus on topics including team building, personal leadership, mental skills for success, communication skills, public speaking, interpersonal skills, conflict resolution, self-confidence, personal responsibility, and much more! Students will be graded on weekly participation in activities as well as several projects.

Performance Option Grade 7 and 8

Students who are both talented at singing and playing a musical instrument may choose the Performance Option. This course is designed for students who would like to enroll simultaneously in both Junior High Band and Junior High Chorus. Students will be exposed to many styles of music and receive a more rounded musical education by participating in both ensembles. Students are expected to participate in all dress rehearsals and performances for both ensembles and will alternate between Band and Chorus for daily rehearsals. Students are encouraged to take private lessons and to audition for the Junior High Central District Ensembles.

GRADE 8 OVERVIEW

Following the Grade 7 transition, our students are prepared to tackle the challenges and demands of a vigorous Grade 8 program. Teaming continues to be used. Students are expected to demonstrate a solid understanding of basic skills. They are expected to be organized and responsible for short and long-term assignments.

The Grade 8 Team's focus is to promote and prepare students to develop into life-long learners. The Hopedale Junior-Senior High School experience seeks to provide students with a comprehensive education aligned to the Massachusetts frameworks.

CLASS PROMOTION CREDIT REQUIREMENTS

To be promoted to Grade 9, students must pass four (4) of five (5) core classes in Grade 8.

GRADE 8 COURSES

English 8

This course continues to develop the skills that have been introduced and reinforced in the Grade 7 and provides a transition to high school English. The major areas of study include a variety of literary genres and terms; grammar and writing skills, vocabulary development, as well as speaking, listening, and critical thinking skills that are rooted in the literature and align with the *Massachusetts Curriculum Frameworks for English Language Arts*. Students are prepared for the English 8 MCAS reading comprehension and open responses using *Common Lit 360*. Novels and plays include *Seedfolks*, *A Midsummer Night's Dream*, and *The Diary of Anne Frank*. In addition, students have the opportunity to develop research, speaking, listening, and critical thinking skills essential to all subject areas. Assessment is based on class participation, individual and group work, projects, writing assignments (narrative, expository, and persuasive), quizzes, and tests.

Math 8

This course is designed to build a solid foundation for Algebra and Geometry. Math 8 will focus on number sense, the real number system, powers and roots, scientific notation, expressions and equations, linear functions, systems of linear equations, geometric transformations, and statistics. Students will be engaged in cooperative learning and technology-related activities. Assessments will be based on tests, quizzes, concept checks, daily classwork, projects, and homework. Admission is dependent upon successful completion of Grade 7 Math.

Algebra I - 8

College Prep. Level

This course is designed to continue the study of algebra. Major topics include properties of the real number system, solving open sentences, linear functions and inequalities, systems of equations and inequalities, linear, quadratic, and exponential functions, operations with polynomials, powers and roots, statistics and probability. Students will use mathematical models to represent, analyze and understand quantitative relationships. Students will be engaged in technology-related activities. Assessment will be based upon quizzes and concept checks, in-class activities, and take-home activities. Admission is dependent upon successful completion of Grade 8 Math or Grade 7 Math Enhanced.

GRADE 8 COURSES

Algebra I - 8

Honors Level

This rigorous course is designed to provide an in-depth understanding of algebra as a solid foundation for future mathematics courses. Major topics include properties of the real number system, solving multi-step equations and inequalities, linear relations and inequalities, systems of equations and inequalities, linear, quadratic, and exponential functions, operations with polynomials, powers and roots, statistics and probability. Students use mathematical models to represent, analyze, and understand quantitative relationships. Students are engaged in activities that utilize a range of technology. Assessment is based upon tests, quizzes, in-class activities, take-home activities, and projects. ***The prerequisite for entering this course is the completion of Grade 7 Enhanced or with teacher recommendation and the necessary minimum grade requirements as stated in the Honors Level admittance policy.***

Civics 8 (History)

Grade 8 Civics students are learning about the roots and foundations of United States democracy, how and why it changed over time, and the roles of individuals in maintaining a healthy democracy. Students will develop civic knowledge, skills, and disposition through critical reading, discussion, debate, and analysis of founding documents. Topics covered include *Philosophical Foundations, Development, Structure, and Function of the US Government, Rights and Responsibilities of Citizens, The Constitution, MA and Local Government, and Media Literacy*. Students are required to complete a **Civics Action Project** as outlined by Massachusetts state law, Chapter 296 of the Acts of 2018, An Act to promote and enhance civic engagement. This law requires each student to take civic action regarding issues that impact them, their family, and their local communities.

Science 8

This course offers an inquiry-based approach to Life Science, Earth Science, Physical Science, and Technology Engineering. The standards covered are based on the Massachusetts State Curriculum Frameworks for Science, Technology/Engineering for Grades 6-8. The first unit, *Earth's Place in the Universe*, covers the following topics: the Sun-Moon-Earth system, and Earth's place in the universe. The second unit, *Earth Systems and Human Activity*, covers the following topics: the composition and structure of Earth's oceans, what causes different types of weather and climate on our planet, what causes the seasons we experience on Earth, as well as how our human activities impact the planet. The third unit, *Molecules, Organisms, and Heredity*, covers the following topics: asexual vs sexual reproduction, and an introduction to genetics and inheritance. The fourth unit, *Biological Evolution*, covers the following topics: heredity and how traits change over time, adaptation, and Darwin's theory of evolution by natural selection. The fifth unit, *Matter and Its Interactions*, covers the following topics: classifying matter, physical properties and physical changes, chemical properties and chemical changes, elements, and different types of chemical bonds. The sixth and last unit, *Motion and Stability*, covers the following topics: velocity, speed and acceleration, different types of forces, and Newton's Laws of motion. Assessments will include written evaluations such as tests, journals, and lab reports as well as individual and group projects.

Spanish II-8

This course is designed to advance the student's overall level of proficiency in Spanish. Vocabulary and grammatical structures from Spanish 7 are scaffolded into the units to provide continuity and help build the learner's confidence and skill levels. Interpersonal and presentational skills are practiced throughout the year with reading, writing, speaking, and listening activities. Independent, paired, and group work are incorporated to provide the student with ample opportunities to practice their Spanish. Technology is integrated to aid in language acquisition. Projects are used to showcase student learning, including presentations to the class. Summative and formative assessments include listening, speaking, reading, and writing. A final exam is administered at the end of the course.

GRADE 8 EXPLORES

All Grade 8 students are required to take the Explore classes. Each Explore meets for one quarter of the school year.

Computer Science II

In this quarter year explore class, students will learn to code to create HTML websites, use block coding with SpheroBolts™, and explore programming in C++. With our new 3D printers and laser cutter, students will also learn how computing and manufacturing converge. Students will explore computer science careers that may spark their interest as well as discuss digital citizenship in our current technological society.

Music Appreciation

The purpose of the music appreciation course is to develop musicianship with a focus on musical literacy and appreciation for listening to music. Everyone has the potential to be musical and learn to appreciate music for its aesthetic value. Study of popular songs/pieces throughout history help students become more enlightened about the relevance of music from the US and around the world. Students will be asked to apply previous understanding and musical skills during class and work together and individually to create presentations. We will be singing, playing instruments, researching music and musicians, moving to music, and improvising. In this course, students will explore elements of world music, digital music notation, music theory, ear-training, and songwriting. We will listen to (and be asked to identify) music genres in order to find purpose and learn to appreciate the diversity that music offers.

Physical Education

This course is based on the premise that physical activity and participation are important for all students, regardless of their level of athletic skill or ability. Throughout various activities, students in the class will learn how to incorporate physical activity into their daily lives. In addition, the teacher hopes to instill enjoyment of physical activity, as well as an understanding of the importance of maintaining physical fitness. Units include team building activities and individual & team games.

Robotics

This is a class designed to give students an overview of modern manufacturing concepts with a particular focus on robotics and automation. The course will use LEGO Mindstorm® kits. Groups of students will have to construct different types of robots. They will then perform experiments with the robots such as changing certain variables such as gear ratios. Assessment of this course will be based upon following instruction, collaboration, classwork, and examinations.

Journalism

In this project-based course, students will develop real-world writing and communication skills while exploring the world of journalism. Through hands-on projects, they will learn how to create articles, newsletters, videos, and other forms of media content. Students will gain insight into various career paths in the field of journalism and apply their learning to produce authentic, publishable work. By the end of the course, students will have a portfolio of projects that showcase their abilities and understanding of the journalism industry.

GRADE 8 ELECTIVES

Academic Support 8

Academic Support is a course designed to provide specific assistance to students whose Individualized Education Plans (IEPs) require this level of educational intervention. This course is designed to meet the individual learning needs of each student. The course focuses on the transition from Grade 7 to Grade 8, developing self-determination skills as well as mastery of study skills, organizational strategies, interviewing skills, the transition to high school, and effective academic strategies to maximize the students' abilities. The focus of this class is not to support the completion of homework. The expectation is that the students will increase their independence and apply taught study strategy skills in order to prepare them for high school. The class will be taught using course supplements in alignment with grade level state frameworks.

Art 8

Students enrolled in Grade 8 Art will further advance their skills and explore the visual arts through a variety of materials including plaster of Paris, ink, stamp making, acrylic paint, clay, permanent marker, etc. Students will use personal creativity and learned skills in their investigation of drawing, painting, ceramics, sculpture, and printmaking. They will explore a variety of artists and art movements that connect to the curriculum from other areas of study and may have a personal connection.

Band 7/8

The goal of this class is to prepare students for performance art with the use of musical instruments. Major topics include: cooperation, leadership, critical thinking, problem solving, multitasking, sensitivity, understanding and facilitation of musical terms (beat, musical notation, meter, rhythms, articulation, phrasing, ensemble pitch, dynamics, timbre and musical intent and expression). Students will learn to play music from various genres including Classical, Jazz, Rock, Movie Soundtracks, and standard concert band literature. Students will be expected to perform during and after school throughout the year. The band will perform in one or two parades, a winter concert, a spring concert, one or two adjudicated festivals, and Grade 8 will perform at the graduation ceremony. Assessment will be based on daily successful participation, attendance, punctuality, occasional individual playing exams, and Google Classroom submissions. Students will be scheduled for group lessons during Blue Raider Block for continued skill and technique practice essential to their ability to play their instruments and are encouraged to take private lessons on an instrument, audition for central district ensembles, audition for any solo and small ensemble concerts that are scheduled, and audition for the junior high school jazz ensemble, or any small ensemble when available. Most students find that some previous knowledge of a musical instrument is helpful, but is not a requirement.

Chorus 7/8

This performing ensemble is open to any student in Grade 7 who enjoys singing. Literature is drawn from a wide variety of musical styles including Musical Theater, World and Ethnic, Folk, Popular, and Traditional choral repertoire. Rehearsals focus on vocal technique and skills, breath support, sound production, solo and ensemble singing, and music literacy. The chorus will perform between three to four major concerts each year (the winter concert, All School Music Night, the spring concert, and an adjudicated music festival). Students are encouraged to take private voice lessons and to audition for the Junior High Central District Chorus.

GRADE 8 ELECTIVES

Leadership 8

The 8th Grade leadership course is designed to cultivate essential skills aligned with our school's Portrait of a Graduate, including communication, advocacy, support, collaboration, critical and creative thinking, global citizenship, and responsible decision making. Additionally, students will engage in leadership activities inspired by the "Believe in You" leadership program, which focuses on developing self-confidence, empathy, and the ability to positively influence peers and the broader school community. Furthermore, through a blend of interactive lessons with "Next Gen Personal Finance," students will explore their money values, learn the basics of banking, saving, and budgeting, and start thinking ahead to high school and their financial futures. By the end of the course, students will demonstrate these skills through project-based learning and real-world leadership experiences, preparing them to be proactive and responsible members of society.

Performance Option 7/8

Students who are both talented at singing and playing a musical instrument may choose the Performance Option. This course is designed for students who would like to enroll simultaneously in both Junior High Band and Junior High Chorus. Students will be exposed to many styles of music and receive a more rounded musical education by participating in both ensembles. Students are expected to participate in all dress rehearsals and performances for both ensembles and will alternate between Band and Chorus for daily rehearsals. Students are encouraged to take private lessons and to audition for the Junior High Central District Ensembles.



SENIOR HIGH SCHOOL

THE FOUR-YEAR HIGH SCHOOL PLAN

The four-year high school plan is a listing of the courses a student intends to take during their freshman, sophomore, junior, and senior years. When making a four-year high school plan, students and parents should take into consideration high school graduation requirements, college recommended courses and career aspirations. A student’s four-year high school plan should be developed during Grade 8. Aligned with Hopedale's Portrait of a Graduate, MyCAP engages students in personalized postsecondary planning, emphasizing individual interests and skills through CCCR Explore courses and counselor-delivered curriculum.

GRADUATION REQUIREMENTS

In planning your four-year program, you need to consider the following critical elements and graduation requirements:

- All graduation and course credit requirements.
- Course sequence within your four-year plan.
- Prerequisites for sequential courses within your four-year plan.
- Selection of appropriate and challenging courses.
- In the development of your four-year plan, you should also consider college admission and career goals criteria.
- Seniors must pass a minimum of four (4) credits, including a credit in math and English.
- All students must complete ten (10) hours of community service.

Graduation Credit Requirements = 23 credits

Class Promotion Credit Requirements

To Grade 9: Pass 4 of 5 core classes in Grade 8

To Grade 10: 4 credits accumulated

To Grade 11: 10 credits accumulated

To Grade 12: 17 credits accumulated

Minimum course requirements needed for graduation

English	4 credits
Math	4 credits
Social Studies	3 credits
Science	4 credits
Foreign Language	2 credits ** (Exemption as noted below)
General Electives	4 credits

** Exemptions are available for the foreign language requirement through the School Counseling Office. This exemption may restrict a student’s post-secondary options.

COMMUNITY SERVICE REQUIREMENTS

Community service denotes activities which students perform to benefit at least one other unrelated person and for which they receive no payment and no academic credit. Ten (10) community service hours will be required by Hopedale Jr./Sr. High School students as a graduation requirement. Students must update and keep track of their Community Service hours in Aspen. A minimum requirement of five hours must be completed by the first day of junior year. The requirement of ten hours must be completed by the end of Quarter 1 senior year. Students who fail to log their hours on time may have their senior privileges revoked. Students who are new to Hopedale Jr./Sr. High School in their senior year will be given the whole year to complete their requirements.

Students may perform one single kind of service or many different kinds. Service may be performed all during the same period or over an extended time. Students are encouraged to begin their community service during their freshman year. Examples of the kinds of service students currently perform include: assisting at senior facilities, soup kitchens, food pantries, hospitals, PTO events, mentoring at Hopedale Memorial Elementary school, participating in sponsored walks, etc.

SPECIFIC COMMUNITY SERVICE GUIDELINES

- Academic credit: Community service for which academic credit is given will not be accepted.
- Court: Community service which is assigned by the court will not be accepted.
- For-profit companies: Community service performed through profit-making companies (e.g. places of student employment) is not accepted. An exception will be volunteering at hospitals and nursing homes.
- Family: Activities to help a family member will not be accepted.

COURSES RECOMMENDED FOR FOUR-YEAR COLLEGES

In order for students to be academically prepared for college level work, four-year colleges typically recommend that students take the following college preparatory (CP) courses in high school:

Competitive/State Colleges

4 credits English
3 credits History
4 credits Math including Algebra I, Geometry, and Algebra II
4 credits Science including 3 lab sciences
2-3 credits Foreign Language

More Competitive

4 credits English
3 credits History
4 credits Math
4 credits Science including 3-4 lab sciences
3 credits Foreign Language

Highly Competitive

4 credits English
4 credits History
4 credits Science including 4 lab sciences
4 credits Foreign Language
1 credit Arts
AP courses recommended

College-bound students should complete all of the above recommended courses if at all possible. It is important to note that competitive schools and/or programs consider the above as *minimum* requirements. Students who do not have all of the above courses may be required to take remedial and/or additional courses once they are in college. Students who have not taken several of these courses may want to consider attending a community college for their first year or two. Community colleges have an open admission policy.

As a general rule, students should take as much college preparatory math, science, English, foreign language, and social studies as they can handle academically. Whenever appropriate, students should challenge themselves by taking accelerated courses. More competitive and highly competitive colleges and programs also recommend that students take Honors and AP courses when available.

For more information regarding admissions standards for the state universities and University of Massachusetts, please review the Massachusetts Department of Higher Education website.

<https://www.mass.edu/forstufam/admissions/admissionsstandards.asp>

GRADE POINT AVERAGE (GPA) AND GRADE SCALE

The GPA is a cumulative computation of a student’s academic standing in class. All academic courses beginning in Grade 9 are used to determine the GPA which is weighted according to the level of the course. Each student’s GPA is calculated using the following formula: **The sum of each course’s weighted grade point value multiplied by course credit divided by total credits.**

Letter Grade	Grade Range	AP	Honors	CP 1	CP 2	Modified
A	95 - 100	5.00	4.80	4.00	3.50	3.20
A-	90 - 94	4.58	4.40	3.67	3.17	2.87
B+	87 - 89	4.17	4.00	3.33	2.83	2.53
B	84 - 86	3.75	3.60	3.00	2.50	2.20
B-	80 - 83	3.33	3.20	2.67	2.17	1.87
C+	77 - 79	2.92	2.80	2.33	1.83	1.53
C	74 - 76	2.50	2.40	2.00	1.50	1.20
C-	70 - 73	2.08	2.00	1.67	1.17	0.87
D	65 - 69	1.25	1.20	1.00	0.50	0.20
F	Below 65	0	0	0	0	0

CURRICULUM LEVEL OPTIONS

Levels are assigned based on the difficulty level of the course, teacher recommendation, prerequisite courses, and student input.

Students selecting **Advanced Placement** level must have a very high degree of academic skills, be able to absorb a large amount of information quickly, and be highly self-motivated. These are fast-paced courses that cover more material in greater depth than Honors level courses and follow a College Board approved curriculum. Students may have summer work to complete for these courses, and these courses may not follow the “No Homework Weekend” policy. Students are also required to take the College Board Advanced Placement Exams in May. Descriptions of these courses can be found listed by discipline.

Students selecting **Honors** level courses are expected to demonstrate advanced proficiency in subject area skills. Students are also expected to have a strong work ethic, a desire to work independently, and the self-motivation to meet high learning expectations. Teacher recommendation required.

Students selecting **College Preparatory I** level courses have a strong desire to matriculate to a four- year college or university. Students are required to engage in activities incorporating higher level thinking skills as identified in the specific subject area.

Students selecting **College Preparatory II** level courses have a post-secondary goal of furthering their education either academically or through a technical experience. Performance expectations include successfully meeting subject standards as identified in the Massachusetts Frameworks. Teacher recommendation required.

Modified level courses provide individual instruction, strategies, and accommodations which access subject specific material at a less complex learning standard. Teacher recommendation required.

The policy for admittance into an Honors level course for Grades 9-12 is as follows:

- The student must have attained a grade of **80 or above** in their **current Honors level course**.
- The student must have attained a grade of **90 or above** in their **current College Prep. course**.
- The student must have attained a **90 or above** in the **Grade 8 subject course**.
- The student must have attained a **90 or above** in the **Grade 8 course** to select any multi-leveled Grade 9 course at the Honors level.
- The current subject teacher will indicate eligibility for an Honors level course during the course selection process in Aspen.
- Any student that has not met the prerequisite grade for an Honors course must be recommended by the current subject teacher to be admitted.
- If a recommendation has not been made by the teacher and the student did not meet the minimum grade required in the current course, the parent and student must sign a waiver form in order to be placed in the higher level course.
- All students will enroll in a minimum of 6.5 credits per year except seniors who may enroll in 6.
- If a student needs additional information about program selection or course content, ask their Guidance Counselor, teachers, or the Principal.

DUAL ENROLLMENT POLICY: Credit for Outside Courses and Experiences

Hopedale Junior-Senior High School encourages students to pursue educational opportunities beyond our campus. These opportunities include online courses, college and university courses, global learning experiences, and other non-traditional learning programs.

Benefits of Dual Enrollment

Students can gain valuable college experience while earning credits at both the college and high school level. Through this program, students experience college-level coursework, prepare for the college transition, and earn college credits at reduced costs.

Credit Structure

College semester courses earn 0.5 HJSHS credits. Credits will not be awarded for courses previously completed at HJSHS. Some college courses may have prerequisites. Students should consult their School Counselor regarding specific credit transfers and prerequisites.

Approval Requirements

All off-site or online courses require prior approval from the Principal if they replace courses offered at HJSHS or fulfill graduation requirements.

Financial Information

HJSHS will not cover tuition and fees, curriculum materials, prerequisite exam fees, or transportation costs except for covering tuition and fees for courses covered by grants (e.g., Innovation Pathways). Students requiring financial assistance should contact their School Counselor.

Student Responsibilities

Students must complete the course by the agreed-upon end date. Failing to complete the course will result in a failing grade on the student's record. Students must submit their official college transcript to the School Counseling Office within two weeks of course completion.

Documentation

Students may request their college transcript be included in their HJSHS student folder and forwarded to colleges during the application process.

INNOVATION CAREER PATHWAYS:

- Business Innovation Career Pathway
- Biomedical Innovation Career Pathway
- MET (Manufacturing, Engineering, Technology) Innovation Career Pathway *

* Pilot for 2025-2026 school year

ADMISSION POLICY AND APPLICATION

Innovation Pathways (ICP) will expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school. Their long-term career goals should align with the pathway they are applying to. Students entering Grades 9, 10 or 11 may apply for enrollment in Hopedale's Innovation Pathways. Students in good academic standing will be eligible to apply in February of every school year. When the number of applicants exceeds the number of slots available in the Innovation Pathway program, admission will be determined by a lottery of applicants. These applicants must have submitted complete applications and meet all program admission requirements. Preference will be given to students in their first or second year of high school followed by students in their third year of high school. Enrollment criteria shall not unfairly target students on the basis of color, gender, sexual orientation, race, religion, national origin, or disability. Students will be required to complete an online application in order to determine eligibility and interest. Applications should be completed on or before the due date of March 31st.

Components of the application include:

- Personal Statement: Students must write 2-3 sentences explaining interest in the program.
- Academic Eligibility: Students must have a grade of 65 or higher in all year-long courses by the end of Semester 1 in the year of application.
- Attendance: Students must have 9 or fewer unexcused absences as of the end of Semester 1 in the year of application.
- Safety Review: Must pass discipline review during middle school & high school years.
- Recommendation: Students will ask a core academic teacher to complete a recommendation indicating "satisfactory" or "have reservations" qualifying statement on classroom behavior, conduct/behavior/citizenship, motivation, and personal responsibility.
- Interview: If all the above requirements are met, students will participate in an interview with the ICP Coordinator where the student will discuss their interest in the program and reason for applying.

Students who are admitted into this program agree to meet the following requirements once accepted in order to meet the pathway requirements.

Students will complete:

- Two technical courses related to the Pathway **
- The College, Career, & Life Readiness curriculum:
 - Explore CCLR classes 9-11***
- An Internship or Capstone project requirement prior to graduation (100 hours)
- Two dual enrollment/early college or AP classes as a requirement prior to graduation

** Innovation Career Pathways courses within the Program of Studies will be marked by the following symbol next to the course name: (ICP)

*** Possible exceptions will be made on a case-by-case basis with alternative curriculum opportunities that may be utilized with principal approval for scheduling conflicts. Students will be notified of their status at the beginning of March. A letter will be mailed home notifying the student that they have been accepted or denied into the ICP Program.

After successful completion of an Innovation Career Pathway program, students will receive the following acknowledgments:

- Identification on transcript
- Certificate of Achievement presented at Class Night
- Tassel identifying completion to wear during graduation

Notification of Right to Appeal

If a student is not accepted for enrollment in an Innovation Career Pathways program, the parent/student will receive a denial letter and be informed of the appeal process. The parent/student will also be informed about the procedures for reapplication, steps the student can take to increase the likelihood of later acceptance, and the appeal process.

Appeals Process

Any student denied placement into an Innovation Career Pathway program shall have the right to appeal that decision. The parent/student may make a written appeal of the decision directly to the ICP Coordinator, then to the Principal, and next to the Superintendent.

Removal from Programs

Students must consistently meet safety, attendance, and academic requirements. In the event that a student fails to consistently meet safety standards, a retraining opportunity will be provided and documented. Subsequently, if a student continues to not meet safety standards, the ICP Coordinator may recommend to the Principal that the student be removed from the program with written notification of recommendation being sent to the student/parent. Students may also be removed from programs for not meeting continued enrollment criteria or for not following the Code of Conduct for Hopedale Junior-Senior High School. Excessive unexcused absences, excessive tardiness, or serious and/or excessive discipline referrals may impact the student's enrollment in the Innovation Career Pathway Program.

Entry and Exit into Program

Students are allowed to "enter" or "exit" the respective Innovation Career Pathway while still meeting graduation requirements. Students who are requesting to exit the program will be asked to have a meeting with the ICP Coordinator and their school counselor in order to provide the student with information regarding the supports available to help aid in their academic success in the program. If the student decides to move forward with exiting the program, an exit interview will be conducted by the ICP Coordinator. Any student who exits the program will be allowed to apply for reentry.

*** Innovation Career Pathways courses within the Program of Studies will be marked by the following symbol next to the course name: (ICP)**



ADVANCED PLACEMENT POLICIES

Students enrolling in Advanced Placement courses are demonstrating a willingness to meet the challenges of college level curriculum. They must have a very high degree of academic skills, be able to absorb a large amount of information quickly, and be highly self-motivated. These are fast-paced courses that cover more material in greater depth than Honors level courses and follow a College Board approved curriculum. Students will be notified prior to the end of the current school year that they have successfully enrolled in an AP course.

There is a fee to enroll in each AP course; the 2024-2025 fee was \$99 but may be increased for the 2025-2026 school year.

Advanced Placement requirements include:

1. Due to the college level curriculum taught in AP courses, a School Counselor and/or Principal approval is required to enroll in more than three (3) AP courses.
2. Students must attend a mandatory meeting with the AP teacher who will present the course expectations and explain summer assignment requirements and expectations. This summer work may not follow the "Homework Policy Guidelines". The completion of summer work is essential for students to be appropriately prepared for the course in which they enroll. Summer assignments are due by a date to be determined by the teacher.
3. Students are required to take the College Board Advanced Placement Exams in May.
4. Fees for AP exams must be paid in full by October 31st. For students in the Free/Reduced Lunch Program, fee waivers are available in the School Counseling Office.
5. An Advanced Placement Contract will be mailed home to enrolled students in the spring. The contract states that the student understands the requirements and expectations associated with the course and agrees to:
 - a. complete and return all summer work as outlined by the AP teacher;
 - b. take the AP exam in May;
 - c. pay the AP exam fee in full by October 31st;
 - d. understands that if they misbehave during the exam (talking out loud, excessive noise, etc.), the exam proctor has the right to remove them from the exam room.

Hopedale Junior-Senior High School is a community dedicated to providing all students the opportunity to actively pursue the knowledge and skills necessary to participate in society as informed citizens and lifelong learners. We feel that being academically dishonest inhibits a student's achievement and compromises the trust between teacher and student which is fundamental to the learning process. We expect all students, including AP students, to uphold our core values including integrity. To preserve academic integrity, students should not engage in any form of cheating, plagiarism, lying, stealing of academic work, or complicity in another student's engagement in any of the aforementioned behaviors.

THE FOLLOWING AP COURSES ARE AVAILABLE

Art 2D

Students must complete summer work in preparation for the course work for the upcoming year. Minimum grade of 85 or higher in 2D Art Portfolio Honors and with teacher recommendation; or 85 or higher in 2D Art Honors and with teacher recommendation; or portfolio submission to teacher (ten artworks) and recommendation of teacher.

Art 3D

Students must complete summer work in preparation for the course work for the upcoming year. Minimum grade of 85 or higher in 3D Art Portfolio Honors and with teacher recommendation; or 85 or higher in Pottery II or 3D Art Honors and with teacher recommendation; or Portfolio submission to teacher (ten artworks) and recommendation of teacher .

Biology

Minimum grade of 85 in Honors Chemistry and Honors Biology.

Calculus AB

Minimum grade of 85 in Honors Precalculus.

Calculus BC

Minimum grade of 90 in Honors Precalculus and recommendation of the teacher or a minimum grade of 85 in AP Calculus AB.

Chemistry

Minimum grade of 85 in Honors Chemistry or Honors Biology.

Computer Science A

Teacher recommendation and minimum grade of 85 in Algebra II.

English Language and Composition

Minimum grade of 85 in previous Honors English class.

English Literature and Composition

Minimum grade of 85 in previous Honors English class.

Psychology

Open to all students in Grades 11 and 12 who are willing to accept the challenge of completing a rigorous academic curriculum that is expected of all high school students enrolled in advanced placement courses.

Spanish Language & Culture

Minimum grade of 85 in Honors Spanish V.

Statistics

Teacher recommendation and attaining the minimum grade of 85 in Honors Algebra II.

United States History

Minimum grade of 85 in Honors World History I and Honors English II or a teacher recommendation.

World History

Minimum grade of 85 in the previous history and English classes or a teacher recommendation.

ELECTIVE COURSE OPTIONS

FULL-YEAR ELECTIVE COURSES (1 Credit)

Academic Support
Performance Option
Senior High Band
Senior High Chorus
Yearbook: Design, Marketing and Senior Video

HALF-YEAR ELECTIVE COURSES (.5 Credit)

ENGLISH DEPARTMENT

Communication Methods in the 21st Century
Current Events: Being Informed in the 21st Century
Literature & Film
Reading
Varied Voices

SCIENCE DEPARTMENT

Astronomy
Human Body Systems
Medical Interventions
Project Lead The Way: Game Design and Development
Project Lead The Way: Intro to Computer Science
Project Lead the Way: Principles of Biomedical Science
Project Lead the Way: Introduction to Engineering Design

SOCIAL STUDIES DEPARTMENT

Criminal Justice & Debate
Holocaust and the Pursuit for Social Justice
Psychology
Sociology

WORLD LANGUAGE DEPARTMENT

Latin American Culture: Music, Art and Dance Influences

ELECTIVE COURSE OPTIONS

UNIFIED ARTS DEPARTMENT:

Business

Accounting (ICP)
Business Management (ICP)
Capstone
Capstone Business
Entrepreneurship (ICP)
Internship
Project Management I & II (ICP)
Sports & Entertainment Marketing (ICP)
Summer Internship

Health & Wellness

Exercise Science
Nutrition Science
Physical Education

Music & Performing Arts

Guitar 1
Guitar 2
Music Studies
Piano Lab
Video & Media Production

Visual Arts

2D Art Portfolio
2D Art: Drawing & Painting
3D Art Portfolio
Photography I: Plates to Digital and Beyond
Pottery I: Pushing the Boundaries
Pottery II: Advanced Techniques
Printmaking

COURSE OFFERINGS BY DEPARTMENT

ENGLISH DEPARTMENT PHILOSOPHY

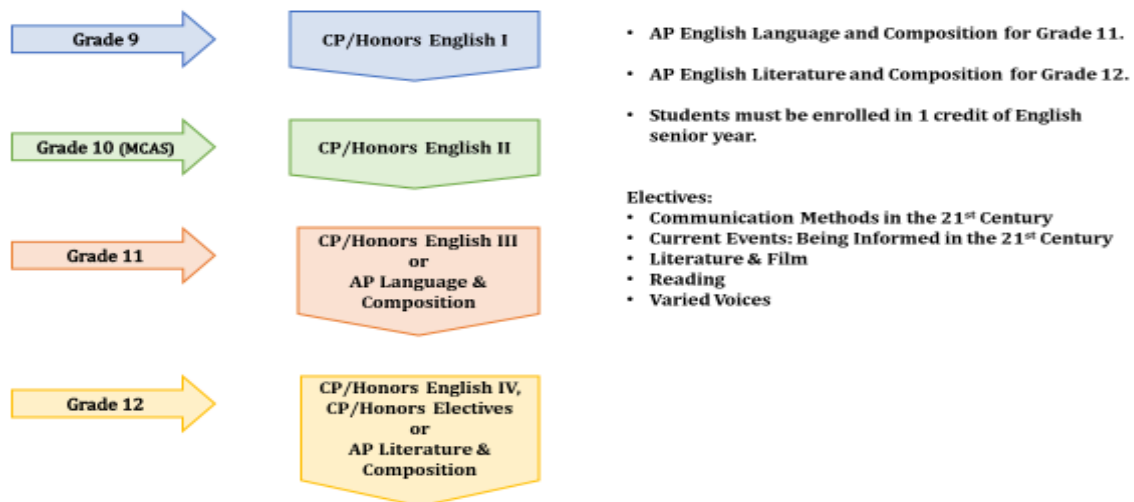
Hopedale Jr. Sr. High School's English department focuses on the importance of fostering a love of reading and writing in students, as well as helping them to develop critical and creative thinking skills. Through the curriculum, teachers will share the value of literary and cultural diversity, and aim to create an inclusive environment that welcomes and respects all students.

With dynamic and engaging lessons that challenge students to think critically, analyze texts, and express themselves clearly and persuasively, our goal is to foster lifelong learners. The curriculum includes a wide range of literature, from classic to contemporary works designed to help students develop an appreciation for the power of language, communication, and the written word.

Assessment of these goals will be based upon the Portrait of a Graduate as outlined in our school's core values and vision statement. The major goals of the English curriculum involve:

- thinking critically and creatively
- developing reading comprehension skills for fiction and non fiction texts
- discovering connections between self and others
- composing authentic writing assignments (narrative, expository, and persuasive)
- incorporating research using MLA citation format
- sharing ideas in class discussion respectfully

Sequence of HS ENGLISH Courses



English I

Honors

1 Credit

This course is designed for students who have demonstrated advanced proficiency in reading and writing skills, a strong work ethic, personal responsibility for their academic needs and work, the ability to work independently, and an indication to strive for academic excellence. The course is designed to introduce students to the formal study of literature focusing on the elements of the major genres, their structure, and their analysis. Course content includes short stories and informational texts and is focused on four anchor texts: *Of Mice and Men*, *Romeo and Juliet*, *The Odyssey*, and *Lord of Flies*. Students will also read selections from the CommonLit online 360 Curriculum and Pearson's *My Perspectives* textbook. Students are expected to read and analyze literature assignments, write analytical papers, participate in class discussions and group projects, and complete independent reading, research, and creative projects. Assessment is based on writing assignments, quizzes, tests, projects, class participation, and a final exam. The pace and depth of study differentiate this course from College Preparatory English I. **Students electing to take this course must have attained a 90 or above in English 8.**

English I

College Prep.

1 Credit

This course is designed to introduce students to the formal study of literature focusing on the elements of the major genres, their structure, and their analysis. Course content includes short stories and informational texts as well as usually including such anchor texts as *Of Mice and Men*, *Romeo and Juliet*, and *Lord of Flies*. Students will also read selections from the CommonLit online 360 Curriculum and Pearson's *My Perspectives* textbook. Students are introduced to the fundamentals of literature and analytical writing. They are expected to read, comprehend, and interpret literature assignments, write expository and creative pieces, participate in class discussions and group projects, and complete independent reading projects. Assessment is based on writing assignments, quizzes, tests, projects, class participation, and a final exam.

English I**College Prep. 2****1 Credit**

This course is designed to introduce students to the formal study of literature, focusing on the elements of the major genres, their structure, and their analysis. Course content may include *Of Mice and Men*, *Romeo and Juliet*, *Lord of the Flies*, along with selections from Pearson *My Perspectives* online textbook, or other texts that address similar themes to these texts. Students are introduced to the fundamentals of literature and analytical writing. They are expected to read, comprehend, and interpret literature assignments, write compositions, participate in class discussions and group projects, and complete independent reading projects. Assessment is based on writing assignments, quizzes, tests, a final exam, projects, book reports, and class participation. A higher degree of instructional support is provided. ***Teacher recommendation is required.***

English II**Honors****1 Credit**

This course is designed for students who have demonstrated an advanced proficiency in reading and writing skills, a strong work ethic, personal responsibility for their academic needs and work, an ability to work independently, and an indication to strive for academic excellence. This course is designed to focus on the study of the literary genres from American literature and continues to reinforce and expand student skills in literary analysis, composition, and mechanics. The course content includes representative short stories, poems, novels, and plays including *Othello*, *To Kill a Mockingbird*, *The Crucible*, and *The Great Gatsby* along with selections from Pearson *My Perspectives* online textbook. Students engage in independent reading activities, research, critical analysis, vocabulary study, MCAS preparation, class discussions, and oral presentations. Students are expected to write analytical papers. Assessment is based on tests, quizzes, composition assignments, class participation, projects, and a final exam. Students electing this Honors course should demonstrate an advanced proficiency in reading and writing and should have attained an 80 or above in Honors English I or a 90 or above in English I.

English II**College Prep.****1 Credit**

This course is designed to focus on the study of the literary genres from American literature and continues to reinforce and expand student skills in reading, interpretation, composition, and mechanics. The course content includes representative short stories, poems, novels, and plays including *Othello*, *To Kill A Mockingbird*, *The Crucible*, and *The Great Gatsby* along with selections from Pearson *My Perspectives* online textbook. Students engage in independent reading activities, research, critical analysis, creative writing, vocabulary study, MCAS preparation, class discussions, and oral presentations. Students are expected to write interpretive papers under strong teacher direction and supervision. Assessment is based on tests, quizzes, composition assignments, class participation, projects, and a final exam.

English II**College Prep. 2****1 Credit**

This course is designed to focus on the study of the literary genres from American literature and continues to reinforce and expand student skills in reading, interpretation, composition, and mechanics. The course content includes representative short stories, poems, novels, and plays including *To Kill A Mockingbird* and *The Crucible* along with selections from Pearson *My Perspectives* online textbook. Students engage in independent reading activities, research, critical analysis, creative writing, vocabulary study, MCAS preparation, class discussions, and oral presentations. Students are expected to write interpretive papers under strong teacher direction and supervision. Assessment is based on tests, quizzes, composition assignments, class participation, projects, and a final exam. ***Teacher recommendation is required.***

English III**Honors****1 Credit**

This course is designed to acquaint students with classic works of British literature and to help students further improve their writing skills. Texts, such as *Macbeth*, *Frankenstein*, *1984*, and/or *Animal Farm*, as well as more current pieces will be studied in order for students to observe timeless patterns in the universal human experience. Vocabulary work is within the context of the literature studied. Students will be engaged in independent reading and writing assignments. Assessment is based on tests, quizzes, composition assignments, class participation, projects, and a final exam. Students electing this Honors course should demonstrate an advanced proficiency in reading and writing and should have attained an 80 or above in Honors English II or a 90 or above in English I.

English III**College Prep.****1 Credit**

This course is designed to acquaint students with classic works of British literature and to help students further improve their writing skills. Selections from texts, such as *Beowulf*, *Macbeth*, and *1984*, as well as more current pieces will be studied in order for students to observe timeless patterns in the universal human experience. Vocabulary work is within the context of the literature studied. Students will be engaged primarily in supervised and independent reading and writing assignments. Assessment will be based on tests, quizzes, class participation, projects, individualized written compositions, and a final exam.

English IV**Honors****1 Credit**

This course focuses on the study of literary themes, styles, genres, and philosophies. Major units include the Greek dramas *Oedipus Rex* and *Antigone*, the tragic figure as set forth in Shakespeare's *Hamlet*, the study of truth as represented in a variety of poems, essays, and plays, as well as the development of critical thinking and writing skills. Works include *The Catcher in the Rye*, *The Things They Carried*, and selections from *Themes in World Literature*. Students are expected to be actively involved in class discussions, demonstrate a proficient level of writing skills, and take an independent approach to the reading assignments. Assessment is based on tests, quizzes, projects, class participation, composition, and a final exam. Students electing this Honors course should demonstrate an advanced proficiency in reading and writing and should have attained an 80 or above in Honors English III or a 90 or above in English III.

English IV**College Prep.****1 Credit**

This course is designed to strengthen and reinforce the reading and writing skills of the preceding high school English courses. In preparation for college, students will study novels and dramas, complete short research projects, and write compositions using the writing process. Works such as *Oedipus Rex* or *Antigone*, *The Catcher in the Rye*, passages from *The Things They Carried*, and selections from *Themes in World Literature*. Students engage in class discussions, dramatic readings, individual and group projects, and composition work. Assessment is based on quizzes, tests, a final exam, class participation, and written and oral assignments.

AP English Language & Composition Advanced Placement 1 Credit

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. This course is open to juniors and seniors. ***This course is open to juniors and seniors.***

AP English Literature & Composition Advanced Placement 1 Credit

This college level course is aligned with the national AP Curriculum objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination in English. The rigorous content of the course includes the critical and analytical study of the major literary genres including classic and contemporary drama, essays, poetry, short stories, and novels. Students are expected to demonstrate advanced skills in reading, research, analysis, interpretation, and writing as well as participate in individual and group presentations. Assessment is based on tests, timed essays, composition work, a mid-year exam, and active participation in class discussion. At the conclusion of the course, students are expected to take the AP Exam. ***This course is open to seniors.***

Communication Methods in the 21st Century Honors/College Prep. .5 Credit

This course will focus on using various multimedia as methods of communicating information to a targeted audience. In the course, students will learn the basics of successful blogging, podcasts, vlogs, social media, research, and writing skills. Students should be able to work independently developing individualized projects while meeting deadlines. The course is designed for students interested and motivated in utilizing concepts as tools for strategic communication for college and career readiness. Final assessment is a culminating portfolio project. ***Open to juniors and seniors only. This course may be taken as an English graduation credit for seniors.***

Current Events: Being Informed in the 21st Century .5 Credit

With the rise of social media, and less people watching the news, what it means to be informed in the twenty-first century is different from what it meant in previous times. This course is designed to provide students with the opportunity to discuss, understand, and explore issues that affect their everyday lives in a respectful, meaningful, and active way. Using current events, this elective focuses political, legislative, economic, and social issues on local, national, and international scales. This course uses newspapers, online media, cartoons, newscasts, and secondary readings to support class discussion. Additionally, students participate in projects, presentations, and work with primary source materials and opinion pieces in order to better understand the world around them and how to be informed about it.

Throughout the term, students will stay up to date on current issues and trends. Because the subject of this class is “contemporary,” topics will vary considerably depending on the current news cycle.

Literature & Film**Honors/College Prep.****.5 Credit**

In teaching both literary and filmmaking techniques, this course will use a variety of carefully chosen films as a medium for understanding the relationship between film and literature. Students will study the language of film and will focus on artistic techniques, such as the use of lighting, camera angles, music and sound, and editing, in order to better evaluate a film's success. Students will submit film reviews based on some of the techniques and devices studied and interpreted. All Language Arts academic standards will be met in this course with a heavy emphasis on persuasive and analytical writing. ***This course may be taken as an English graduation credit for seniors.***

Varied Voices**.5 Credit**

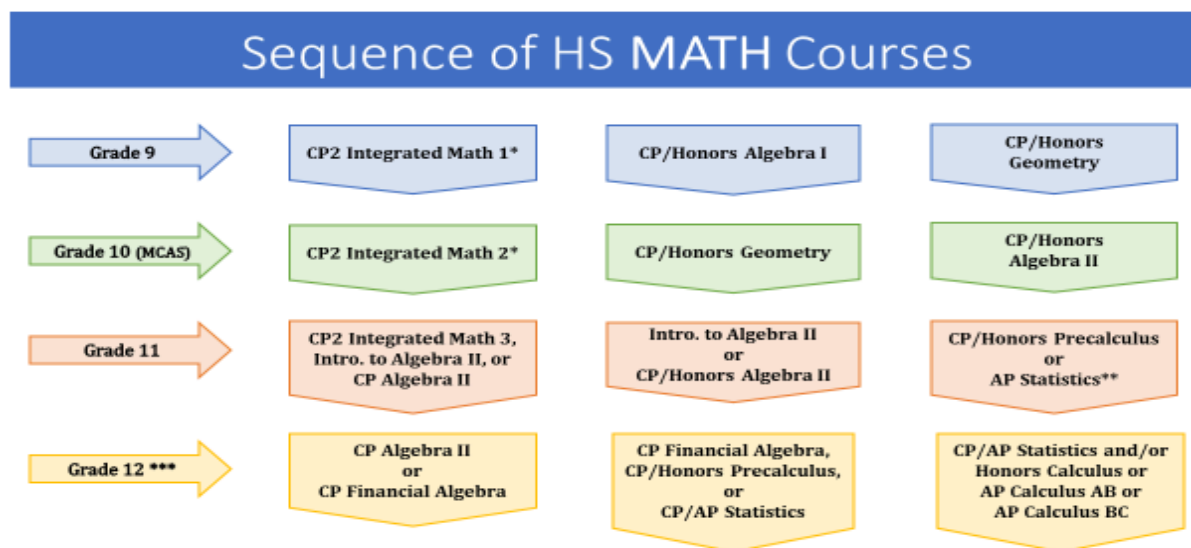
In establishing one's own sense of personal identity, it is important to consider the experiences and perspectives of others. In this course, students will be exposed to various written works, TED talks, and films by a diverse group of writers in order to better understand how varied voices contend with the "human experience." Students will submit personal essays, journal prompts, and other projects, which will ultimately culminate in a portfolio demonstrating students' own voices.

MATHEMATICS DEPARTMENT PHILOSOPHY

Since our technological society increasingly demands higher-level mathematical skills and the ability to confront and solve problems rationally, the mathematics department has implemented problem-based learning throughout the curriculum. The primary goal of the mathematics department is to provide each student with skills in mathematical computation and logical reasoning. In addition, many of the courses in the curriculum provide opportunities for the student to develop an awareness of and an appreciation for the power of mathematics to solve real world problems. Students will achieve mathematical competence through a strong mathematics program that emphasizes problem solving, communicating, reasoning and proof, making connections and using multiple representations.

The major goals of the mathematics curriculum are to develop within the student the ability to:

- make sense of problems and persevere in solving them;
- reason abstractly and quantitatively;
- construct viable arguments and critique the reasoning of others;
- model with mathematics;
- use appropriate tools strategically;
- attend to precision;
- look for and make use of structure; and
- look for and express regularity in repeated reasoning.



* CP2 Integrated Math 1 & 2 is a two-year commitment.

** Grade 11 students can only take AP Statistics in conjunction with Precalculus.

*** Students must be enrolled in 1 credit of Math in senior year.

**** Students may also take AP Computer Science A after completion of Algebra II.

Algebra I **College Prep.** **1 Credit**
This course is designed to continue the study of Algebra. Major topics include properties of the real number system, solving open sentences, linear functions and inequalities, systems of equations and inequalities, linear, quadratic, and exponential functions, operations with polynomials, and powers and roots. Students will use mathematical models to represent, analyze and understand quantitative relationships. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities and take-home activities. ***Prerequisite: Admission is dependent upon successful completion of Grade 8 Math or Grade 7 Math Enhanced.***

Algebra I **Honors** **1 Credit**
This rigorous course is designed to provide an in-depth understanding of algebra as a solid foundation for future mathematics courses. Major topics include properties of the real number system, solving multi-step equations, linear equations and inequalities, systems of equations and inequalities, linear, quadratic, and exponential functions, operations with polynomials, and powers and roots. Students use mathematical models to represent, analyze, and understand quantitative relationships. Students are engaged in activities that utilize a range of technology. Assessment is based upon tests, quizzes, in-class activities, and take-home activities. ***Prerequisite: Completion of Grade 8 Math, teacher recommendation, and the necessary minimum grade requirements as stated in the Honors level admittance policy.***

Algebra II **College Prep.** **1 Credit**
This course is designed to build upon the skills established in Algebra I and Geometry. The concept of a mathematical function is explored in depth. Topics include systems of open sentences, complex numbers, operations with quadratic, exponential, polynomial and rational expressions, graphing quadratic, exponential, polynomial and rational functions, trigonometry, and statistics and probability. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities, and take-home activities. ***Prerequisite: Successful completion of Algebra I and Geometry or Introduction to Algebra II.***

Algebra II **Honors** **1 Credit**
This rigorous course is designed to build upon the in-depth skills established in Honors Algebra I and Honors Geometry. The concept of a mathematical function is explored in depth. Topics include systems of open sentences, complex numbers, operations with quadratic, exponential, polynomial and rational expressions, graphing quadratic, exponential, polynomial and rational functions, trigonometry, and statistics and probability. Students will use mathematical models to represent, analyze, and understand quantitative relationships. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities, and take-home activities. ***Prerequisite: Teacher recommendation and attaining the minimum required grade as stated in the Honors level admittance policy.***

Calculus **Honors** **1 Credit**
This course is designed as an introductory college level calculus course. Content focuses on the topics of functions, limits, derivatives and their applications to problems, as well as an introduction to integrals. Students will use mathematical models to represent and understand quantitative relationships and analyze change in various contexts. Students will be engaged in technology related activities. Assessment will be based on tests, quizzes, in-class activities, and take-home activities. ***Prerequisite: Attaining the minimum grade requirement in Honors Pre-Calculus or Pre-Calculus as stated in the Honors level admittance policy.***

AP Calculus AB**Advanced Placement****1 Credit**

This course is designed to be a college level course. Course content focuses on the topics of functions, limits, derivatives, integrals, and their applications. Students will use mathematical models to represent and understand quantitative relationships and analyze change in various contexts. The textbook used is *Calculus Graphical, Numerical, Algebraic*, by Finney, Demana, Waits, Kennedy and Bressoud. Students will be engaged in technology related activities. Assessment will be based on tests, quizzes, in-class activities, and take-home activities. Students are expected to take the Advanced Placement Exam. ***Prerequisite: Teacher recommendation and attaining the minimum grade requirement in Honors Precalculus. Prospective students are required to complete a summer assignment.***

AP Calculus BC**Advanced Placement****1 Credit**

This course is designed to be a college level course. Course content focuses on the topics of functions, limits, derivatives, integrals, and their applications as well as the study of improper integrals, partial fractions, and infinite series. Students will use mathematical models to represent and understand quantitative relationships and analyze change in various contexts. The textbook used is *Calculus Graphical, Numerical, Algebraic*, by Finney, Demana, Waits, Kennedy and Bressoud. Students will be engaged in technology related activities. Assessment will be based on tests, quizzes, in-class activities, and take-home activities. Students are expected to take the Advanced Placement Exam. ***Prerequisite: Attaining the minimum grade requirement in Honors Pre-Calculus and teacher recommendation. Prospective students are required to complete a summer assignment.***

Financial Algebra**College Prep. 2****1 Credit**

This course is designed to cover financial literacy topics incorporated into the following units of study: taking charge of your finances, earnings and taxes, savings, investing, and spending (credit, loans, insurance, cars, and home ownership). Students will use the algebra skills developed in previous course work within the application of the material and selected topics from Algebra II and Statistics will be introduced. The textbook used is Financial Algebra. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities and take-home activities. Admission to the course is dependent upon successful completion of Introduction to Algebra II. ***Please be aware that taking any course below the college preparatory level may not meet certain college admission and NCAA requirements.***

Geometry**College Prep.****1 Credit**

This course is designed to focus on six critical areas: Establish criteria for congruence of triangles based on rigid motions, establish criteria for similarity of triangles based on dilation and proportional reasoning, informally develop explanations of circumference, area, and volume formulas, apply the Pythagorean Theorem to the coordinate plane, and prove basic geometric theorems. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities, and take-home activities. ***Prerequisite: Minimum passing grade in Algebra I.***

Geometry**Honors****1 Credit**

This rigorous course is designed for an in-depth focus on six critical areas: Establish criteria for congruence of triangles based on rigid motions, establish criteria for similarity of triangles based on dilations and proportional reasoning, informally develop explanations of circumference, area, and volume formulas, apply the Pythagorean Theorem to the coordinate plane and prove basic geometric theorems. Students will use visualization, spatial reasoning, and geometric modeling to solve problems. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities, and take-home activities. ***Prerequisite: Completion of Honors Algebra I or CP Algebra I, teacher recommendation, and the necessary minimum grade requirements as stated in the honors level admittance policy.***

Integrated Math I**College Prep. 2****1 Credit**

This is the first course in a three-year sequence that weaves together algebra, geometry, statistics, number sense and logic. The course reinforces the connections that exist between algebra and geometry while developing problem-solving skills. Completion of the three-year sequence can prepare students to enter into CP Algebra II during their senior year. Specific topics to be included are properties of the real number system, rules of exponents, polynomial operations, inequalities, slope, linear functions, points, lines and angles, polygons, perimeter and circumference and introductory transformational geometry. Students will be engaged in technology-related activities. Assessment will be based upon concept checks, quizzes, tests, in-class activities, projects and take-home activities. ***Prerequisite: Admission to this course is based upon a passing grade in Grade 8 Math.***

Integrated Math II**College Prep. 2****1 Credit**

This is the second course in a three-year sequence which weaves together algebra, geometry, statistics, number sense and logic. The course reinforces the connections which exist between algebra and geometry while developing problem-solving skills. Completion of the three-year sequence can prepare students to enter into CP Algebra II during their senior year. Specific topics to be included are systems of linear equations and inequalities, powers and roots, polynomials, sequences, quadratic and exponential functions, reasoning in geometry, using formulas in geometry, congruence, similarity and right triangles. Assessment will be based upon concept checks, quizzes, tests, in-class activities, projects and take-home activities. ***Prerequisite: Admission to this course is based upon a passing grade in Integrated Mathematics Part I.***

Integrated Math III**College Prep. 2****1 Credit**

This is the third course in a three-year sequence that weaves together algebra, geometry, statistics, number sense and logic. The course reinforces the connections that exist between algebra and geometry while developing problem-solving skills. Completion of the three-year sequence can prepare students to enter into CP Algebra II during their senior year. Specific topics to be included are linear, quadratic and exponential functions and their applications, reasoning in geometry, polygons, right triangles, data analysis and statistics. Assessment will be based upon concept checks, quizzes, tests, in-class activities, projects and take-home activities. ***Prerequisite: Passing grade in Integrated Mathematics Part II.***

Pre-Calculus **College Prep.** **1 Credit**
This course is designed to build on the foundation established in Algebra II for those students not planning to take Advanced Placement Calculus. The critical areas include operations and applications of complex numbers, logarithms and exponential functions, the use of polynomial and rational functions, performing operations with vectors, and exploring trigonometric functions and their applications. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities, take-home activities and a final exam. **Prerequisite: Successful completion of Algebra II or Honors Algebra II.**

Pre-Calculus **Honors** **1 Credit**
This course is designed to build on the foundation established in Honors Algebra II and will provide the necessary rigor to prepare students planning to take Advanced Placement Calculus. The critical areas include operations and applications of complex numbers, performing operations with vectors, deriving equations that model conic functions, and exploring trigonometric functions and their applications. Students will use mathematical models to represent, analyze, and understand quantitative relationships. Students will be engaged in technology related activities. Assessment will be based upon tests, quizzes, in-class activities, take-home activities and a final exam. **Prerequisite: Teacher recommendation and attaining the minimum required grade average from Honors Algebra II as stated in the Honors level admittance policy.**

Statistics **College Prep.** **1 Credit**
This course is designed to provide a solid foundation in statistics. Course content focuses on the topics of organizing data and looking for patterns, producing data using samples and experiments, probability and the foundation of inference, making conclusions with confidence. The textbook used is *The Practice of Statistics* by Yates, Moore and Starnes. Students will be engaged in technology related activities. Assessment will be based on tests, quizzes, in-class activities, and take-home activities. **Prerequisite: Successful completion of Algebra II, Algebra II Honors, or Pre-Calculus.**

AP Statistics **Advanced Placement** **1 Credit**
This course is designed to be a college level course taken by juniors or seniors. The purpose of this statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students learn to organize data, compute measures of central tendency, study elementary probability theory, and use random variables with binomial, Poisson, and standard distributions. This course will rely heavily on the use of technology. The textbook used is *Stats Modeling the World* by Boch, Velleman and De Veauz. Students are expected to take the Advanced Placement Exam. Prospective students are required to complete a summer assignment. This course is intended for juniors who are simultaneously taking Pre-Calculus or as a senior math class. **Prerequisite: Teacher recommendation and attaining the minimum grade requirement in Algebra II.**

AP Computer Science A **Advanced Placement** **1 Credit**
AP Computer Science A is an introductory college-level computer science course. It will introduce students to computer coding through activity-based learning. While the class exclusively focuses on the programming language Java, this course is designed to give students a strong foundation in the basics of coding in general. The strategies learned are applicable to most programming languages. Students will cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like variables, modularity, and control structures. Students are expected to take the Advanced Placement Exam. **Prerequisite: Teacher recommendation and attaining the minimum grade requirement in Algebra II.**

SCIENCE DEPARTMENT

PHILOSOPHY

The goal of science education is to help all students become scientifically literate. The scientifically-literate student possesses knowledge of:

- The major ideas, themes, and terms of the scientific disciplines
- Scientific practices
- The nature of scientific inquiry and scientific knowledge

The scientifically-literate individual can successfully engage in inquiry, make decisions based on scientific knowledge, and think critically about scientific information. Scientific literacy is important in promoting a vibrant economy and democratic society, preparing students for college and careers, and making informed personal decisions.

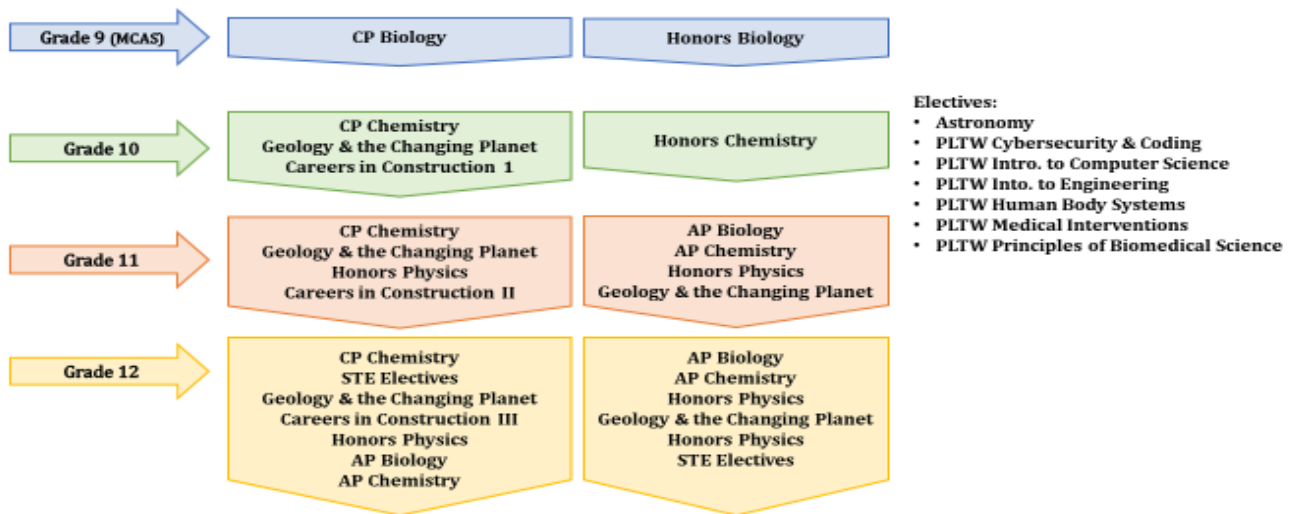
Hopedale Jr./Sr. High School's Science department aims to help students connect their academic learning in the classroom with their lives outside of the classroom and in the real world, develop critical thinking, and develop positive attitudes towards science. Teachers aim to expose students to global investigations and discoveries in the scientific world on an ongoing basis. New technology, including virtual reality glasses, a spectrophotometer, and virtual dissecting table is also incorporated into coursework in order to expose students to the newest research tools available.

Honors level courses are recommended for students who have demonstrated exceptional academic achievement through a combination of ability and motivation. Instruction will assume that students are able to grasp concepts on initial presentation and communicate clearly in written and oral academic language. Emphasis will be placed on peer cooperation, time management and critical thinking skills such as analysis, synthesis, and problem-solving.

Students will be able to:

- ask questions and define problems;
- plan and carry out investigations;
- develop and use models;
- construct, evaluate, and refine explanations of phenomena;
- obtain, evaluate, and communicate scientific and technical information from a variety of sources;
- use mathematical and computational thinking in scientific inquiry;
- analyze and interpret data;
- engage in argument of scientific ideas based on evidence;
- describe how science works and the nature of scientific knowledge; and
- explore a variety of science careers and the skills/education required for those careers.

Sequence of HS SCIENCE Courses



Biology (Lab Science)

College Prep.

Credit 1

This course is designed to focus on specific facts and abstract concepts related to Biology. Topics covered are those specified by the Massachusetts State Curriculum Frameworks for a one-year course in Biology. This course will combine textbook readings that build around key concepts, interactive online activities, and experimentation with labs. The course content will include scientific inquiry, cell processes, inheritance, history of life, microbial world, plants, animals, human structure and function, and ecology. Students will be expected to complete text readings, homework, interactive online activities, and lab reports. Assessments will be based on lab reports, homework, participation, tests, projects, and a final exam. The textbook used is Exploring Life by Campbell, Williamson and Heyden.

Biology (Lab Science)

Honors

1 Credit

This course is for those students who have demonstrated very high academic achievement and are interested in the biological sciences. It is a pre-AP course designed to prepare students for the rigors of AP Biology. Topics covered are those specified by the Massachusetts State Curriculum Frameworks; however, this course will move at a much faster pace than College Prep. Biology and additional topics will be covered. At the completion of the course, students should consider taking the College Board SAT Biology Subject Test to meet entrance requirements for competitive colleges and universities. Students who plan to take the College Board Test should spend additional time outside of class preparing for this exam. This course will combine textbook readings that build around key concepts, interactive online activities, and experimentation with labs. The course content will include scientific inquiry, cell processes, inheritance, history of life, microbial world, plants, animals, human structure and function, and ecology. Students will be expected to complete text readings, homework, interactive online activities, and lab reports. Assessments will be based on lab reports, homework, participation, tests, short and long-term projects, and a final exam. The textbook used is Exploring Life by Campbell, Williamson and Heyden. **Prerequisite: Refer to the school policy for admittance into an Honors level course for Grades 9-12 and teacher recommendation.**

**Chemistry
(Lab Science)**

College Prep.

1 Credit

This is an introductory level lab course in Chemistry for college-bound students. Students will learn key chemical concepts, problem solving strategies, and laboratory techniques. Topics include: matter and change, atomic structure, the periodic table, bonding, chemical formulas, chemical reactions, states of matter, acids and bases, equilibrium, rates of reaction, and nuclear chemistry. The textbook used in this course is *Chemistry* by Holt. Activities in this course include: class discussions, research, hands-on activities and laboratory experiments. Students will be assessed based on homework assignments, test and quiz scores, lab reports, projects, and a final exam. ***Prerequisite: Successfully completed or taking concurrently Algebra II. Successfully completed Biology (CP or Honors).***

**Chemistry
(Lab Science)**

Honors

1 Credit

This is a rigorous Honors level introductory lab course in chemistry. This course is a pre-Advanced Placement Chemistry course and is designed to prepare students for the rigors of AP or college freshman Chemistry. Students will need to be proficient in Algebra to be successful in this course. The textbook used in this course is *Modern Chemistry* by Holt. Activities in this course include: class discussions, research, hands-on activities and laboratory experiments. Students will be assessed based on homework assignments, test and quiz scores, lab reports, projects, and a final exam. ***Prerequisite: Recommendation from Biology teacher. Successfully completed or taking concurrently Algebra II.***

**AP Chemistry
(Lab Science)**

Grades 11 & 12

1 Credit

The Advanced Placement Chemistry course is designed to provide students who have successfully completed one year of high school chemistry study with an educational experience comparable to an introductory, college-level, chemistry course. In AP Chemistry, students will develop more sophisticated understandings of essential concepts that they have learned in their first-year chemistry course (e.g. atomic structure, chemical bonding, chemical reactions, states of matter, etc.). Students will also learn about advanced Chemistry topics such as thermodynamics, acid-base equilibria, and kinetics. In addition to developing conceptual understanding of essential chemistry concepts, students will improve their skills and knowledge related to scientific practices. These skills and knowledge include question development, data collection, data analysis, mathematical reasoning, constructing and critiquing arguments, and problem solving. Knowledge and skills of scientific practices will allow students to develop the ability to carry-out scientific investigations with minimal teacher guidance. AP Chemistry students are expected to take the national AP Chemistry exam in May. ***Prerequisites: Grade 85 or above in Honors Chemistry, successfully completed Algebra II, and teacher recommendation.***

Geology and the Changing Planet Honors/College Prep. 1 Credit
(Lab Science)

This full year course is designed for seniors and juniors who have an interest in learning in-depth about Earth's systems and processes. Topics will include the composition of earth, the dynamic earth, the atmosphere and oceans, natural disasters, meteorology, earth's resources, and our place in the universe. Students will also develop a deeper understanding about how these systems are changing due to human-induced and non-human-induced pressures.

* **Innovation Pathways courses within the Program of Studies are marked by the following symbol (IP) next to the course name.**

Human Body Systems (IP) Honors/College Prep. 1 Credit
Project Lead the Way (Lab Science)

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Medical Interventions (IP) Honors/College Prep. 1 Credit
Project Lead the Way (Lab Science)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. ***Prerequisites: Successful completion of Biology. Preferred, successful completion of PLTW Biomedical Science course.***

Human Body Systems and *Medical Interventions* are offered in alternate years. Medical Interventions will be offered for the 2025-26 school year.

Physics Honors 1 Credit
(Lab Science)

This course will focus on mechanics, kinematics, waves, sound, light, magnetism and electricity. Students will be expected to: complete text readings, solve problems, complete lab activities, write lab reports and use online simulations to analyze physics phenomena. Assessment will be based on problem sets, lab reports, test scores, projects, and a final exam. ***Prerequisite: Refer to the school policy for admittance into an Honors level course for Grades 9-12. Successfully completed or taken concurrently Pre-Calculus.***

Astronomy Honors/College Prep. .5 Credit

Astronomy is a one-semester course designed to introduce students to the vast wonder of the universe. We will study: the history of astronomy; Earth's place in the solar system; the properties of stars and galaxies; the past, current and future plans for space exploration; and the current theories on cosmic evolution. Students will hypothesize about the enduring question of "Are we alone in the universe?" and use digital simulations to navigate the cosmos. This hands-on science course will include lectures, labs, digital/data analysis, and real-world applications. Student involvement in classroom discussions is required as this course will deal with theories that may still be in development.

Game Design and Development **Honors/College Prep.** **.5 Credit**
Project Lead the Way (Lab Science)

This course introduces students to game design and development through Roblox Studio, a development environment with a comprehensive set of tools that empowers developers to create expansive worlds. Students learn fundamental game design elements such as goals, rules, advancement, and feedback. As students master the basics of game design, they learn the Lua programming language to develop features that make their games more engaging.

Intro. to Computer Science **Honors/College Prep.** **.5 Credit**
Project Lead the Way (Lab Science)

With emphasis on computational thinking and collaboration, this course provides an excellent entry point for students to begin or continue the Project Lead the Way Computer Science K-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

Principles of Biomedical Science (IP) **Honors/College Prep.** **.5 Credit**
Project Lead the Way (Lab Science)

Principles of Biomedical Science provides an introduction to Biomedical Science through exciting hands-on projects and problems. Students learn concepts of Forensics and Biology as they investigate the death of a fictional woman piecing together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of Biomedical Science IP program and lay the scientific foundation for subsequent courses. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Introduction to Engineering Design **Honors/College Prep.** **1 Credit**
Project Lead the Way (Lab Science)

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply the engineering design

process to complete a set of engineering problems. Utilizing the activity/project problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills. Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability.

SOCIAL STUDIES DEPARTMENT

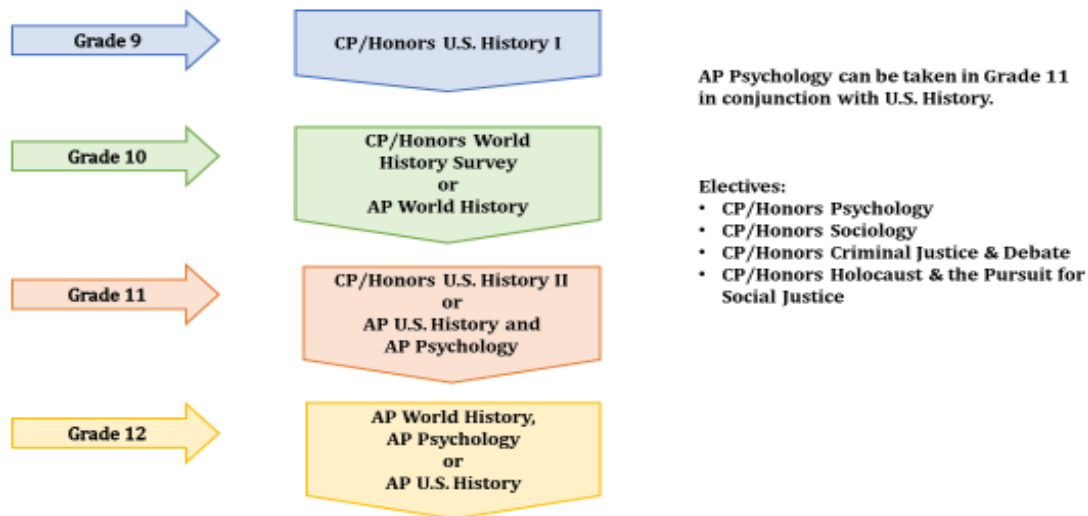
PHILOSOPHY

The mission of the Hopedale Jr-Sr High School Social Studies Department is to foster critical and creative thinking, empowering students to analyze and engage with the world around them. We are dedicated to instilling Hopedale's Portrait of a Graduate skills and teaching students to become informed global citizens who understand the interconnectedness of cultures, economies, and societies. Through our curriculum, we emphasize responsible decision-making, ethical leadership, and the development of skills necessary to navigate and positively impact an ever-changing world. Our goal is to inspire students to take active roles in their communities and become thoughtful, compassionate leaders who contribute to a just and sustainable future.

Assessment of these goals will be based upon the 21st Century Learning Expectations as outlined in our school's belief statement, core values and vision statement as well as the Social Studies Performance Assessment Rubric. The major goals of the Social Studies curriculum are to develop within the student:

- the ability to think critically and logically;
- the ability to show connections, casual and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments;
- the knowledge to interpret the past within its own historical context rather than in terms of present day norms and values;
- the capacity to distinguish intentions and intended consequences of action from unanticipated and unpredicted effects; and
- the ability to distinguish knowledge from various forms of opinion: identify valid and fallacious arguments; identify bias and prejudice in historical interpretations; distinguish between sound generalizations and oversimplification papers, class participation and a final exam.

Sequence of HS SOCIAL STUDIES Courses



U.S. History I

Honors/College Prep.

1 Credit

This Grade 9 United States history class will review the origins and events of the American Revolution, the Constitution and its key principles, and the events of the early Republic. Students will examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. Essential guiding questions, primary and secondary sources, discussion and debate, and various forms of media are all integral parts of this course. Assessments will be based on papers, projects, quizzes, tests, class participation, various forms of classwork, and a final exam.

U.S. History II

Honors/College Prep./Grade 11

1 Credit

This course will investigate the political, social, and economic trends and events in the United States from the 1920s to the present. Significant time will be spent exploring major conflicts of the 20th century and the domestic reforms, policies, people, and events that have shaped the lives of ordinary Americans throughout the 20th century. Students will consult a variety of traditional and digital sources in an attempt to construct an original understanding of American history and its effects on modern society. Students will develop the skills needed to identify and explain cause-and-effect relationships, to establish connections between the past and the present, to identify and interpret the context in which an event occurs, and to distinguish between fact and fiction. Students will also work to strengthen key 21st century skills such as media literacy, analytical reading and writing, and oral and written communication skills while also reflecting on enduring themes such as leadership and morality.

AP U.S. History**Advanced Placement****1 Credit**

The Advanced Placement United States History course is designed as a college level survey of American history. The course covers the broad scope of American history from the colonial period to the present day with the dual purpose of giving students an opportunity for high level engagement in historical studies and preparing them to find success on the AP United States History exam at the end of the year. Materials and resources include, but are not limited to, the textbook (American History: Connecting with the Past by Alan Brinkley, McGraw Hill Inc.), a variety of primary and secondary source readings and other supplementary materials. Assessment will be based upon tests, research essays, projects, required readings, class discussion and debate, and mastery of the AP United States History exam style of multiple choice, short answer, long essay, and document based questions. Students who excel in reading comprehension, exhibit strong critical thinking skills, have a deep passion for history, and demonstrate an excellent work ethic will find great enjoyment and success in this course. Interested students are encouraged to speak to the AP United States History teacher to learn more. ***Prerequisite: Average of 85 or higher in an Honors level history course or a teacher recommendation.***

AP World History**Advanced Placement****1 Credit**

Advanced Placement World History is designed to be the equivalent of a two-semester introductory college or university world history course. 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; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. 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.

Prerequisite: Average of 85 or higher in an Honors level history course or a teacher recommendation.

World History Survey**Honors/College Prep. Grade 10****1 Credit**

In this course, students will explore political revolutions, the rise of the nation state in Europe, and the political and economic roots of the modern world of the 19th and 20th centuries. Additional topics include the Industrial Revolution, World Wars I and II, the Cold War, and the Contemporary World (1991-present). The course is intended to help students confidently create an understanding about processes that have shaped today's world. Students will engage with numerous primary and secondary sources, including the textbook *World History and Geography*, while conducting effective research in order to develop critical thinking skills. ***Honors Prerequisite: Attaining teacher recommendation from the previous year.***

AP Psychology**Advanced Placement****1 Credit**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. This course is open to students in Grades 11 and 12 who are willing to accept the challenge of completing a rigorous academic curriculum that is expected of all high school students enrolled in advanced placement courses. Enrollment is based on available spaces, teacher recommendations, an approved writing sample and letter of intent. Assessment will be based upon the successful completion of all research projects, papers, tests and presentations. ***Prerequisite: Average of 85 or higher in an Honors level science and/or history courses and teacher recommendation. This course may fulfill a science requirement.***

Criminal Justice & Debate**College Prep./Honors****.5 Credit**

This course will first introduce students to key legal principles, prominent court cases, and the general process of the American justice system. Students will study the importance of forensic evidence in modern legal cases as well as past, present, and future controversies that may complicate the legal process. Once students have gained an understanding of the law and the criminal justice system, they will use this information to debate the verdict of modern court cases and laws.

Holocaust & the Pursuit for Social Justice**College Prep./Honors****.5 Credit**

This course combines a historical analysis of the Holocaust with a focus on current events and modern efforts to achieve social justice in America and abroad. Students in this course will study the causes of the Holocaust through an in-depth analysis of the psychological and political factors that influenced the perpetrators and bystanders as well as the effects that these decisions had on the millions of victims. After analyzing these causes and effects, students will then apply the lessons they have learned to identify and diagnose modern examples of racism and injustice.

Psychology**Honors/College Prep.****.5 Credit**

This course is designed to introduce students to the study of behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and theories associated within the major subfields of the field of Psychology. Students will also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. Topics covered will include, Developmental Psychology, Adolescent Psychology, Psychological Disorders, Brain and Awareness, Cognitive Processes, Personality, Sensation and Perception, Learning and Conditioning, Research methods, History of Psychology and Sociocultural Influences. Materials and resources used include, but not limited to, the textbook *Understanding Psychology* McGraw-Hill, supplementary readings and videos. ***This course may fulfill a science requirement.***

Sociology**Honors/College Prep.****.5 Credit**

Sociology is a study of society to determine how problems have been influenced by human behavior. In this course, students will examine issues related to gender, crime, racism, poverty, and inequality in order to determine the ways that human behavior and social influences are responsible for modern problems. Identifying and analyzing theories of sociology will help students better understand the world in which they live and the forces that have influenced their own identity and place in society. Students will then apply these theories to address modern social justice issues ranging from gender identity, poverty, racism, etc. Students will use the principles of sociology that they have learned to embark upon an independent, self-directed civics project that seeks to address and resolve modern issues facing the United States in the 21st Century.

WORLD LANGUAGE DEPARTMENT PHILOSOPHY

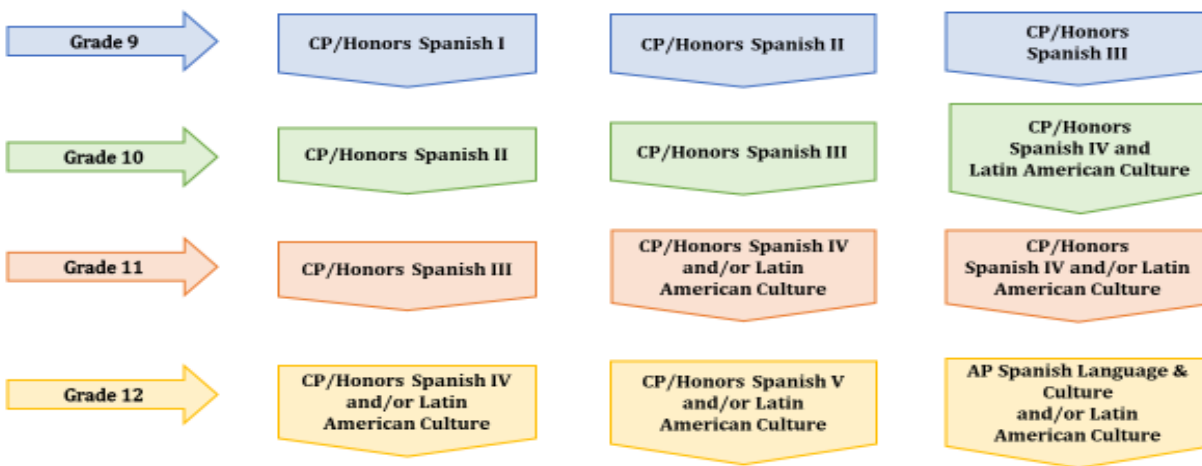
The knowledge of a second language is essential in the increasingly global world of the 21st Century. The philosophy of our department is to develop within the student a lifelong ability and desire to communicate with people from other countries and backgrounds. Additionally, we seek to give students the knowledge to become active, thoughtful, and respectful members of a global society. Academic and cognitive development, increased vocabulary, creativity and critical thinking, skills for the global marketplace, and an increased understanding of English are all benefits of learning a second language. Students will learn the culture, structure, vocabulary, and grammar of the language as well as the contexts in which it is used. Their study will be based upon the five guiding principles behind second language acquisition, which are communication, cultures, connections, comparisons, and communities. The content of each course is consistent with the Curriculum Frameworks set forth by the Department of Education of the State of Massachusetts and the Massachusetts Foreign Language Association and the National Proficiency Guidelines for Language Learning set forth by the American Council on the Teaching of Foreign Languages.

Spanish is one of the most dominant languages in the world and a rapidly growing language in the United States. It is with this knowledge that Hopedale Jr./Sr. High School has focused on providing each student with a course of study that will facilitate effective and purposeful communication in Spanish. It is also desired that students be able to utilize the intensive study of Spanish as a motivator for both a future study of other languages and a deeper study of Spanish.

Assessment of these goals will be based upon the 21st Century Learning Expectations as outlined in our school's belief statement, core values and vision statement. The major goals of the World Language curriculum are to develop within the student:

- an understanding and interpretation of written and spoken language;
- knowledge and understanding of other cultures;
- a proficiency-based curriculum for purposeful communication;
- the ability to use the language for personal enjoyment and enrichment;
- attitudes and ideas that promote multicultural appreciation; and
- the desire to participate in the multilingual interdependent communities of the 21st Century.

Sequence of HS SPANISH Courses



Elective:

Latin American Culture: Music, Art and Dance Influences (prerequisite = completion of CP or Honors Spanish III)

Spanish I

Honors/College Prep.

1 Credit

This introductory course is designed to provide students with the basic fundamentals and vocabulary of the Spanish language. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations as well as for everyday classroom interactions. The student is frequently exposed to cultural elements of a Spanish speaking community that may include exposure to and analysis of authentic materials and artifacts. Linguistic and cultural input is reinforced through the use of images, photographs, visual presentations, props and instruction that emphasizes large amounts of exposure to the target language. Students will learn grammar, vocabulary, and unit themes in context and will apply their knowledge in simulated real-life situations. Newly acquired grammar and vocabulary will routinely be assessed through both written and oral evaluations. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. This course is intended for students who have **not** successfully completed Spanish I at the Junior High level, such as transfer students or students who have been exempted from Spanish in their Junior High academic program. After successfully completing this course, the student will take Spanish II.

Spanish II

Honors/College Prep.

1 Credit

This course is designed to advance and refine the students' ability to communicate in the language in both oral and written form. The study of verb tenses is combined with an introduction to new vocabulary and grammar. Oral communication and listening skills are enhanced through the use of videos and interpersonal speaking activities and presentational speaking tasks. Portions of the materials and vocabulary from this course are taken from *Realidades I & II* (Prentice Hall), with many additional materials created by the teacher. Other supplementary materials for comprehension and creativity include various forms of technology and authentic audio, video, and printed text. Emphasis throughout the class is placed on reading, writing, and increasing use and comprehension of spoken Spanish. Independent as well as group activities are incorporated. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations. Unit themes include, but are not limited to, the house, domestic

activities, preparing for special occasions, immigration, shopping, and important aspects of one's identity.

Spanish III

College Prep.

1 Credit

This course is a thorough review and intensive study of grammar covered in previous courses as well as the addition of more advanced tenses. The main focuses are placed on the expansion and retention of vocabulary, increased use of oral communication, and the improvement of reading, writing, and listening comprehension skills. Unit themes deal with topics such as identity, education in Hispanic countries, extracurricular activities, childhood, and medical/accident vocabulary. Students are expected to draw from events and personal experiences in their everyday lives when communicating. Students will also learn about Hispanic history and culture through readings and research. Independent and group activities are incorporated into both instruction and assessment. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations. ***Students who have successfully completed Spanish II or who have successfully met Spanish II-8 requirements may elect this course.***

Spanish III

Honors

1 Credit

This course is a thorough review and intensive study of grammar covered in previous courses as well as the addition of more advanced tenses. The main focuses are placed on the expansion and retention of vocabulary, increased use of oral communication, and the improvement of reading, writing, and listening comprehension skills. Unit themes deal with topics such as identity, education in Hispanic countries, extracurricular activities, childhood, and medical/accident vocabulary. Students are expected to draw from events and personal experiences in their everyday lives when communicating. Students will learn about Hispanic history and culture through readings and research. Independent and group activities are incorporated into both instruction and assessment. Students are expected to have the ability and desire to work independently and to consistently make connections between past and present learning. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory Spanish III. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations.

Students who have successfully completed Spanish II and have attained the grade qualifications or who have successfully met Spanish II-8 requirements may elect this course.

Spanish IV

College Prep.

1 Credit

The course will provide students with opportunities to improve the skills needed to communicate effectively in Spanish in various common situations, as well as expand their knowledge of cultural products, practices and perspectives in the Spanish-speaking world. The units to be studied include but are not limited to traveling using the airport and train station, vacations, holidays, and authentic foods. Each unit will have a focus on purposeful communication, while reviewing and expanding upon the vocabulary and grammar foundations established in previous courses. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations.

Students who have successfully completed Spanish III may elect this course. Students who have completed Spanish III as freshmen must enroll in this course in order to fulfill their foreign language graduation credit requirement.

Spanish IV**Honors****1 Credit**

The course will provide students with opportunities to improve the skills needed to communicate effectively in Spanish in various common situations, as well as expand their knowledge of cultural products, practices and perspectives in the Spanish-speaking world. The units to be studied include but are not limited to traveling using the airport and train station, vacations, holidays, and authentic foods. Each unit will have a focus on purposeful communication, while reviewing and expanding upon the vocabulary and grammar foundations established in previous courses. Students are expected to have the ability and desire to work independently and to consistently make connections between past and present learning. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations.

Students who have successfully completed Spanish III and have met the grade qualifications may elect this course.

Spanish V**College Prep.****1 Credit**

This course is a preparatory class for future Spanish study at the collegiate level as well as a culminating experience in high school. CP Spanish V is conducted primarily in Spanish. Students are expected to also speak in the target language to both the teacher and classmates. The main themes of this course include Urban Life, The Media, Latin American Heroes, Science and Technology, and Athletics. An emphasis is placed on real life situations, personal experiences, cultural connections, and activities that require creative thinking skills. The primary text used is *Imagina*, with various supplementary materials provided to familiarize the students with Hispanic culture as well as to give students the opportunity to read with understanding, gain greater insight into the Spanish language, and make cultural connections and comparisons. Various authentic resources such as Spanish songs, websites, television programs, and films are also used throughout the course to aid and improve students' linguistic and cultural comprehension and skills. Students may have the opportunity to perform a Spanish play and/or create an original Spanish video at the end of the year as a culminating project. Students are expected to have the ability and desire to work independently and to consistently make connections between past and present learning. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. Students will be expected to acquire a variety of vocabulary and be able to use it in real-life situations.

Students who have successfully completed Spanish IV may elect this course.

Spanish V**Honors****1 Credit**

This course is designed as a detailed, thorough study of language and culture in the Spanish speaking world, specifically with preparation for the AP Spanish Language and Culture course in mind. Spanish V is conducted in Spanish, and students are expected to speak in the target language to both the teacher and classmates. The main themes of this course include Urban Life, The Media, Latin American Heroes, Science and Technology, and Athletics. An emphasis is placed on real life situations, personal experiences, cultural connections, higher order thinking and activities that require creative integration of skills. The primary text used is *Imagina*, with various supplementary materials provided to familiarize the students with Hispanic culture as well as to give students the opportunity to read with understanding, gain greater insight into the Spanish language, and make cultural connections and comparisons. Various authentic resources such as Spanish songs, websites, television programs, and films are also used throughout the course to aid and improve students' linguistic and cultural comprehension and skills. Students may have the opportunity to perform a Spanish play and/or create an original Spanish video at the end of the year as a culminating project. Students are expected to have the ability and desire to work

independently and to consistently make connections between past and present learning. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory Spanish V. Assessment will be based on written and oral demonstrations of students' skills in language interpretation and production. ***Students who have successfully completed Spanish IV and have met the grade qualifications may elect this course.***

AP Spanish Language & Culture

Advanced Placement

1 Credit

This course is designed for students who wish to further their study of advanced Spanish and who wish to take the AP Spanish Language and Culture exam. In this college-level course, students are expected to have the ability and desire to frequently work independently, to consistently make connections between past and present learning, and to take academic risks with the language. The primary goal of the course is to bring the students to an advanced level of proficiency in listening, speaking, reading and writing through frequent opportunities to perform these four skills. Students will demonstrate proficiency on a frequent basis while exploring the course's six main themes: Global Challenges, Beauty and Aesthetics, Personal and Public Identities, Families and Communities, Science and Technology and Contemporary Life. Students will be expected to acquire and apply a variety of vocabulary in context. This course is conducted completely in Spanish, and it is expected that students only use Spanish when interacting with peers and with their teacher. Instructional materials are authentic sources: those produced by native speakers of Spanish with native speakers of Spanish as their intended audience. The primary text for this course is *Temas*, with additional resources provided from appropriately leveled texts. ***Prerequisite: Suggested minimum grade of 85 from Honors Spanish V and the effective and timely completion of all preparatory summer work.***

Latin American Culture - Honors/College Prep. Music, Art and Dance Influences

.5 Credit/Semester

This elective course seeks to introduce students to multicultural influences inherent in Latin music and dance by demonstrating the various styles of Latin music and dance that incorporate African and European influences. Students will learn about the contemporary music and dance of Latin America. Students will also explore how visual art expresses mood and emotion, discover information contained within visual depictions, as well as employ their own visual art's abilities to represent the essence of dance and music. Students who have successfully completed CP or Honors Spanish 3 may elect this course. Enrollment is highly recommended for any student planning to take AP Spanish Language and Culture in addition to their core Spanish course. Those students wishing to receive Honors level credit for this course will be asked to prepare short presentations and complete reflection questions that will require higher order thinking.

Seal of Biliteracy

The *State Seal of Biliteracy* and the *State Seal of Biliteracy with Distinction* are official designations awarded to qualifying students upon their graduation from a Massachusetts high school to indicate that they have attained a high level of proficiency in English and at least one additional world language.

The purpose of the Massachusetts *State Seal of Biliteracy* is to:

- Encourage students to study and master languages;
- Certify attainment of biliteracy skills;
- Recognize the value of language diversity;
- Provide employers with a method of identifying people with language and biliteracy skills;

- Provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages;
- Prepare students with skills that will benefit them in the labor market and the global society; and
- Strengthen intergroup communication and honor the multiple cultures and languages in a community.

ENGLISH LANGUAGE LEARNERS (ELL)

Emerging English

Grades 9-12

1 Credit

This course is designed for students who are English Language Learners (ELL) and have been assessed at Level 1 or Level 2 on the ACCESS test or WIDA Screener (students who are new in the district). Placement will be determined by the results of formal student testing and teacher input. Emphasis will be on acquiring proficiency in reading comprehension, listening comprehension, writing skills, and oral language skills. There are different levels within the course which target students' levels of proficiency. The curriculum is aligned with the strands of the ELA frameworks as well as the World-Class Instruction Design and Assessment (WIDA) standards incorporating the mandated requirements by the DESE Office of English Language Acquisition. The ELL student will be mainstreamed into English classes upon acquisition of necessary skills.

Developing English

Grades 9-12

1 Credit

This course is designed for students who are English Language Learners (ELL) and have been assessed at Level 3, 4 or 5 on the ACCESS test or WIDA Screener (students new to the district). Placement will be determined by the results of formal student testing and teacher input. Emphasis will be on acquiring proficiency in reading comprehension, listening comprehension, writing skills, and oral language skills. There are different levels within the course which target students' levels of proficiency. The curriculum is aligned with the strands of the ELA frameworks as well as the World-Class Instruction Design and Assessment (WIDA) standards incorporating the mandated requirements by the DESE Office of English Language Acquisition. The ELL student will be mainstreamed into English classes upon acquisition of necessary skills.

Academic Language Acquisition and Support

(Open to students based on their English Language Proficiency Level)

The main objective of this course is to support ELL students in achieving success in Hopedale Jr./Sr. High School. It is designed to aid students in their development of English skills by offering a welcoming and safe environment for language practice, academic work completion, and sharing/discussing school culture. There will be dissemination of school information and extracurricular activities and events. The instructor will facilitate academic work by supervising/working with small groups of students or with an individual student on assignments brought in from their content classes.

Internship 1, .5 credit - fieldwork approx. 4 hours/week ~ 75 hours

Internship 2, 1.0 credit - fieldwork approx. 6.5 hours/week ~ 100 hours

Internship 3, 1.5 credit - fieldwork approx. 9 hours/week ~ 150 hours

Project Management I & II (ICP) Honors Grades 11-12 .5 Credit per Semester

This Honors level course allows students to pursue individual interests in the areas of marketing, finance, hospitality, or business management. All students will learn the five phases of project management including project initiation, planning, execution, monitoring and controlling, and closing. Students will explore curriculum directly related to their chosen area of interest and produce a written paper and formal presentation either as a team or individually. Focus will be placed on research and analysis techniques, project management phases, written and oral communication skills, and organization skills. To reinforce skills learned in the course, DECA competition formatting is utilized. As related to project topics, some field experiences are required. In addition, students will research and apply project management, marketing, and entrepreneurship knowledge in the online simulation Virtual Business - Management. In this sim, students run their own company by making high-level decisions to inform the direction of their business. ***A prerequisite to this Honors level course is DECA membership and successful completion of either Sports and Entertainment Marketing, Accounting, Entrepreneurship, Business Management or teacher approval.***

Summer Internship College Prep./Honors, 12 .5 Credit Pass/Fail

This course will allow our rising seniors the opportunity to complete work-based learning in the summer after the 11th grade. Students are able to apply many skills learned from Hopedale's Portrait of Graduate such as resilience, inquiry, civic & global awareness, goal setting, communication, and collaboration. Students will interview with one of our business partners or create their own placements based on their individual goals. Students will demonstrate their learning in the form of time logs, journal reflections, and a final project and presentation. Final presentations will be completed in September after returning to school. Students should complete approximately 100 hours of fieldwork. This course will be added to the transcript as Pass/Fail and students must earn an 80 or better for a passing grade and credit. Examples of past successful summer internships include Boston Children's Hospital, the Hopedale Fire Department, and various Elementary Summer School programs.

Summer Internship - fieldwork approx. 100 hours

Sports & Entertainment Marketing (ICP) * College Prep./Honors Grades 9-12 .5 Credit**

This course will help students develop an understanding of the marketing concepts and theories that apply to the sports and entertainment industries. Topics covered in this course include product development, functions of marketing, target marketing and segmentation, the marketing and promotion mixes, product development, sponsorships, digital and traditional media, and the implementation of sports and entertainment marketing plans. Students will research and apply knowledge in the online simulation Virtual Business - Sports & Entertainment Marketing. Students handle promotions, ticket pricing, stadium operations and staffing, sponsors, concessions, concert booking, and more. The culminating project for this course includes the creation of a complete marketing plan for either a professional expansion team including but not limited to the NFL, NBA, WNBA, NHL, WNHL, MLB or MLS or an entertainment business such as an amusement park or concert series. Additionally, throughout the semester, students will apply their knowledge of marketing fundamentals and gain hands-on experience by creating merchandise for local sports and entertainment organizations.

***** Running spring of 2025-2026 school year**

**Yearbook: Design, Marketing,
& Senior Video**

Honors Grades 11-12

1 Credit

This Honors level course allows students to conceptualize, plan, create, edit, and publish both the Hopedale Jr. Sr. High School yearbook, The Dale, and the Senior Class Video. Students collaborate and work as members of three teams: Design, Sales & Marketing, and Senior Video. Students on the design team create the cover and page layouts, as well as take/gather photographs and write yearbook copy, all while working under strict vendor production deadlines. In addition, students on the sales and marketing team promote book and advertisement sales, create business and dedication ads, while also maintaining a working budget to help offset book publication expenses. For the Senior Video, students will develop the concept and script, gather photos and videos, film interviews and events, plus edit and market the video. All students will use various programs including eDesign software, Canva, and WeVideo. Students must be available to work before and/or after school on an as needed basis. ***This full year course requires instructor recommendation.***

MUSIC AND PERFORMING ARTS PHILOSOPHY

Music is unique in the school curriculum as it encourages students to develop qualitative judgments regarding performance. This type of thinking is essential in the emergence of values which determine the choices in behavior and may lead to an effective life in society. The experiences offered are designed to develop in all students the awareness of music as an art, to develop sensitivity to the aesthetic values in music, enjoyment, and to initiate and broaden an understanding of music through active participation in ensembles and the acquisition of musical skills and conceptual understandings.

The major goals of the Music Department curriculum are to develop within the student:

- a source of enjoyment that will enhance the quality of life;
- an acquaintanceship with past and other cultures, and the capacity to transmit our cultural heritage to succeeding generations;
- an outlet for creativity and self-expression;
- special cognitive skills pertaining to music as an art; and
- musical knowledge that will contribute to a balanced program of education

Performance Option

Honors Grades 9-12

1 Credit

Students who are interested in increasing their skills at singing and playing a musical instrument may choose the Performance Option. This option is for students who would like to simultaneously enroll in both Senior High Band and Senior High Chorus. Students will be exposed to many styles of music and receive a more rounded musical education by participating in both ensembles. Students are expected to participate in all performances and dress rehearsals for both ensembles and will alternate between Band and Chorus for daily rehearsals. The ensembles will be performing in the winter concert, a bi-annual All School Music Night, the spring concert, two or three parades, the graduation ceremony, and an optional adjudicated music festival. These students may submit their theory workbooks to either musical director for grading. Performance Option students will receive 4 quality points for this extended effort. Students are encouraged to take private lessons and to audition for the Senior High Central District Ensembles.

Senior High Band

College Prep./Honors Grades 9-12

1 Credit

The goal of this class is to prepare students for performance art with the use of musical instruments. Major topics include: cooperation, leadership, critical thinking, problem solving, multi-tasking, sensitivity, the understanding and facilitation of musical terms (beat, musical notation, meter, rhythms, articulation, phrasing, ensemble, pitch, dynamics, timbre, and musical intent and expression). We will learn to play music from various genres including Classical, Jazz, Rock, Movie Soundtracks, and standard concert band literature. Students will be expected to perform during and after school throughout the year. Assessment will be based upon: daily successful participation, attendance, punctuality, occasional individual playing exams, and Google Classroom submissions. Students who decide to take this class as an Honors level course must participate in rehearsals for a small ensemble such as the High School Jazz Ensemble or the Chamber Wind Ensemble, another small ensemble, or learn music theory and composition. The band will perform in: two or three parades, a winter concert, a spring concert, a bi-annual February concert, one or two adjudicated festivals, and the graduation ceremony.

Senior High Chorus **College Prep./Honors Grades 9-12** **1 Credit**
This performing ensemble is open to any student in Grades 9-12 who enjoys singing. Vocal literature is drawn from a wide variety of musical styles including musical theater, world and ethnic, folk, popular, and traditional choral repertoire. Rehearsals focus on vocal technique and skills, breath support, sound production, solo and ensemble singing, and music literacy. The chorus will perform in three to four major concerts: the winter concert, All School Music Night, the spring concert, and an adjudicated music festival. Students are required to attend all dress rehearsals attached to the concerts which will constitute 25% of their quarter grade. Students are encouraged to take private voice lessons and to audition for the Senior High Central District Chorus.

Guitar 1 **College Prep./Honors Grades 9-12** **.5 Credit**
This introductory course is intended for students who have little to no experience with playing guitar. Students will learn basic finger-style techniques, basic chords, and note reading. Basic music theory and notation are covered as part of the curriculum. Students will explore a variety of solo and ensemble literature. Evaluation will be based on participation, quizzes, and a minimum of two performances of pieces written for solo and/or ensemble guitar. ***A prerequisite to this course is that students must provide their own guitar.***

Guitar 2 **College Prep./Honors Grades 9-12** **.5 Credit**
This course is intended for students who have had previous experience with playing guitar on their own or continuing from Guitar 1. Students will learn basic and advanced strum patterns, major and minor chords, progressions, blues scale, and note reading. Music theory and notation are covered as part of the curriculum. Students will explore a variety of ensemble literature. Evaluation will be based on participation, quizzes, and a minimum of two performances of pieces written for solo and/or ensemble guitar. ***A prerequisite to this course is that students must provide their own guitar.***

Music Studies **College Prep./Honors Grades 9-12** **.5 Credit**
In this course, students will explore elements of world music, digital music notation, music theory, ear-training, composition, improvisation, instrument design and construction, and rock and jazz studies. Students will craft an Afro-Peruvian instrument called a cajon and learn how to play it. A cajon is a popular small, wooden box-like drum with a snare inside that you sit on to play. We will be exploring scales from different countries to compose original compositions individually and in small groups. We will listen to rock music to understand basic chord progressions and apply that knowledge to create our own compositions. A basic understanding of how to read music is helpful but not a requirement to take this course.

Piano Lab **College Prep./Honors Grades 9-12** **.5 Credit**
Students will learn to read music and play the piano. We will focus on proper technique as well as creative improvisation. Students will learn about note and rhythm reading, hand position, touch, sight-reading, and synchronizing right and left hand use. Students with beginner to intermediate skills are welcome and they may progress at their own pace. We will also be exploring the use of the keyboards as MIDI (musical instrument digital interface) instruments. We will be providing the Alfred's Basic Adult All-in-One Course series. Students may start at any of three levels depending upon skill. ***Any additional individualized workbooks will need to be purchased by the student.***

Video & Media Production **College Prep./Honors** **.5 Credit**

This course will introduce students to the basic technical aspects of video production. Students are introduced to the concepts of lighting and sound production, business organization and marketing, stage management, hardware and software necessary to conceptualize, film, edit, and produce both taped and live video productions. Since this is a workshop class, students will assist in preparing for upcoming concerts, performances, productions, and special events. Students will prepare projects for class presentation and critique. Each student will be required to participate in working at one evening performance per semester.

VISUAL ARTS PHILOSOPHY

The Visual Arts offers courses that prepare students with a solid foundation in the elements of art and principles of design as well as challenge students to use their critical thinking, observation, and evaluation skills. The courses offered by the Visual Arts Department lead students to enhance their individual creative abilities through using an array of materials to explore concepts, art history and their unique personal expression of ideas and styles.

The major goals of the Visual Arts are to develop within the student:

- ability to apply analytical, creative and critical thinking skills;
- knowledge of technology for research, presentations, and to explore artistic solutions;
- an understanding of culture, history and traditions as they are represented in the Visual Arts;
- ability to create visual expressions by working individually, cooperatively, and collaboratively;
- thorough understanding of materials and proper maintenance;
- enhanced personal styles;
- a solid foundation in the elements and principles of the Visual Arts; and
- experience exploring the use of art throughout our culture and communities

AP Art 2D

Advanced Placement Grades 11-12

1 Credit

This course is taught at a college level to students who have a deep passion and curiosity in art making. Students must be recommended to take the course. Students will create an advanced body of artwork that explores a specific Sustained Investigation of the students choosing. Students will dive deeper into the symbolism and concepts behind master artworks, strengthening their analytical skills. They will be challenged by perspectives, a variety of two-dimensional media and surfaces. The course serves as an advanced educational experience that emphasizes making art as an ongoing process that involves the students in informed and critical decision making. Throughout the semester, students will be required to demonstrate higher-level abstract thinking skills with an emphasis on advanced art topics including an inquiry-based investigation requiring independent expression, learning, and creativity. Students will be expected to complete all assigned readings, sketchbook assignments, independent projects, and written work (reflections, artist statements, etc.). Students must participate in higher-level discussion, problem solving, and independent research.

Summer Assignments:

Students must complete summer work that is exploratory, and has the ultimate goal of engaging the student in identifying their Sustained Investigation, in preparation for the course work for the upcoming year. Summer work is meant to inspire you to create, encourage exploration in subjects, materials, and concepts that you are already interested in, and have work that can possibly be used in the final AP Art Exam submissions.

Prerequisites:

- *85 or higher in 2D Art Portfolio Honors and with teacher recommendation; or*
- *85 or higher in 2D Art Honors and with teacher recommendation; or*
- *Portfolio submission to teacher (ten artworks) and recommendation of teacher*

AP Art 3D**Advanced Placement Grades 11-12****1 Credit**

Students enrolled in the course will address sculptural issues through their comprehension and application of the elements of art (mass, volume, color, light, form, plane, line and texture) and principles of design (unity, variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and space). The art made will focus on a Sustained Investigation of the students choice. Students will dive deeper into the symbolism and concepts behind master artworks, strengthening their analytical skills. They will be challenged by perspectives, a variety of two-dimensional media and surfaces. The course serves as an advanced educational experience that emphasizes making art as an ongoing process that involves the student in informed and critical decision making. Throughout the semester, students are required to demonstrate higher level abstract thinking skills with an emphasis on advanced art topics including an inquiry-based investigation requiring independent expression, learning, and creativity. Students are expected to complete all assigned readings, sketchbook assignments, independent projects, and written work (reflections, artist statements, etc.). Students must participate in higher-level discussion, problem-solving, and independent research.

Summer Assignments:

Students must complete summer work in preparation for the course work for the upcoming year. Summer work is meant to inspire you to create, encourage exploration in subjects, materials, and concepts that you are already interested in and have work that can possibly be used to determine your Sustained Investigation.

Prerequisites:

- 85 or higher in 3D Art Portfolio Honors and with teacher recommendation; or
- 85 or higher in 3D Art Honors and with teacher recommendation; or
- Portfolio submission to teacher (ten artworks) and recommendation of teacher

2D Art: Drawing & Painting**College Prep./Honors Grades 9-12****.5 Credit**

Students will explore a variety of two-dimensional materials including graphite, charcoal, pen and ink, pastel, watercolor paint, acrylic paint and more. Students will learn about a variety of two-dimensional artists including Kahlo, O'Keefe, Van Gogh, Dali, Monet, and others. The two text books for the course are *Interaction of Color* by Josef Albers and *Drawing on the Right Side of the Brain* by Betty Edwards. Students are required to have a sketchbook and complete monthly sketchbook assignments.

2D Art Portfolio**Honors Grades 11-12****.5 Credit**

Students in Grades 10-12 who are looking into the visual arts as an area of concentration in their life will further explore the visual arts through a variety of materials. Students will create 10-12 artworks over the course of the semester exploring a concentration as well as a breadth of materials, themes, concepts, and personal design. Portfolio students are required to have a sketchbook to complete monthly sketchbook assignments, write reflections, and participate in critiques. Students will be exposed to a wide range of artists, art movements, concepts and materials through classroom demonstrations, self-exploration, and field trips. Textbooks include *Drawing on the Right Side of the Brain* by Betty Edwards, *Interaction of Color* by Josef Albers, and *Design Basics* by Stephen Pentak. **Prerequisite: successful completion of 2D Art and/or teacher recommendation.**

3D Art Portfolio**Honors Grades 11-12****.5 Credit**

Students in Grades 10-12 who are looking into the visual arts as an area of concentration in their life will further explore the visual arts through a variety of materials. Students will create 10-12 artworks over the course of the semester exploring a concentration as well as a breadth of materials, themes, concepts, and personal design. Altered book sculptures, mosaics, plaster molds, mobiles, body casting, and pottery are some of the projects students will participate in. Portfolio students are required to have a sketchbook to complete monthly sketchbook assignments, write reflections, and participate in critiques. Students will be exposed to a wide range of artists, art movements, concepts and materials through classroom demonstrations, self-exploration, and field trips. Textbooks include *Drawing on the Right Side of the Brain* by Betty Edwards, *Interaction of Color* by Josef Albers, and *Design Basics* by Stephen Pentak. **Prerequisite: successful completion of 3D Art and/or teacher recommendation.**

Photography: Plates to Digital & Beyond**College Prep/Honors Grades 9-12****.5 Credit**

Students enrolled in this course will study the progression of photography over the past 170 years and work with a variety of photography methods including film, digital, cyanotypes, etc. A sketchbook is required while a digital camera is optional. Projects would incorporate understanding and using the Elements of Art and Principles of Design with these various digital and manual processes to capture, create and manipulate images.

Pottery I: Pushing the Boundaries**College Prep/Honors Grades 9-12****.5 Credit**

Students enrolled in this course will learn basic pottery skills while exploring the clay medium and various surface decoration techniques. A sketchbook is required. Projects will include building cups, bowls, plates and more advanced forms such as teapots, vases, and abstract forms. In addition students will study a variety of ceramic artists, how various cultures that use clay, and the history of the clay medium.

Pottery II: Advanced Techniques**Honors / Grades 9-12****.5 Credit**

This is a semester-long course offered to students who have completed the Pottery I course successfully. This course will expand upon the basic wheel throwing, hand building, and glazing skills learned in Pottery I H/CP through the creation of a tea set, large forms, independent exploration, and nesting dolls. Students will complete reading assignments, conduct research, utilize a digital portfolio, and create sketches of their concepts. Textbooks will include the more advanced lessons in the following books: "Handbuild Pottery Techniques Revealed" Atkin, "Wheel Throwing" by Emily Reason, and additional reading materials.

Printmaking**College Prep./Honors Grades 9-12****.5 Credit**

Printmaking is the creation and replication of an image. It combines two-dimensional design skills, color theory, and three-dimensional carving and assemblage skills. The course introduces students to a variety of printmaking material and processes including mono-printing, block printing, screen printing, and more to create one-of-a-kind posters, cards, and clothing. Students will develop their individual interests while broadening their knowledge and collaboration skills. Textbooks include *Interaction of Color* by Josef Albers and *Design Basics* by Stephen Pentak. Students will be exposed to printmaking artists like Kollwitz, Warhol and Picasso.

VIRTUAL HIGH SCHOOL

VHS Learning

Honors/Advanced Placement/10-12

.5 Credit/Semester

Virtual High School Learning is an opportunity for online courses for Sophomores, Juniors and Seniors. This diverse online program enables our school to expand its curriculum and provide classes to students that are not usually offered. To be considered, students should be capable of demonstrating excellent independent work habits and computer skills. Students who take online courses are gaining many of the skills such as multimedia presentation skills, online collaboration and communication, assessment of online resources, and online team-building skills that are essential to the 21st Century learner. VHS offers over 250 full semester courses in Arts, Business, English Language Arts, Foreign Language, Life Skills, Math, Science, Social Studies, Technology, and STEM. The core classes are NCAA accredited and are available in a variety of disciplines.

Seniors will have priority in choosing these courses and must be pre-approved by the Guidance Department and the site coordinator. For more information, visit www.thevhscollaborative.org.

SPECIAL EDUCATION DEPARTMENT

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PHILOSOPHY

The Special Education Department works to ensure that students with disabilities have equal and fair access to educational programs and opportunities while receiving the support necessary to progress in their coursework. These supports are available within the general education classroom and/or small group special education classrooms depending upon the individual needs of the student. Special Education and General Education staff members work together to provide the appropriate services in the least restrictive environment and share a commitment to students and their families. General and Special Education staff will provide support to students with varying learning styles. This support will develop and strengthen specific skills while keeping the student connected to the curriculum frameworks.

The major goals of the Special Education Department are to develop within the student:

- the ability to identify and understand their learning style and develop strategies to enhance strengths while providing opportunities for growth;
- the awareness and understanding of their disability and the ability to effectively advocate regarding their academic and social emotional needs;
- the understanding of their individualized education plan and becoming an active and engaged member of their team;
- the knowledge and motivation to develop and engage in the transition process; and
- achievement of individual student post secondary goals.
- support students with reaching the goals of the Portrait of a Graduate (creative critical thinkers, global citizens, responsible decision-makers, and leaders).

Assessment of these goals will be based upon the Portrait of a Graduate skills as outlined in our school's belief statement, core values, and vision statement.

STARS (STUDENTS TAKING ACTION AND RESPONSIBILITY FOR SUCCESS)

Mission Statement: Hopedale Public Schools aims to support all students through meaningful and rigorous educational opportunities while meeting the diverse needs of all students. The highly trained STARS staff provides data driven, specialized instruction and creates a learning environment so students can access the greatest level of independence in all academics, functional life skills, and support in lifelong learning.

STARS Lead Program (Ages 18-22)

The Hopedale Jr./Sr. high School 18-22 program is designed to meet the needs of students ages 18-22. The flexibility of this program is designed to suit students as they graduate and prepare to transition into life beyond high school. Students benefit from individual instructions which allows them to grow and show their best work and how they learn. Students in the STARS Lead Program are offered a larger diversity of vocational and transitional opportunities, and all programming is aligned with their goals and interests in mind.

Students are offered the following learning opportunities in order to support their Transition Planning:

- Company tours/career-related/field trips or visits and tours at a workplace where students observe workplace activities and listen to presentations by professionals about their work and careers. Other career-related field trips may include trips to museums, science centers, etc.
- Job shadow: a career exploration activity in which students spend several hours or more at a workplace following and observing an employee through their work day.
- Co-ops are completed during senior year. Days and times vary due to the employer's needs. All times and days of co-ops are approved by the Principal. Co-ops are often a full summer, semester, year or longer.
- Service learning engages students in projects and curricula designed to respond to community needs while building civic awareness and career awareness for students.

Special Education Tiers of Support:

- **Full Academics:** Programming in a self-contained room with intensive functional academics. Participation in social community school activities (lunch, grade level activities, etc). Students receive intensive instruction in all curriculum areas. Small group and individualized delivery of content is provided throughout the day. As students gain competency in skill sets, increased opportunities in inclusion settings are supported.
- **Employability Skills:** Focused on supporting students with appropriate accommodations/modifications obtaining job/career skills through internships, through Youthworks, and transition planning support through direct instruction in the Learning Center or Academic Support.
- **Independent Life Skills/STARS Community:** Self-contained classroom support focusing on building independence, functional communication, social interactions, and daily living skills. This programming includes Grades 7- 12 as well as students in the 18-22 population. Focus will be on post-secondary student vision and transition to adulthood focused on independent living, employment, social/leisure/recreation and lifelong learning.
 - This tier of support emphasizes functional academic, self-help, social and community living skills for Grades 7-12 to prepare students for post-secondary living.
 - Instruction increasingly progresses from classroom to community-based as the student approaches graduation in order to facilitate a transfer of skills from theory to practice.
 - The post-secondary 18-22 level emphasizes training that prepares the student for transition to employment and adult community living, utilizing a person-centered approach to build a student's weekly schedule that strengthens students' functional life skills. This tier supports students and families to develop relationships with adult service providers and community-based resources.

- o The primary population served by the program is students with intellectual disability but others are included if the program can be modified to serve their needs.

Academic Support I **College Prep.** **Credit 1**

Academic Support for **Grade 9** is a course designed to provide specific assistance to students whose Individualized Educational Plans require this level of educational intervention. This course is designed to meet the individual learning needs of the student and support the period of adjustment that occurs with the transition from junior high school to senior high school. The course focuses on the development and mastery of study skills, organizational strategies, and effective academic strategies to maximize the student's abilities. The course will assist students in continuing to develop their awareness of their Individualized Education Plan (IEP) and help them develop self-advocacy strategies.

Preparation for the Grade 9 Science MCAS is also a goal of the Grade 9 Academic Support course. In addition, students will begin to develop post-high school transition goals. This course will not allow time for students to complete homework but rather provide clarification and reinforcement of curriculum material. The expectation is that the students will increase their acquisition and application of taught study strategy skills on a daily basis. Enrollment may be revisited and is contingent upon the student's need and appropriate use of this course.

Academic Support II **College Prep.** **Credit 1**

Academic Support for **Grade 10** is a course designed to provide specific assistance to students whose Individualized Educational Plans require this level of educational intervention. This course is designed to meet the individual learning needs of the student. The course focuses on the development and mastery of study skills, organizational strategies, and effective academic strategies to maximize the student's abilities. The course will assist students in continuing to develop their awareness of their Individualized Education Plan (IEP) and help them develop self-advocacy strategies.

Preparation for the English Language Arts and Mathematics MCAS is also a goal of the Grade 10 Academic Support course. Students will explore options for driver's education, driver's permit, and work permit. In addition, students will continue to work on and develop their post high school transition goals. This course will not allow time for students to complete homework, but rather provide clarification and reinforcement of curriculum material. The expectation is that the students will increase their acquisition and application of taught study strategy skills on a daily basis. Enrollment may be revisited and is contingent upon the student's need and appropriate use of this course.

Learning Center I **College Prep.** **Credit 1**

Course for **Grade 11** is designed to provide specific assistance to students whose Individualized Educational Plans require this level of educational intervention. This course is designed to meet the individual learning needs of the student. The course focuses on the development and mastery of study skills, organizational strategies, and effective academic strategies to maximize the student's abilities. Transition planning becomes a focus in this course. Transition instruction includes planning post-secondary education, the development of career and vocational skills, as well as the ability to live independently. Individual disability and IEP awareness is reinforced as well as continued development of self-advocacy skills.

This course will not allow time for students to complete homework but rather provide clarification and reinforcement of curriculum material. The expectation is that the students will increase their

acquisition and application of taught study strategy skills on a daily basis. Enrollment may be revisited and is contingent upon the student's need and appropriate use of this course.

Learning Center II

College Prep.

Credit 1

The Learning Center course is designed to meet the individual learning needs of the student whose Individualized Educational Plans require this level of educational intervention. The course provides a safe, supportive environment for self-motivated college prep students to be supported, challenged and prepared for decision making, standardized test preparation, organization, time management, self-advocating, and academic needs.

Students will be empowered to take responsibility for their educational experience. Students will be taught to use skills and strategies so they can reach their individual potential in the college preparation curriculum and in college. For example, students will discover how to monitor their own learning to learn and study more effectively, develop efficient organization and planning skills, develop individualized learning skills and strategies to succeed and excel, and develop habits of mind and practice that contribute to academic growth beyond one assignment or one class.

Reading

Credit 1

This course incorporates the explicit teaching of essential reading skills using research based instructional practices. The primary components are the development of decoding and encoding skills, fluency, word study, vocabulary development, and comprehension strategies to improve understanding, critical thinking and the enjoyment of reading.

Small Group Courses

The Special Education Department offers small group instruction for content courses depending on the student's service delivery grids and specific needs. The specific grade-level curriculum is delivered with specific modifications that meet the needs of each student's learning.

distinct career pathways that reflect today's diverse workforce. Our Explore courses align with these clusters, helping students discover potential careers while building essential academic, technical, and workplace skills for success after high school. This structured approach enables students to make informed decisions about their education and develop a clear pathway toward their future career goals.



<p>Caring for Communities</p> <p>Education Early Childhood Development Education Administration & Leadership Learner Support & Community Engagement Teaching, Training, & Facilitation</p> <hr/> <p>Healthcare & Human Services Behavioral & Mental Health Biotechnology Research & Development Community & Social Services Health Data & Administration Personal Care Services Physical Health</p> <hr/> <p>Public Service & Safety Emergency Response Judicial Systems Local, State, & Federal Services Military & National Security Public Safety</p>	<p>Building & Moving</p> <p>Advanced Manufacturing Engineering Industrial Machinery Production & Automation Robotics Safety & Quality Assurance</p> <hr/> <p>Construction Architecture & Civil Engineering Construction Planning & Development Equipment Operation & Maintenance Skilled Trades</p> <hr/> <p>Supply Chain & Transportation Air & Space Transportation Ground & Rail Transportation Maintenance & Repair Marine Transportation Planning & Logistics Purchasing & Warehousing</p>	<p>Connecting & Supporting Success**</p> <p>Digital Technology** Data Science & AI IT Support & Services Network Systems & Cybersecurity Software Solutions Unmanned Vehicle Technology Web & Cloud</p> <hr/> <p>Management & Entrepreneurship** Business Information Management Entrepreneurship & Small Business Leadership & Operations Project Management Regulation</p> <hr/> <p>Marketing & Sales** Market Research, Analytics, & Ethics Marketing & Advertising Retail & Customer Experience Strategic Sales</p>
<p>Creating & Experiencing</p> <p>Arts, Entertainment, & Design Design & Digital Arts Fashion & Interiors Fine Arts Lighting & Sound Technology Media Production & Broadcasting Performing Arts</p> <hr/> <p>Hospitality, Events, & Tourism Accommodations Conferences & Events Culinary & Food Services Travel & Leisure</p>	<p>Cultivating Resources</p> <p>Agriculture Agribusiness Agricultural Technology & Automation Animal Systems Food Science & Processing Plant Systems Water Systems</p> <hr/> <p>Energy & Natural Resources Clean & Alternative Energy Conservation & Land Management Ecological Research & Development Environmental Protection Resource Extraction Utilities</p>	<p>Investing in the Future</p> <p>Financial Services Accounting Banking & Credit Financial Strategy & Investments Insurance Real Estate</p> <hr/> <p>**Cross-Cutting Clusters Denote careers that overlap in all industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.</p> <p>Notes: Clusters are listed in alphabetical order. Clusters and Sub-Clusters represent the entire world of work (see definitions).</p>

Career Connections for Current Explores 2025-2026

The following explore courses will make connections to the Career Clusters:

Explore 7

Health <i>Healthcare & Human Services</i>	Art 7 <i>Arts, Entertainment, & Design</i>
Physical Education <i>Healthcare & Human Services</i>	Career Enrichment <i>Education, Digital Technology</i>

Electives 7

Leadership 7 <i>Education</i>	Digital Literacy <i>Digital Technology, Marketing & Entrepreneurship</i>
Band/ Chorus <i>Arts, Entertainment, & Design</i>	Band/Chorus <i>Arts, Entertainment, & Design</i>

Explore 8

Music Appreciation <i>Arts, Entertainment, & Design</i>	Robotics <i>Advanced Manufacturing, Construction</i>
Physical Education <i>Healthcare & Human Services</i>	Computer Science <i>Digital Technology</i>

Electives 8

Leadership 8 <i>Education</i>	Art 8 <i>Arts, Entertainment, & Design</i>
Band/ Chorus <i>Arts, Entertainment, & Design</i>	Band/Chorus <i>Arts, Entertainment, & Design</i>

High School Explores

Explore 9

Health & Wellness <i>Healthcare & Human Services</i>	Career Exploration <i>Education</i>
Critical Writing <i>Education</i>	The World through Data <i>Education</i>

Explore 10

Health & Wellness <i>Healthcare & Human Services</i>	College & Career Planning <i>Education</i>
Public Speaking <i>Education</i>	Basic Art <i>Arts, Entertainment, & Design</i>

Explore 11

American Music & Culture <i>Arts, Entertainment, & Design</i>	Financial Literacy <i>Financial Services</i>
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Explore 12

Health & Wellness <i>Healthcare & Human Services</i>	Design Lab <i>Advanced Manufacturing, Construction</i>
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SENIOR HIGH SCHOOL EXPLORES

Quarter-based courses designed to improve the student's diversity and understanding across all disciplines in order to improve the knowledge and skills necessary to succeed beyond high school. Each quarter-based course earns .25 credits.

Explore 9: Career Exploration, Critical Writing, Physical Education, and The World Through Data

Explore 10: Career, College and Life Readiness, Explore Art, Public Speaking, and Wellness

Explore 11: American Music & Culture and Financial Literacy

Explore 12: Financial Literacy, Physical Education and Engineering Design

GRADE 9 EXPLORES

Explore 9: Career Exploration **College Prep.** **.25 Credit**

This course will help students develop communication skills and provide direction in today's 21st Century workplace by guiding freshmen in identifying and planning post-secondary career goals, with particular emphasis on effective writing tools, career readiness skills, and the career research process. The specific course content will include the following areas utilizing tools from MassHire, MEFA, Naviance, and Next Gen Personal Finance.

- **Self Assessment:** Assess skills, interests, and values along with strengths, weaknesses, and how they relate to a chosen career path.
- **Career Exploration:** Develop career plans in an online Career Portfolio in Google Sites based on web tools, informational interviews, and guest speakers.
- **Written & Verbal Professional Communication:** Create resume, cover letter, thank you letters and emails as well as develop appropriate interview techniques and conduct mock interviews.
- **Public Speaking:** Opportunity to present on career interests and findings.

Critical Writing **College Prep.** **.25 Credit**

This course provides students in Grade 9 with the opportunity to build and refine their narrative, expository, and persuasive writing skills. Practicing and improving sentence structure, email etiquette, grammar and vocabulary are goals of the course. Students will write journal entries, model writing samples, and write both short and longer pieces. They will have the opportunity to apply lessons in revising and proofreading, learning to assess and edit their work to align with provided guidelines. The course will emphasize a variety of elemental writing skills, such as grammar and sentence structure, as well as more advanced skill such as research, planning, organizing, drafting and revising. This course supports students' mastery of MA Gr 9 - 10 Writing Standards.

Physical Education **College Prep.** **.25 Credit**

This course is based on the premise that physical activity and participation are important for all students regardless of their level of athletic skill or ability. Throughout various activities, students will learn how to incorporate physical activity into their daily lives. In addition, the teacher hopes to instill enjoyment of physical activity as well as an understanding of the importance of maintaining physical fitness. Units include team building activities as well as individual and team games.

The World Through Data**College Prep./Honors****.5 Credit**

In this introduction to Probability and Statistics, students will gain the ability to judge whether the conclusions drawn from data are accurate. We are all surrounded by statistics on a daily basis, ranging from weather reports, political polling, advertising, sports, and gaming. This course will help students become informed, critical thinkers who can apply new skills meaningfully in other courses and their everyday lives. Topics for this course will include, but are not limited to gathering, displaying, analyzing and interpreting data, making inferences and conclusions as well as computing and understanding probability.

GRADE 10 EXPLORES

College and Career Planning

College Prep.

.25 Credit

This course is Part 2 of the College, Career, and Life Readiness curriculum and emphasizes career and education decision making skills so that students will exit the course ready to make informed financial decisions related to their post-secondary education and careers. Students will reassess skills, interests, and values along with strengths, and reevaluate potential career options. They will develop post-secondary education plans, including exploring options to pay for post-secondary education, and understand the financial aid process. Students will update resume and cover letters and learn to write appropriate formal and informal communications such as emails and thank-you letters. Lastly, students will incorporate a wide range of 21st century skills within the course, including opportunities to present post-secondary education research among classmates. Students utilize digital tools and resources such as MassHire, MEFA, Naviance, Next Generation Personal Finance, Google workspace tools, and more.

Explore Art

College Prep.

.25. Credit

Students in Grade 10 Explore Art will examine the questions: What is Art? Who creates Art? How does art affect and represent society? Students will use an array of two-dimensional and three-dimensional media to engage in projects such as plaster of Paris and tape body casting, acrylic painting, watercolor caricatures, and digital media for art career exploration. Students will learn about artists such as Keith Haring, Barbara Kruger, Ai Weiwei, and others who demonstrate a variety of concepts based on the role of art in society with close ties to social justice, individual expression, and pushing the boundaries of artmaking through the use of the elements of art and principles of design.

Public Speaking

College Prep.

.25 Credit

This course is designed to develop students' proficiency in prepared and impromptu speaking, group discussions, interviews, and recitations (prose, poetry, and/or drama). Major emphasis is on the enhancement of diction, articulation, pacing, and poise, as well as the improvement of the use of non-verbal skills, listening skills, and proper audience response. Students are required to prepare and deliver speaking assignments and to participate fully in the evaluation process of classmates' presentations as well as their own. Videotaping is utilized in some speech activities. Assessment is based on student performance, participation, a major informative speech on an approved topic, audience response and evaluations, written self-assessments, and a final speech. This course can be applied to the general elective graduation requirement not the English credit requirement.

Wellness

College Prep.

.25 Credit

This class is taught for one quarter and most classes will be Physical Education at Draper Gym. There will be some classroom time dedicated to the Human Sexuality unit. This course is based on the premise that physical activity and participation are important for all students, regardless of their level of athletic skill or ability. Throughout various activities, students will learn how to incorporate physical activity into their daily lives to instill enjoyment of physical activity, as well as an understanding of the importance of maintaining physical fitness. Units include team building activities as well as individual and team games.

GRADE 11 EXPLORES

American Music and Culture

College Prep.

.25 Credit

Students will be studying current popular music genres and their roots as they develop an understanding of their historical significance. They will be asked to be critics and proponents for artists and bands as they listen to music, watch videos, and create presentations. We will study the chronological history of the predecessors of American music as we know it and the innovators in various genres. We will learn about the blues, ragtime and boogie woogie, jazz, country, swing, country and western, gospel, popular music, crossover groups, and the rhythm and blues that led to what we now revere as classic rock. Music will be tied in to events throughout history with significance placed on the intent of the artist and the cultural significance. The class will progress through the British Invasion of the 1960's and music of the decades to follow including the music and performers of today. Students will be asked to apply previous understanding and musical skills during class and work together and individually to create presentations and a final project.

Financial Literacy

College Prep.

.25 Credit

Part 3 of the Career, College and Life Readiness Advising sequence emphasizes money management skills with students leaving the course ready to make informed financial decisions related to living on their own. Specific course content will include the following areas utilizing tools from Naviance and Next Gen Personal Finance. All 11th grade students will participate in a Job Shadow Day in the spring.

- **Self Assessment:** Assess the impact of budgeting, taxes, loans, and credit on future financial decisions.
- **Living on a Budget:** Research and make decisions related to wants and needs including savings, renting an apartment, buying a car, paying for loans and food/miscellaneous expenses, and analyze budget management apps.
- **Employment Basics:** Read a pay stub, calculate taxes to determine net pay, and complete employee paperwork to initiate tax withholdings, direct deposit, and 401(k) contributions.
- **Managing Credit:** Learn credit score factors and how credit scores impact one's ability to borrow, learn the cost of borrowing, and become informed users of credit cards.
- **Investing in the Future:** Learn the risks and rewards of various savings and investment vehicles and how 401k retirement plans work and understand how to file a tax return (as time allows).

GRADE 12 EXPLORES

Physical Education

College Prep.

.25 Credit

This course is based on the premise that physical activity and participation are important for all students regardless of their level of athletic skill or ability. Throughout various activities, students will learn how to incorporate physical activity into their daily lives. In addition, the teacher hopes to instill enjoyment of physical activity as well as an understanding of the importance of maintaining physical fitness. Units include team building activities as well as individual and team games.

Engineering Design

College Prep.

.25 Credit

The 12th Grade Explore Design Lab introduces students to designing and marketing a home in Hopedale. Students will spend the quarter learning about framing and architecture along with financial and market literacy. Students will design a house within certain parameters that they will then price, present, and sell to a panel of Hopedale faculty members.