Holyoke High School



2025-2026
Program of Study
and Course Catalog

Holyoke High School's Mission and Vision Statement

At Holyoke High School, we are committed to providing equitable, high quality education for all students that provides the critical skills and tools to develop their own well-being and positively engage in their communities and the world.

Holyoke High School's vision is to ensure that all students:

1. Are known and understood as unique individuals through relationships that foster positive identity and belonging
2. Acquire the knowledge and skills needed through rigorous instruction that is engaging, challenging, and empowering in safe and supportive settings.

All students will graduate prepared to pursue and complete post-secondary opportunities as well as succeed and flourish as empowered citizens and lifelong learners in a diverse, evolving society. The successful pursuit of our vision relies on the active participation and collaboration of faculty, students, families / caregivers, and the community at large.

A Message from the Principal

Dear Students and Families,

This program of study presents a wide range of courses that will engage and challenge our students. It comes as a result of the hard work of our dedicated teachers and educators. We continue to provide students with a variety of courses, opportunities, and experiences and we know that a variety of choices is key during one's high school experience. It is important to note that the courses that will run this school year will in large part depend upon enrollment and staffing.

As you plan your schedule and courses, I encourage you to challenge yourself, to think about what you are most interested in, to consider trying something new, and to keep a healthy balance in your choices. I encourage you to talk with your teachers, your counselor, and your families as you consider which courses are the best fit for you. I encourage you to finish this year strong so that you are setting yourself up for success in your future. Finally, I encourage you to get involved in a sport, a club, or a group. This involvement will help you to feel even more connected to our school and to our community, it will help you to manage your time, and it will teach you how to effectively work with others. Get involved!

High school is the right time to explore opportunities, to discover what you are passionate about, and to begin thinking and planning for your future. Select the courses that will help you to plan for the future that you desire. Set high goals for yourself and know that the faculty and staff are here to support you in your quest to achieve those goals. Do not be afraid to try something new. Do not be afraid to take on an academic challenge.

We are proud of the work we do at Holyoke High School and we are proud of the students that call themselves Holyoke High School Knights. We look forward to your continued academic progress and success and working with you during these important years.

Lori McKenna, Principal
#hhsgetsitdonetogether

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Holyoke High School Graduate Profile

HHS seeks to foster graduates who exemplify our REACH values and are able to: reflect and persist, Embrace empathy and kindness, apply critical thinking, communicate effectively and help ourselves and others. We strive for our graduates to be engaged and productive community members and mindful individuals. This shared vision for our graduates was created through interactions with students, staff, administrators, family members, community representatives, university partners and business leaders. Together we define a vision of the HHS graduate with specific success indicators within each component as outlined in the Holyoke Learner Profile:

HOLYOKE HIGH LEARNER PROFILE

Our Learner Profile describes the most important attributes and skills a student develops throughout their educational journey in HPS, from PreK through high school. Beyond the academic standards a student develops, the Learner Profile paints a picture of the type of person a Holyoke student is now and who they will be supported to become.

With these characteristics clearly articulated, Holyoke has a shared picture for our destination. Over the next two years, teams will work together to ensure the Learner Profile comes alive in each classroom.



Course Selection and Placement

We make every effort to place students in their preferred courses that are also the best option for progress towards graduation. Students work with counselors to select courses for the coming year. The school then uses this information to plan a master schedule, hire teachers, and secure resources.

Although we make every effort to run a variety of courses based on MassCore and provide a well-rounded, rigorous and rich education for our students, **at times we are unable to run courses even after students have selected them** due to staffing, low enrollment numbers and other constraints. When this occurs, we work with students to find the best alternative course.

Course selection and placement is a collaborative process among students, families, counselors, and teachers. The course selection process, while personalized to each student, follows the steps below:

1. Students meet with counselors in large groups to discuss graduation requirements, opportunities and recommendations. This process typically begins in early February.
2. Students and families review the course selection guide and all accompanying materials (found on the google classroom/school website) to select appropriate classes.
3. School counselors meet with individual students to verify and confirm the student's course selections, prioritizing core courses and elective options. It is critical that students list alternate elective choices and realize there is a possibility that they may have to choose between classes as Advanced Placement, band, choir, etc. often are available in only one or two periods during the school day and conflicts do occur.
4. Students review the Course Selection options with parents/family representatives and talk about the recommended selections. If the families do not agree with the recommended selection, they should indicate their preferences in writing and contact their student's counselor directly by May 1st.
5. In early June, students receive a course verification list that is posted on the student and parent community portal. This is the final opportunity for students to request schedule changes for the upcoming school year. After this, student schedules are considered final except for administrative adjustments, course failures, or failure to meet prerequisites.

The course selection guide is a comprehensive list of anticipated courses that intend to be offered in the next school year. However, some courses listed may not ultimately be offered due to enrollment or the availability of certified teachers.

Students and parents are advised that once the new school year has begun, all regulations concerning withdrawal from a course will be in effect. (See Course Withdrawal / Add Regulations).

Access to Equal Educational Opportunity

In compliance with Chapter 622 of the Acts of l971, and Title IX, all courses of study offered at Holyoke High School are open and available to all students. No student shall be excluded from or discriminated against in obtaining the advantages, privileges and course of study on account of race, color, sex, gender identity, religion, national origin, sexual orientation, or homelessness, pregnancy or pregnancy related condition. This will mean that every student will be given equal opportunity in school admission, admission to courses, course content, guidance, and extracurricular and athletic activities. Any suspected failure to abide by the provisions of federal and state statutes providing for equal opportunity should be reported to the Executive Principal.

Graduation Policy

The Holyoke Public Schools' graduation requirements are the academic minimum all students must successfully complete to graduate from Holyoke High School. All students are encouraged to meet or pass the MassCore recommendations, which are generally aligned to HHS graduation requirements, with some differences in units for math and specific types of electives.

Holyoke High School		
1 year of instruction = 1 unit 1 unit = 5 credits		
Graduation Requirement	**Units**	**Credits**
Minimum number of units (credits)	24 units**	120 credits
Those 24 units (120 credits) must include:		
English*	4 units	20 credits
Math	3 units	15 credits
Science	3 units	15 credits
Social Studies	3 units	15 credits (including 5 credits of US History)
Electives**	11 units	55 credits

Graduation Requirements – Additional Notes

Students in the Holyoke Public Schools who have not yet earned their competency determination through previous MCAS administrations can meet the requirements for a competency determination through the following:

- Receive a passing grade in both the grade 9 and 10 English courses, or the course equivalents as determined by the school principal and approved by the superintendent
- Receive a passing grade in both the Algebra 1 and Geometry courses, or the course equivalents as determined by the school principal and approved by the superintendent
- Receive a passing grade in Biology or the course equivalent as determined by the school principal and approved by the superintendent

Courses required for the Competency Determination will also count toward the graduation credit requirements described in the programs of studies.

Physical Education (PE) – Students must complete a semester-long PE course each year. Students can waive this requirement by completing an approved alternative to the course, including but not limited to school-sponsored athletics and community-based competitive athletics not offered by HHS.

Freshmen taking a world language who also wish to take visual or performing arts may apply for a PE waiver.

***English Language Development (ELD) -** Students learning English will be placed into courses based on their language proficiency **as measured by the ACCESS assessment.** Some students will receive services within core content classes whereas other students will be placed into an ELD course. ELD courses count as elective credit and fulfill mandatory state language development requirements for students learning English. Students and families can opt out of their ELD course assignments by completing a written opt out request.

MassCore

MassCore is the recommended program of study that prepares Massachusetts high school students for college and careers. Developed by a statewide advisory group from the K-12, higher education and business sector, MassCore is required for admission to state universities and colleges. Holyoke High School ensures all students have the opportunity to meet and exceed MassCore through our offerings.

MassCore Program of Study	
English/ Language Arts	**4 Units***
Mathematics	**4 Units -** Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.
Science	**3 Units of lab-based science -** Coursework taken in technology/engineering may count for MassCore science credit after a June 2012 Massachusetts Board of Higher Education (BHE) decision.
History/ Social Science	**3 Units -** Including US and World History
Foreign Language	**2 Units -** Of the same language
Physical Education	As required by law - *State law (M.G.L. c. 71,s. 3) states: "Physical education shall be taught as a required subject in all grades for all students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.*
The Arts	**1 Unit**
Additional Core Courses	**5 Units -** Business Education, Health, Technology or any of the subjects above.
	22 Units - Is a minimum that students should take in high school

MassCore - Additional Notes

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

Promotion Policy

Students are expected to be promoted and graduate with their entering cohort.

- 1st year in high school – 9th grade/Freshman
- 2nd year in high school – 10th grade/Sophomore
- 3rd year in high school – 11th grade/Junior
- 4th year in high school – 12th grade/Senior

Freshman, sophomore, junior, and senior status does NOT indicate on track progress towards graduation; rather it indicates how many years a student has been in high school. Progress towards graduation is determined by completing graduation requirements (passing courses/earning credits). Students who fail one or more courses may be promoted with their class, but they must make up those course credits and requirements in the following years.

Honors and Advanced Placement Course Enrollment Criteria

HHS is committed to pushing and supporting all students to challenge themselves in every way. Academically, it is the responsibility of educators to encourage students to move beyond their comfort zones and to step up to the challenges presented by the pace and volume of work and assessment that distinguishes Honors and Advanced Placement (AP) courses from college prep courses. The following policies are designed to reflect our commitment.

Honors: Students in grades 8-11 who meet all the requirements below may self-select Honors courses.

Advanced Placement (AP): Given the specific expectations of AP courses, students in grades 9-11 who have met all the requirements listed below may enroll in AP courses with the endorsement of a recent (within 2 years) teacher in the same content area.

Students may remain in Honors/AP tracks if they earn a C or better in their current Honors/AP course.

Traditionally, a student in Honors and Advanced Placement courses ideally have a(n):

- Attendance rate of 92% or better (fewer than nine absences)
- Disciplinary record of no suspensions for the current year.
- A course grade of B- or better in the preceding grade level course

As stated earlier, academically, it is the responsibility of educators to encourage students to move beyond their comfort zones. Therefore, students who demonstrate exceptional Habits of Work and Learning, but do not have the required course grade, can be recommended for an honors class.

Where students' performance does not meet the minimum criteria in grades 9-11,

- A students can get the endorsement of a current or former teacher in the same content area
- If the student has been suspended in the current year, a statement from a member of the administrative team that supports the student's ability and commitment to adhering to productive and positive academic behavior.
- A parent/family signature can confirm the commitment to remaining in their honors or AP class for the entire year, regardless of student performance.

Please note: students who do not demonstrate improved academic behaviors and/or grades may have their course selections changed at the end of the year. These changes will be made to support students and their ability to fulfill graduation requirements.

NOTE: If students enrolled in an Advanced Placement course do not take the Advanced Placement examination, they will earn credit and the weighted grade point average for the course at the honors level.

Course Withdrawal / Add Regulations

Students and families should exercise extreme care throughout the course selection process as initial course selection and registration determines staffing, hiring, materials and supplies, and the entire high school schedule. Thank you for your vigilance in ensuring course selections match what counselors, students and families believe is best for student success.

Requests must be submitted in writing to the school counselor via email or date-stamped by Holyoke High School main office staff. Students will receive their schedule for the current school year on the first day of school, or during a scheduled summer open house, however a list of selected courses will be published on the student and family online community portal before students leave for summer vacation.

After the start of the year, unless there is a scheduling conflict, there will be no changes in program except (please note 1-3 below are initiated by the school)

1. During the first quarter of the school year, a change in academic level or to balance classes within a department may be made.
2. A change to correct an error in a schedule may be made.
3. A recommendation for a change resulting from a pre-referral conference, an IEP, or at the request of the Director of Special Education may be made.
4. Exceptions to the above regulations may be made only under extraordinary circumstances with written permission of the Principal.
5. If a student applies for and is granted a withdrawal from a class after the add/drop period, his or her transcript will record that withdrawal as a "WP", or “WF”, depending on the students’ grade at that time

Any requested changes to the full year schedule must be requested during the "add/drop" period - within 7 school days of the beginning of semester one with the student's school counselor. Students who change a course after the first 7 school days of a semester will receive a “W” (Withdrawal), “WP” (Withdrawal/Passing), or a “WF” (Withdrawal/Failing) for the course that is dropped depending on the grade current grade they have in the course. Teachers, parents, students, and counselors must work together to make a reasonable change to a student's schedule, but any schedule change made after the 7 day add/drop window must be approved by the principal and will be recorded on the student's transcript as mentioned above.

Course Load Requirements for Upperclassmen

All students at Holyoke High School are required to be enrolled in 8 classes, earning the maximum number of credits (40), per year. Students in Grade 12, who are progressing adequately toward graduation, may waive one block course in their senior year. All students will be enrolled in the 7 other blocks of the schedule. Exceptions may be made for a student who is enrolled in an on campus dual enrollment course, a student who has an

approved multi block internship or other cases as approved by the principal. In order to maintain this exemption, Grade 12 students must maintain their academic standing and adhere to the policies and procedures around attendance. In senior year, if a student is no longer making adequate progress towards graduation or is not adhering to attendance policies and procedures that could result in credit not being awarded, the student will be added to a course to replace the off block that will be selected based on availability at that time.

Grading Systems – Weighted Values

Letter Grade	Numerical Grade Equivalent	Advanced Placement (AP) and Dual Enrollment Level Courses	Honors Level Courses	College Prep Level Courses
A+	97-100	5.00	4.66	4.33
A	93-96	4.66	4.33	4.00
A-	90-92	4.33	4.00	3.66
B+	87-89	4.00	3.66	3.33
B	83-86	3.66	3.33	3.00
B-	80-82	3.33	3.00	2.66
C+	77-79	3.00	2.66	2.33
C	73-76	2.66	2.33	2.00
C-	70-72	2.33	2.00	1.66
D+	67-69	2.00	1.66	1.33
D	63-66	1.66	1.33	1.00
D-	60-62	1.33	1.00	0.66
F	0-59	0.00	0.00	0.00

GRADE POINT AVERAGE (GPA) will be computed as the sum of credits each multiplied by their weighted value and then divided by the sum of credits. All graded courses contribute towards the GPA except for Aide classes, Teaching Assistant, and other Internships.

HIGH HONOR ROLL will be determined by a GPA of 3.66 or higher. Honor rolls are based on grades at 10 week marking periods. Grades in any of Aide classes, Teaching Assistant, and other Internships will not be included in honor roll calculations.

HONOR ROLL will be determined by a GPA equal to or greater than 3.00 but less than 3.66. Grades in any of Aide classes, Teaching Assistant, and other Internships will not be included in honor roll calculations.

NATIONAL HONOR SOCIETY candidates must maintain an earned GPA of 3.5 or higher as well as demonstrate outstanding qualities in three additional areas: Leadership, Character, and Service.

RANK IN CLASS will be determined by the GPA over eight semesters. Grades in any of Aide classes, Teaching Assistant, and other Internships will not be included.

In order to permit students, parents, and college officers to read and interpret transcripts or report cards easily, the weights of grades are based around the standard 4.0 point scale. A student receiving all College Prep 'A's, or all College Prep 'B's, or all College Prep 'C's would receive, respectively, 4.0, 3.0, or a 2.0 GPA.

Under a weighted system, some students may have a GPA higher than 4.0. With the number of advanced weighted courses available to students in grades 9-12, it is possible for the maximum weighted GPA to be 4.66.

The GPA derived from the weighted grades is a good measure of a student's individual achievement. It does provide a single number, "the average," of four years of a student's grades. Weighted GPA is also used as a standard to determine Honor Rolls and membership in the National Honor Society, and recognizes a student's achievement at his or her own ability level.

Credits

Course credits are earned by semester.

- Students earn 5 credits for successfully completing a full year course.
    - Students earn 2.5 credits for successful completion of the first semester and/or 2.5 credits for successful completion of the 2nd semester.
- Semester courses earn 2.5 credits
- In some instances, courses that meet everyday will earn 10 credits

Grade Calculations

First and second semester grades are calculated as follows:

Semester	**Semester 1**			**Semester 2**		
Quarter	**1st Quarter**	**2nd Quarter**	**Midterm Exam**	**3rd Quarter**	**4th Quarter**	**Final Exam**
Percent	45%	45%	10%	45%	45%	10%

Habits of Work and Learning (HOWLs) are part of a student's grade. HOWLs are academic behaviors such as participation, responsibility, and reflection and revision; these are the essential skills for academic success. In the 9th and 10th grades, HOWLs is 20% of the grade in a college prep level class and 15% of the grade in an honors level class. In the 11th and 12th grades, these habits account for 5% of a student's grade in a course.

Transfer Students

A. Entering Honors or Advanced Placement Courses

Holyoke High School offers honors or advanced placement courses in World Language, Mathematics, Science, English, and Social Studies. If the student meets the criteria, and the School Counselor approves, a student may elect any of the honors or advanced placement courses based on his or her achievement at other schools. Note: Students may not have the option to transfer into AP courses if tests have already been ordered.

B. Students Transferring from Any Vocational / Technical School

A student transferring from a vocational/technical school will be credited with a maximum 10 vocational credits (shop credits) per year.

C. Students Transferring from Campus to Campus

Transferring from one high school campus in Holyoke to another once the school year has begun is a serious decision and should be made only for very important reasons. The high school campus to which a student is transferring may not be able to offer exactly the same program, possibly resulting in the loss of academic or vocational credit in certain courses for the year in which the transfer occurs. A request for a transfer after the beginning of the school year requires the approval of the Principal and will only be considered in urgent situations.

D. Entering the Dual Enrollment or Early College Programs

Students who apply and meet the academic criteria may enter the Dual Enrollment program at the beginning of each semester provided the affiliated colleges' add/drop period hasn't passed. If spaces are available, transfers into the Holyoke Community College and Westfield Promise Early College Programs will be considered on a case by case basis.

Office Hours

All teachers are available for an after school office hour on a weekly basis. The specific day on which the office hour is scheduled rotates yearly. Office hours are posted on the daily schedule, on teacher syllabi and students can check in with their teachers about their office hour day.

Programs of Study

We strive to create a pathway for every student's success – a student-informed learning trajectory that gives them competitive advantage in college and/or career success. The programs of study outline the recommended course sequences (eight courses per grade) for 9th grade and our three theme-based academies, this includes strong foundational core courses that meet the MassCore and HPS graduation requirements, and include intentional opportunities for students to explore a broad range of college and career options in a field of interest. The academy experience for students also includes Town Halls, gatherings featuring academy-focused learning, challenges, celebrations or collaboration with community partners; work-based learning; embedded seminar (advisory) activities, and learning linked to academic classes. Each program of study has been approved for the 2024-2025 school year.

All programs of study reflect the core tenets of HPS's high school redesign:

(1) Preparation for college and career success
(2) Project-based learning with capstone experiences

(3) Work / community-based learning
(4) Flexibility and personalization
(5) Stackable credentials (diploma + options)

Holyoke High School Academies and Specialized Opportunities: In addition to our Freshman and Theme-Based Academies, students at HHS have the opportunity to participate in targeted and rigorous programs to support all learners on their journey to college and careers. These programs include

(1) Freshman Academy
(2) Community and Global Studies Academy --Grades 10-12
(3) Engineering and Life Sciences Academy – Grades 10-12
(4) Performing and Media Arts Academy – Grades 10-12
(5) Dual Language Program - A continuation of the Dual Language Pre-K - 8 program with the goal of students earning the Seal of Biliteracy.
(6) Early College Program -- launches at Grade 10 in partnership with Holyoke Community College and in Grade 11 in partnership with Westfield State University
(7) Dual Enrollment -- in partnership with HCC, STCC, UMASS, and Westfield State.
(8) Opportunity Academy – Multiple campuses consisting of 3 high school programs that support students in need of a specialized program, including a high school program on the HCC campus, a self-paced alternative program, and a small therapeutic program in the arts district of Holyoke (See separate Program of Study).

Freshman Academy

Subject	Semesters I and II
English (Select 1)	● English I: Literature, Language and Composition (College Prep, Honors)*
Social Science (Select 1)	● United States History I (College Prep, Honors) ● United States History I: Ethnic Studies (College Prep, Honors) ● United States History I: Spanish (Dual Language students ONLY)**
Mathematics	● Algebra I (College Prep, Honors)
Science	● Environmental Science (College Prep, Honors)
Health and Physical Education	● Health ● Physical Education
Elective Options	● French I ● Spanish I ● Spanish II ● Advanced Spanish Language Arts (Dual Language students ONLY)**
***ELD** **Interventions**	● English Language Development (ELD): Entering Level ● English Language Development (ELD): Emerging Level ● English Language Development (ELD): Developing Level ● Foundations in Literacy and Math
Some freshman schedules may allow for additional elective options:	● Introduction to Band ● Band ● String Orchestra ● Choir ● Intro to Theater
Anchor Project	● Begin Portfolio ● Academy Selection

**Students who are enrolled in English Language Development (ELD): Entering Level or English Language Development (ELD): Emerging Level may have different ELA course offerings, depending on teacher recommendation.*

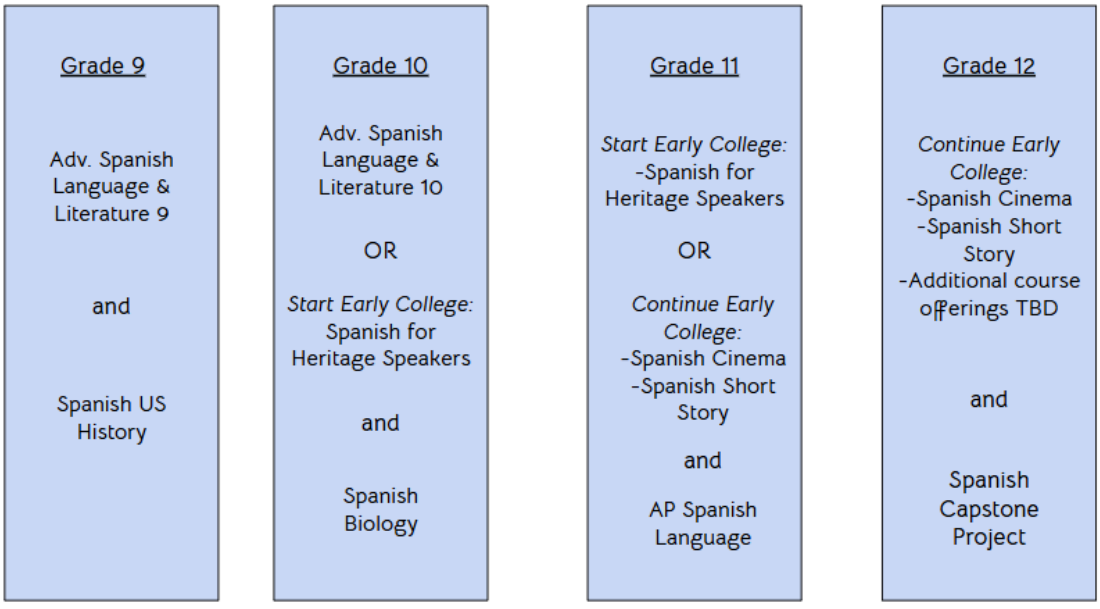
***Students enrolled in the Dual Language pathway have slightly different course offerings.*

Dual Language Pathway

The Dual Language Pathway at Holyoke High School provides students with the opportunity to continue their bilingual education from 9th through 12th grade. Over the course of four years, students will take Spanish Language Arts courses and content courses in Spanish. Additionally, they can enroll in Early College classes in Spanish through Holyoke Community College. By 12th grade, students will complete a capstone project in Spanish. The program aims for students to earn the Seal of Biliteracy by graduation, achieving advanced levels of bilingualism and biliteracy to prepare them for college, career, and beyond.

In order to graduate from the Dual Language Program at HHS, you must complete the following…		
3 content courses in Spanish, including the following…	At least **2 Spanish language courses at HHS**, including…	At least **3 Early College Courses at HCC in Spanish**, including but not limited to…
• United States History in Spanish • Biology in Spanish • Capstone Project in Spanish	• Adv. Spanish Language and Lit 9 • Adv. Spanish Language and Lit 10 • AP Spanish Language	• Spanish for Heritage Speakers • Spanish Short Story • Spanish Cinema • Additional courses TBD

Dual Language Course of Study Pathway



Community and Global Studies (CGS) Academy

Subject	Grade 10	Grade 11	Grade 12
	Semester 1 - 2	**Semester 1 -2**	**Semester 1 -2**
English	English II (CP, H)*	English III (CP, H) *or* AP Language and Composition *or* Westfield Promise English III*	English IV (CP, H) *or* AP Literature and Composition*
Math	Geometry (CP, H) *or* Algebra II (CP, H)	Geometry (CP, H) *or* Algebra II (CP, H) *or* Pre-Calculus(H) *or* Probability and Statistics	Algebra II (CP, H) *or* Probability and Statistics *or* Pre-Calculus (H), *or* Financial Literacy *or* AP Calculus (AB)
Science	Biology (CP, H) *or* Biology Spanish (CP,H) *(Dual Language Only)*	3rd Lab Science: Chemistry, *or* Physics, *or* Human A&P, *or* AP Env. Science, *or* AP Biology, *or* AP Physics	Optional Science Electives
Social Studies	US History II (CP, H) *or* AP US History	World History (CP, H) *or* AP European History *or* AP World History *or* Westfield Promise World History	Optional History Elective
Technical Courses	American Government & Public Policy: Making a Difference *or* Topics in Ethnic Studies *or* Holyoke ECP: College Readiness Acceleration and CRJ 100: Introduction to Criminal Justice	Ethnic Studies Leadership Program *or* Law & Criminal Justice *or* HCC Early College Course	Senior Seminar: Human Rights & Global Justice Capstone *or* HCC or Westfield Promise Early College Course
Elective Options ***See Course Catalog Listings***	• French (levels I-IV), Spanish (levels I-AP) • Fine Arts Electives • Performing Arts and Music Electives • Business & Technology Electives	• Business & Technology Electives • Internships • *Additional electives available in science, social sciences, and English*	
English Language Development (ELD)	English Language Development (ELD): Entering English Language Development (ELD): Emerging English Language Development (ELD): Developing		
Interventions	Foundations in Literacy and Math		
Physical Education	PE (1 semester)	PE (1 semester)	PE (1 semester)
Town Hall Experiences	Career Fair, Guest Speakers, Reverse Job Shadows	College Visits, Guest Speakers, Field Experience, Community Service, Job Shadows	College Preparation (essay writing and applications), Workforce Training, College Visits, Guest Speakers, Field Experiences, Community Service Projects, Job Shadows
Anchor Project	Project Based Learning through Ethnic Studies ELA Course Portfolio	Declare intention for Senior Year Portfolio	Capstone experience, WBL, Senior Seminar, Early College coursework Complete Portfolio and share

**Students who are enrolled in English Language Development (ELD): Entering Level or English Language Development (ELD): Emerging Level may have different ELA course offerings, depending on teacher recommendation.*

Engineering and Life Sciences (ELS) Academy

Subject	10	11	12
	Semester 1 - 2	**Semester 1 - 2**	**Semester 1 - 2**
English	English II (CP, H)*	English III (CP, H) or AP Language and Composition or Westfield Promise English III*	English IV (CP, H) or AP English Literature*
Math	Geometry (CP, H) *or* Algebra II (CP, H)	Geometry (CP, H) *or* Algebra II (CP, H) *or* Pre-Calculus(H) *or* Probability and Statistics	Algebra II (CP, H) *or* Probability and Statistics *or* Pre-Calculus (H), *or* Financial Literacy *or* AP Calculus (AB)
Science	Biology (CP, H) *or* Biology Spanish (CP,H) *(Dual Language Only)*	Medical & Environmental Pathways - Chemistry (CP, H) *or* Engineering Pathway - Physics (CP, H, AP)	AP Biology *or* Anatomy and Physiology *or* AP Environmental *or* Urban Ecology *or* Physics (CP, H, AP)
Social Studies	US History II (CP, H) or AP US History	World History (CP, H) *or* AP European History *or* AP World History *or* Westfield Promise World History	Optional History Electives
Technical Courses	Medical & Environmental Pathways - Intro to Health and Environmental Careers *or* Engineering Pathway - Introduction to Engineering Design *or* EC = College Readiness (1 semester) + TBD HCC Course	Medical Pathway - Public Health and Epidemiology *or* Human Anatomy and Physiology *or* Environmental Pathway - Urban Ecology *or* Engineering Pathway - Principles of Engineering *or* HCC Early College Course	Medical Pathway & Environmental Pathways - Senior Seminar: Life Sciences Capstone *or* Engineering Pathway - Engineering, Design, and Development *or* HCC or Westfield Promise Early College Course
Elective Options ***See Course Catalog Listings***	• French (levels I-IV), Spanish (levels I-AP) • Fine Arts Electives • Performing Arts and Music Electives • Business & Technology Electives • Business & Technology Electives • Internships • *Additional electives available in science, social sciences, and English*		
English Language Development (ELD)	English Language Development (ELD): Entering English Language Development (ELD): Emerging English Language Development (ELD): Developing		
Interventions	Foundations in Literacy and Math		
Physical Education	PE (1 semester)	PE (1 semester)	PE (1 semester)
Town Hall Experiences	Career Fair, Guest Speakers, Reverse Job Shadows	College Visits, Guest Speakers, Field Experience, Community Service, Job Shadows	College Preparation (essay writing and applications), Workforce Training, College Visits, Guest Speakers, Field Experiences, Community Service Projects, Job Shadows
Anchor Project	Project Based Learning through Science Course Portfolio	Declare intention for Senior Year Portfolio	Capstone experience, WBL, Senior Seminar, Early College coursework Complete Portfolio and share

**Students who are enrolled in English Language Development (ELD): Entering Level or English Language Development (ELD): Emerging Level may have different ELA course offerings, depending on teacher recommendation.*

Performing and Media Arts (PMA) Academy

Subject	10	11	12
	Semester 1-2	**Semester 1-2**	**Semester 1-2**
English	English II (CP, H)*	English III (CP, H) *or* AP Language and Composition *or* Westfield Promise English III*	English IV (CP, H) *or* AP Literature and Composition*
Math	Geometry (CP, H) *or* Algebra II (CP, H)	Geometry (CP, H) *or* Algebra II (CP, H) *or* Pre-Calculus(H) *or* Probability and Statistics	Algebra II (CP, H) *or* Probability and Statistics *or* Pre-Calculus (H), *or* Financial Literacy *or* AP Calculus (AB)
Science	Biology (CP, H) *or* Biology Spanish (CP,H) *(Dual Language Only)*	3rd Lab Science: Chemistry *or* Physics *or* Human A&P *or* AP Env. Science *or* AP Biology *or* AP Physics	Optional Science Electives
Social Studies	US History II (CP,H) *or* AP US History	World History (CP, H) *or* AP European History *or* AP World History *or* Westfield Promise World History	Optional History Electives
Technical Courses: PMA Sophomores that are not in the HCC Early College Program will take Intro to Theater OR Intro to Media or both. If only one is selected it will be paired with other music, visual arts or media electives. Students on specific music or visual arts tracks that don't have room in their schedules for Intro to Media and/or Theater can opt out on a case by case basis.			
Theater	Intro to Theater (1 Semester)	Theater II	Senior Seminar: Performing Arts Capstone
Media/ Marketing	Intro to Media (1 Semester) Video Production (1 Semester) *or* Intro to Graphic and Digital Art (1 Semester) *or* Intro to Office and G Suites	Intro to Graphic and Digital Art (1 Semester) Marketing and Business Communications *or* The Herald *or* The Annual *or* Intro to Office and G Suites	Marketing and Business Communications *or* The Herald *or* The Annual *or* Intro to Office and G Suites
HCC Early College Program	Early College - College Readiness (1 Semester) & Intro to Mass Communication	HCC Early College Course	HCC Early College Course
Music: Vocal Track	Choir Madrigals* Music Lab (1 Semester)	Choir Madrigals* Music Lab (1 Semester)	Choir Madrigals* Music Lab (1 Semester)
Music: Instrumental Track	Intro to Band**, Band**, String Orchestra**, Bell Choir, Music Lab (1 Semester)	Band**, String Orchestra**, Bell Choir, Music Lab (1 Semester)	Band**, String Orchestra**, Bell Choir, Music Lab (1 Semester)
By Audition Only (Spring semester for fall start)** * It is recommended that students start this course track Freshman year** *****Move to Band for Sophomore, Junior, Senior Year after completion**			
Visual Arts	Drawing & Painting I (1 Semester) Drawing & Painting II (1 Semester) *and/or* Design I (1 Semester)	Drawing & Painting I (1 Semester) Drawing & Painting II (1 Semester) or Design I (1 Semester)	Drawing & Painting I (1 Semester) Drawing & Painting II (1 Semester or Design I (1 Semester)

	Design II (1 Semester)	Design II (1 Semester) For students that have completed BOTH D&P II & Design II Draw and Painting III or Design III	Design II (1 Semester) For students that have completed BOTH D&P II & Design II Draw and Painting III or Design III
Elective Options ***See Course Catalog Listings***	French (levels I-IV) Spanish (levels I-AP) *Additional electives available in science, social sciences, and English*		
English Language Development (ELD)	English Language Development (ELD): Entering English Language Development (ELD): Emerging English Language Development (ELD): Developing		
Interventions	Foundations in Literacy and Math		
Town Hall Experiences	Career Fair, Guest Speakers, Reverse Job Shadows	College Visits, Guest Speakers, Field Experience, Community Service, Job Shadows	College Preparation (essay writing and applications), Workforce Training, College Visits, Guest Speakers, Field Experiences, Community Service Projects, Job Shadows
Anchor Project	Project Based Learning through ELA Course Portfolio	Declare intention for Senior Year Portfolio	Capstone experience, WBL, Senior Seminar, Early College coursework Complete Portfolio and share
****Students interested in an arts or music pathway are highly encouraged, and sometimes required, to begin taking classes during their freshman year.***			

**Students who are enrolled in English Language Development (ELD): Entering Level or English Language Development (ELD): Emerging Level may have different ELA course offerings, depending on teacher recommendation.*

DUAL ENROLLMENT OPPORTUNITIES

Students at Holyoke Public Schools are encouraged to access college level work while in high school through dual enrollment and early college programs. All students in grades 11 and 12 who meet the criteria set forth by the college are eligible for dual enrollment. Participation in dual enrollment courses requires admissions by a college or university. HPS partners include:

- Holyoke Community College (HCC)
- Springfield Technical Community College (STCC)
- UMASS - Amherst
- Westfield State University

Note: If you wish to take a class at a different college or university, you must apply directly with that college or university and work individually with your school counselor to ensure credit agreements.

Dual Enrollment classes are college classes that high school students can take to receive both college and high school credit. Taking a Dual Enrollment class is a great way to get a taste of what college classes are like. Students who take these classes are often more prepared to take on the challenges of college.

Who is eligible to take Dual Enrollment classes?

- Students must be juniors or seniors in high school
- Students must meet any other requirements of the college in which they plan to enroll.
- Most colleges require a minimum grade point average:
    - Holyoke Community College (HCC): Minimum 2.5 GPA*
    - Springfield Technical Community College: Minimum 2.0 GPA
    - UMASS Amherst: 3.2 GPA for courses taken at UMASS; NO minimum GPA for UMASS classes offered at HHS
- Westfield State University: 2.5 GPA*

**These colleges may admit students who have between a 2.0 and a 2.5 GPA if the student is recommended by the guidance counselor.*

Application Information:

- Application deadline for fall semester is June 1st
- Application for spring semester is December 1st
- Application for summer term is usually in early May
- Applications for Westfield, HCC and STCC can be found on their websites (see below). The school counseling office has applications for other colleges. Applications require the signature of the parent/guardian and the school counselor. An official transcript must be sent with the application.
- Apply early to guarantee your spot and potential funding for your class.

Financial Costs:

- Most dual enrollment classes are FREE to you! The colleges have funding that covers the cost of your class!*

- Dual Enrollment students are responsible for purchasing the books for their class unless otherwise instructed. Exceptions:
    - Books may be covered by HHS or by the college if the class is offered at Holyoke High.
    - If buying a book is an obstacle for you, speak with the college that you are taking a class with. They will work with students to help as much as possible.

**UMASS Amherst typically charges $20 per class*

Transportation

- Transportation to and from the college is the responsibility of the student. HCC and STCC will provide Dual Enrollment students with bus passes if needed.

Scheduling

- Students who take a Dual Enrollment class may have their HHS schedule adjusted if this is possible. It is essential that the student speak with their school counselor as soon as they apply for a Dual Enrollment class in order to understand how the HHS schedule must be adjusted.

More information:
HCC Dual Enrollment programs: http://www.hcc.edu/admission/dual-enrollment
STCC Dual Enrollment programs: http://www.stcc.edu/collegenow/
UMASS Amherst - See your school counselor
Westfield State University -
https://www.westfield.ma.edu/dual-enrollment-and-early-college-programs/dual-enrollment-application

HHS General Dual Enrollment Guide:
https://docs.google.com/document/d/1SbZ73Z7qdbm7phMR_4lL2XpykRfGv4b1IVv9o4WSang/edit?usp=sharing

EARLY COLLEGE PROGRAMS

Early college programs provide a pathway to high school graduation that includes the opportunity to complete 12+ credit hours (or four courses) of dual enrollment at a college or university partner. HPS early college programs launch at HHS with cohort courses taught by college professors with wrap-around support provided by HPS staff. With demonstrated success and academic readiness, students are then supported in the transition to coursework at the college campus.

Holyoke Public Schools has received designation from the Department of Elementary and Secondary Education to provide two early programs: (1) HPS-HCC Early College and (2) Westfield Promise.

(1) Holyoke Community College Early College Program

The Holyoke High School / Holyoke Community College early college partnership is a three-year program. Up to 80 students are admitted by application upon successful completion of Freshman Academy coursework. Early college programming begins in grade 10 but students wanting to join in 11th and 12th grade will still have the opportunity to "jump in" later on*. Students can enroll in a college acceleration course the fall semester of their first year in the program and in the spring HCC professors push into that class two - three days per week to teach one of four defined HCC courses, three of which are aligned with students' HPS academy and the fourth being a course taught completely in Spanish for our Spanish predominant and Dual Language students. During their second and third year enrolled students take one or more classes per semester on either the HHS or HCC campuses. Students have the opportunity to earn a minimum of 12 or more college credits during high school that are transferable to state colleges and universities. HCC and HPS share the cost of the fees and materials.
**11th and 12th graders jumping into the program later will likely complete less than 12 credit hours as they will have less time to complete four courses.*

EARLY COLLEGE REQUIRED ELECTIVE

College Readiness Acceleration

This course is required for all participants in the Early College Program at grade 10 with few exceptions. College Readiness Acceleration is designed to solidify the study, critical thinking and organizational skills required for success in dual enrollment courses and college. The goal of the course activities is making college attainable without the need for remediation. It is based on the integration of Advancement Via Individual Determination (AVID) Elective course curriculum.

PREREQUISITE: Acceptance to the HPS-HCC Early College Pathway

Semester 1: Course #1920	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1921	2.5 credits - 20 weeks - college prep GPA weight

(2) Westfield Promise

The Westfield Promise is a designated 2 year early college program, and is a partnership between Westfield State University and Holyoke Public Schools. The program allows limited cohorts of up to 25 students to participate in college classes, and earn up to 12 college credits by the time students graduate high school. This program is specifically designated to benefit students who are traditionally underrepresented in higher education: first generation to college, low-income, and students of color. In addition, students who are not participating in AP courses and are unsure about being successful in college are encouraged to participate.

Junior Year:

- Two 3 credit “stretch courses.” College classes, co-taught by a university professor and high school instructor, take place at the high school during the school day.
- Academic support from Professor, High School Instructor, School Counselors, tutors, EC Coordinators.

Senior Year:

- Enroll in one 3 credit course for fall semester, and one 3 credit course for spring semester. Students are registered to take courses on the Westfield State campus. Transportation is provided to and from the university. (6 credits earned if successfully completed)

COURSE CATALOG

This section lists the courses offered by all departments at Holyoke High School. The availability of each course is contingent upon enrollment. Each entry has a short description of the course content as well as information on assigned credits, course duration, course weights, and prerequisites. Students should familiarize themselves with the course offerings before scheduling a meeting with their guidance counselor.

Each course is identified by name, followed by a short course description, a list of prerequisites, if applicable, and course numbers. Credit is awarded on a semester-basis. The following symbols are included in this year's handbook as a means of assisting in clarifying alignment to campus and academy offerings:



Alignment with the Community and Global Studies Academy themes



Alignment with the Engineering and Life Sciences Academy themes



Alignment with the Performing and Media Arts Academy themes

ARTS DEPARTMENT

Students may meet the two-semester "arts" MassCore requirement through electives in music, performing arts, technological arts and/or visual arts.

MUSIC and PERFORMING ARTS - ELECTIVES

Introduction to Band

In this course students learn to read music and to play (or further develop their ability to play) woodwind (flute, clarinet, saxophone), brass (trumpet, trombone, baritone, tuba), or percussion instruments. Focus is placed on developing a fundamental understanding of music reading, music vocabulary, and aesthetic musical values. Students practice in a large ensemble as well as in like-instrument groups. Percussionists learn all instruments including, but not limited to, the xylophone, glockenspiel, snare drum, bass drum, timpani, cymbals, and hand percussion. After school rehearsals and concert attendance is mandatory for the Winter and Spring Concerts and Holyoke High Graduation (about 6 after school commitments per year).). Performances are a natural outgrowth of the students' work in this course.

PREREQUISITE: None. No experience is necessary. Incoming 9th graders and rising 10th graders who have not had the opportunity to play an instrument or would like more experience before joining Band are highly encouraged to take this class.

Semester 1: Course #1522	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1523	2.5 credits - 20 weeks - college prep GPA weight

Band

Students will participate in modern band, concert band, and marching band settings through the year. Students will continue to develop their technical and artistic skills through the performance of functional and art music of different genres and cultures in a variety of performance settings. Emphasis is placed on developing aesthetic values through active participation. Musicianship is stressed, with the focus being placed on music reading, listening skills, and ensemble playing. Students must be available to perform at school activities, public concerts, parades, HPS school tour, and music festivals. At certain times of the year, after school rehearsals may be required. Performances are a natural outgrowth of the students' work in this course.

PREREQUISITE: Intro to Band, previous instrumental music experience, or approval of instructor

Semester 1:	Course #1512	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1513	2.5 credits - 20 weeks - college prep GPA weight

Music Laboratory

This course is for students who want to learn fundamental musical skills. No musical background is necessary, just a desire to learn. Students carry out projects based on using the latest music software for theory, composition, and recording. Class size may be limited to facilitate access to the equipment.

Semester	Course #1511	2.5 credits - 20 weeks - college prep GPA weight

Bell Choir

This course is available to students who desire to perform in a small ensemble using carillon hand bell and hand chimes. Students study the techniques associated with hand bell and chime ringing while learning to read music in handbell format. The Bell Choir performs at multiple school and civic ceremonies.

Semester	Course #1514	2.5 credits - 20 weeks - college prep GPA weight

Choir

This course requires no audition. All students are welcome. It provides opportunities for musical and social growth. Students receive vocal training and develop their aural skills. The choir performs at public concerts, school activities, and community functions. Performances are a natural outgrowth of the students' work in this course.

Semester 1:	Course #1515	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1516	2.5 credits - 20 weeks - college prep GPA weight

Madrigal

The Madrigal choir is an advanced music course for singers, selected through an audition process. The Madrigals perform works from many genres in multiple harmony parts. They perform at many civic and school related functions and participate in Mass. Music Educators All Western Mass and All-State competitions.
College Credits Available - HCC: One college credit issued upon successful completion of six semesters of Madrigal (per HCC articulation agreement).

PREREQUISITE: Audition and recommendation of the director

Semester 1:	Course #1518	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1519	2.5 credits - 20 weeks - college prep GPA weight

String Orchestra

In this course, students continue to study the violin, viola, cello, or string bass. Students in this course are members of the Holyoke High School Orchestra. Students will continue to develop their technical and artistic skills on string instruments through the performance of music from different genres and cultures as well as perform in a variety of performance settings. Example performances include the Winter and Spring Concert, HPS School Tour, graduation, sporting events, and trips to music festivals. Performances are a natural outgrowth of the student's work in this course and performance attendance is required.

PREREQUISITE: Previous lessons in violin, viola, cello, or string bass at the middle or high school level. Beginners must receive teacher approval.

Semester 1:	Course #1520	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1521	2.5 credits - 20 weeks - college prep GPA weight

Intro to Theater

This introductory PMA Academy course is designed to expose students to the process of creating theater. Students explore all aspects of theater including acting and theatrical design techniques (set, costume and lighting design). Heavy emphasis is placed on developing acting technique through improvisation, characterization, and basic stage movement. Projects include developing scenes through improvisational acting, memorizing and performing mini monologues, partner scene study, choreography and playwriting.

Semester Course #1517 2.5 credits - 20 weeks - college prep GPA weight

Intro to Media Literacy

Media Literacy is a half-year elective for sophomores within the Performing and Media Arts Academy. In this course, students gain exposure to and practice working with modern media platforms. Tasks include writing journalistically, writing for a specific audience in an electronic format, writing and producing radio/video commercials and programs, designing print advertisements using graphics design programs and the basics of interviewing, photojournalism, and using social media as a productive and professional tool.

Semester Course #1164 2.5 credits - 20 weeks - college prep GPA weight

Theater II

This course is performance based. It is designed to expand and deepen students' skills as artists. They do so by building on material covered in the Introduction to Theater curriculum, with units in character analysis, monologue analysis and performance, and design. Emphasis is on production development with a focus on play development, performing and directing. The curriculum culminates in a devised play performance.

Semester 1: Course #1546 2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1547 2.5 credits - 20 weeks - college prep GPA weight

VISUAL ARTS - ELECTIVES

Design I

An introductory course of the fundamentals of art and design. Topics include: art history, elements of art, principles of design, design studio practices and processes, fiberarts, monoprinting, collage, 3D design in paper, foam, metal, plaster and clay. Students will engage in critical thinking, problem solving and research to formulate original concepts by practice, experimentation and revision. Students will engage in written reflection, class discussion and critiques by articulating art theory and using visual language.

Semester Course #1560 2.5 credits - 20 weeks - college prep GPA weight

Design II

This is an advanced course where students will continue to build on their art vocabulary and apply it during critiques and class discussions. Topics include: art history, fiberarts, block printing, 3D design in paper, foam, metal and clay. Students will apply their knowledge of elements of art and principles of design by creating art projects while experimenting with a variety of media.

PREREQUISITE: Successful completion of Design I

Semester Course #1561 2.5 credits - 20 weeks - college prep GPA weight

Design III

This is an advanced course intended to enhance students' abilities in design through experimentation in a variety of media. Topics include: art history, sculptural pottery, functional pottery, screen printing, foam and paper. Students will be demonstrating their understanding of the elements of art, principles of design and utilizing art theory to create 2D and 3D design, pottery and sculpture. Students will continue to build on their art vocabulary and apply it during critiques, class discussions and written reflections.

PREREQUISITE: Successful completion of Design II

Semester Course #1562 2.5 credits - 20 weeks - college prep GPA weight

Drawing & Painting I

An introductory course of the fundamentals of 2D drawing and painting. Topics include: art history, elements and principles of art, design studio practices and processes, portraiture, 1 point perspective, still life and scratchboard. Students will engage in critical thinking, problem solving and research to formulate original concepts by practice, experimentation and revision. Students will engage in written reflection, class discussion and critiques by articulating art theory and using visual language.

Semester Course #1563 2.5 credits - 20 weeks - college prep GPA weight

Drawing & Painting II

This is an advanced course where students will continue to build on their art vocabulary and apply it during critiques and class discussions. Topics include: art history, pencil, pen and ink, watercolor, acrylic, scratchboard and mixed media. Students will apply their knowledge of elements of art and principles of design by creating art projects and experimenting with a variety of media. Students will continue to explore a variety of art techniques and materials to discover what they like the most, personal style and creative voice.

PREREQUISITE: Successful completion of Drawing & Painting I

Semester Course #1564 2.5 credits - 20 weeks - college prep GPA weight

Drawing and Painting III

This is an advanced course intended to enhance students' abilities in drawing and painting through experimentation in a variety of media. Topics include: art history, composition, pencil, marker, pen and ink, chalk pastels, oil pastels, charcoals, scratchboard, watercolor, acrylics and mixed media. Students will be encouraged to find their creative voice while refining their artistic skills through traditional studies. Students will be expected to curate a body of work incorporating life experience, observation and their imagination. Students will continue to build on their art vocabulary and apply it during critiques, class discussions and written reflections.

PREREQUISITE: Successful completion of Drawing & Painting II

Semester	Course #1565	2.5 credits - 20 weeks - college prep GPA weight

Advanced Studio Art

This course is reserved for students who are seriously interested in furthering their education and pursuing a career in the arts. Students are completely independent in this course and are challenged to create a portfolio of 15-20 pieces of art that represent their current level of artistic development: in 2D design and 3D design, drawing skills, experimentation with other media, creative problem solving, preferred medium, personal style, creative voice, ability to respond to art, discuss and write about their own art. Students are continuously adding to and modifying their portfolio throughout the year in preparation for college or university review.

Prerequisite: successful completion of Drawing & Painting III and Design III (B- or better)

Semester	Course #1566	2.5 credits - 20 weeks - college prep GPA weight

Possible College Credits - Westfield State University

PREREQUISITE: Advanced Art Studio criteria; completion of Drawing I & II or Design I & II (B- or better)

2D Design	Semester 1: Course #1566	2.5 credits - 20 weeks - AP GPA weight
2D Design	Semester 2: Course#1567	2.5 credits - 20 weeks - AP GPA weight
3D Design	Semester 1: Course #1568	2.5 credits - 20 weeks - AP GPA weight
3D Design	Semester 2: Course #1569	2.5 credits - 20 weeks - AP GPA weight
Drawing	Semester 1: Course #1570	2.5 credits - 20 weeks - AP GPA weight
Drawing	Semester 2: Course #1571	2.5 credits - 20 weeks - AP GPA weight

BUSINESS AND TECHNOLOGY

BUSINESS – ELECTIVES

Accounting for Small Business

This accounting course offers students the opportunity to learn about the accounting cycle for a business. The primary focus for this course will be the completion of an accounting cycle for a service business organized as a proprietorship. Students will be able to journalize transactions into a general journal, and post these transactions into a general ledger. This course is advantageous for all students planning a major in the many fields of business at the college level.

PREREQUISITE: Successful completion of Algebra I

Semester: Course #1254 2.5 credits - 20 weeks - college prep GPA weight

Introduction to Entrepreneurship

This introductory level Entrepreneurship course gives students an opportunity to begin to develop a successful, profitable and community beneficial business through design and collaboration within one semester. Students will study and analyze the characteristics of successful entrepreneurs. The course will use various styles of instruction including discussion, closed-reading and project-based learning to give students a well-rounded, real world business education, allowing students the opportunity to own the next million-dollar business.

Semester Course #1670 2.5 credits - 20 weeks - college prep GPA weight

Marketing with Business Communications

This course offers an overview of general business principles. Topics include: marketing, management, business communications, and business ethics from both domestic and international perspectives. Students gain an understanding of successful problem solving and decision-making strategies involved in operating a business in a global economy. Major focuses of the course will be on the 4 P's of Marketing and all students gaining skills in workplace communication.

Semester Course #1602 2.5 credits - 20 weeks - college prep GPA weight

TECHNOLOGY- ELECTIVES

Graphic and Digital Art

This hands-on course introduces students to the basics of Adobe Photoshop and Adobe Illustrator. Adobe Photoshop will be used to create original artwork, manipulate color images, and retouch photographs for page layout, multimedia, and the internet. Adobe Illustrator will be used to create logos, graphics, and type effects for page layout, multimedia, and the internet. Students can take this course multiple times. In the second time students will use layout software to learn graphic design principles and learn techniques for creating and managing documents, with photos and text to create unique designs.

Semester Course #1540 2.5 credits - 20 weeks - college prep GPA weight

Intro to Office and G Suites

This introductory course provides an overview of the following programs in the Microsoft Office Suites: Word, Excel, and PowerPoint and Google Suites: Docs, Sheets and Slides. The technology skills gained in this course can be applied to other courses, and are valuable skills to have for use in the workplace.

Semester Course #1603 2.5 credits - 20 weeks - college prep GPA weight

3D Computer Modeling

In this course students will create three-dimensional projects using powerful, yet easy to learn, modeling tools along with libraries of 3D objects. This course will introduce students to Google SketchUp, a free program that is powerful enough for commercial applications such as Architecture and Engineering and explore how to apply those skills to future learning and work.

Semester Course #1542 2.5 credits - 20 weeks - college prep GPA weight

Web Design

This semester course is project based and it provides students the opportunity to build their own websites. By the end of this course, students will be able to explain how web pages are developed and viewed on the internet. Students will be writing code using HTML as they develop their web sites for professional or personal use.

Semester Course # 1549 2.5 credits - 20 weeks - college prep GPA weight

CAREER AND COLLEGE EXPLORATION

Office Aid Experience

Office aid is a semester long 2.5 credit course graded on a pass/fail basis. Students enrolled in this opportunity have the opportunity to improve their interpersonal skills and interact with a variety of different individuals from both the school and greater community. Office aids have firsthand knowledge regarding all of the events and opportunities happening in and outside of school. Office aids work in and experience a professional environment where they learn clerical and interpersonal skills that will help prepare them for life after high school. Students must be in their junior or senior year to participate in this course.

Semester 1:	Course #1606-2	2.5 credits - 20 weeks
Semester 2:	Course #1607-2	2.5 credits - 20 weeks

Senior Seminar - Capstone

Senior seminar is an academy specific culminating experience that builds on student knowledge and skills acquired in their academy technical courses. Students engage in field-based, independent research related to their academy: CGS- a global justice issue relevant to their lives or their community, PMA- a planned process of creating, designing and/or directing a performing and media arts event, ELS- complete an independent research project based in health and environmental careers

Semester 1 provides the foundations needed for the Capstone experience. It guides students through an industry-specific process for field research. Each unit progressively releases students toward independent work. Semester 2 focuses on planning and investigating an original research question, where possible, collaborating with industry professionals. The course culminates with a presentation of learning before a panel of teachers and community stakeholders. The course includes some senior-specific learning experiences that fall outside academic content, such as post-secondary planning.

Semester 1:	Course #1606-2	2.5 credits - 20 weeks
Semester 2:	Course #1607-2	2.5 credits - 20 weeks

Teaching Assistants (TAs)

This Teaching Assistant opportunity is available in a variety of courses by semester for 2.5 credits and is graded on a pass/fail basis. It is an opportunity for senior students who are motivated, self-directed, want experience in a particular area, and/or want experience to add to their resume and/or college application. Specific tasks are determined on an individual basis between the Program Director, assigned teacher and TA. All TAs learn and work in a professional environment, and build interpersonal skills, academic support strategies, time and project management. All TA's complete a reflective essay or presentation as a culminating task.

PREREQUISITE: Attend TA introductory meeting; Application submitted to and approved by the program director.

Semester 1:	Course #1606-1	2.5 credits - 20 weeks
Semester 2:	Course #1607-1	2.5 credits - 20 weeks

Work-Based Learning Internships

Internship experiences provide junior and senior students the opportunity to explore career interests while applying the knowledge and skills learned in the classroom to a workplace setting. This practical experience offers professional skill development for essential skills to be an engaged and productive community member. Student interns set individualized learning objectives, investigate the industry of their internship, develop and maintain a resume, and reflect on their experiences within a business environment to help them define future career goals.

Semester 1:	Course #1606	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1607	2.5 credits - 20 weeks - college prep GPA weight
Semester 1:	Course #1608	5.0 credits - 20 weeks - college prep GPA weight (double period)
Semester 2:	Course #1609	5.0 credits - 20 weeks - college prep GPA weight (double period)
Semester 1:	Course #1698	7.5 credits - 20 weeks - college prep GPA weight (triple period)
Semester 2:	Course #1699	7.5 credits - 20 weeks - college prep GPA weight (triple period)

Details:

- Students must work a minimum of 90 hours per semester at their internship to earn 2.5 credits, 180 hours per semester for 5.0 credits, and 270 hours per semester for 7.5 credits.
- Students must track hours worked.
- Students complete a reflection each marking period.
- Internship supervisors evaluate student progress.
- Students are awarded a PASS for satisfactory work and growth or a FAIL for unsatisfactory work and a lack of growth.

How do I obtain an internship?

- If you are not sure where to start, make an appointment with your school counselor, Work Based Learning Coordinator, or a teacher and ask for recommendations about possible internships sites.
- Once you have secured a work site, obtain an internship contract from the Work Based Learning Coordinator. This form is filled out by the student and the internship supervisor.
- Once the contract is finalized the student will be placed at a work site with one of our Cori-ed industry partners. The Work Based Learning Coordinator, will communicate with the site and oversee the internship with the organization and the student.

ENGLISH DEPARTMENT

The English program addresses the traditional elements of reading, writing, speaking, listening, and reasoning. It develops understanding and applications in the language arts and in composition and communication, both formal and informal, and exposes students to quality literature and consequently involves them with issues of the human condition.

ENGLISH – Core Course Sequence

English I

Students in English I will examine a variety of grade-level texts and engage in textual analysis. Students think critically about interdisciplinary topics through texts, as well as other mediums, that are both challenging and engaging to students. Students refine their reading skills and advance their analytical skills through close reading, annotation, focused note-taking, guided discussion questions, research and various forms of writing, including narrative, argument, and expository compositions. Students are supported in reaching grade-level standards of academic work habits. **This course will be double scheduled for students and meet everyday, therefore this is a 10 credit course.*

Semester 1: Course #1110	5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1111	5 credits - 20 weeks - college prep GPA weight

English I Honors

Students in English I Honors examine complex texts and prepare for the rigorous textual analysis expected of them in future Honors, Advanced Placement, and College courses. Students think critically about interdisciplinary topics through texts, as well as other mediums, that are both challenging and engaging to students. Students refine their reading skills and develop their analysis skills through close reading, annotation, focused note-taking, guided discussion questions, research, and various forms of writing, including narrative, argument, and expository compositions. Students are held to high standards of academic work habits. **This course will be double scheduled for students and meet everyday, therefore this is a 10 credit course.*

PREREQUISITE: Honors Criteria

Semester 1: Course #1110-1	5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1111-1	5 credits - 20 weeks - honors GPA weight

English I: Entering Level (for English Learners)

Students in English I: Entering Level will examine a variety of grade-level texts and engage in textual analysis. Students think critically about interdisciplinary topics through texts, as well as other mediums, that are both challenging and engaging to students. Students refine their reading skills and advance their analytical skills through close reading, annotation, focused note-taking, guided discussion questions, research and various forms of writing, including narrative, argument, and expository compositions. Students are supported in reaching grade-level standards of academic work habits.This course is intended for Multilingual Learners who have been in U.S. schools for less than six months. It satisfies the English graduation credit, focuses on the Massachusetts Curriculum Frameworks for English, while supporting the specific English language instructional needs of beginning Multilingual Learners. Qualification for this program is determined by WIDA Screener results and teacher recommendation.

Eligibility: Students with WIDA test scores between a 1.0 and 2.0 who have been enrolled in U.S. schools for less than six months.

Semester 1: Course #1192	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1193	2.5 credits - 20 weeks - college prep GPA weight

English II

Sophomore English students are expected to meet the requirements of an intensive, comprehensive program of grammar, literature, vocabulary, and composition. Independent reading is required. This course is taught with connection to the unique lenses of the PMA & ELS academies. Performance tasks demonstrate the application of content including reading of fiction, poetry, drama, and non-fiction, speaking and listening to expand ideas, focused note taking to support understanding, studying and writing, technology use, writing creatively, writing MCAS type constructed responses and compositions, and regular revision and editing. Students are scheduled with cohort members.

Semester 1: Course #1120	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1121	2.5 credits - 20 weeks - college prep GPA weight

English II Honors

Sophomore English students are expected to meet the requirements of an intensive, comprehensive program of grammar, literature, vocabulary, and composition. Independent reading is required. This course is taught with connection to the unique lens of the PMA & ELS academies. Performance tasks demonstrate the application of content including reading of fiction, poetry, drama and non-fiction, speaking and listening to expand ideas, focused note taking to support understanding, studying and writing, technology use, writing creatively, writing MCAS type constructed responses and compositions, and regular revision and editing. Students are scheduled with cohort members. Within the classroom, expanded collaborative work and discussion is expected.

PREREQUISITE: Honors Criteria

Semester 1: Course #1120-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1121-2	2.5 credits - 20 weeks - honors GPA weight

English II: Entering Level (for English Learners)

This English Language Arts course aligns to all other English I courses. It satisfies the English graduation credit, focuses on the Massachusetts Curriculum Frameworks for English, while supporting the specific English language instructional needs of beginning to intermediate English learners. Qualification for this program is determined by ACCESS test results and counselor recommendation. The course prepares students to meet English reading, writing, speaking and analysis requirements.
Eligibility: Students with WIDA test scores between a 1.0 and 2.0 who have not been enrolled in U.S. schools for more than two academic years.

Semester 1: Course #1196	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1197	2.5 credits - 20 weeks - college prep GPA weight

English III

In this course students learn the difference, by engaging with a range of topics, texts, and media to analyze rhetorical strategies that give arguments their power of persuasion. Through a study of American literature,

students identify the methods and strategies authors use to influence them, the audience, before then becoming the author themselves, through oral, written, and project-based tasks.

Semester 1: Course #1130	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1131	2.5 credits - 20 weeks - college prep GPA weight

English III Honors

In this course students learn the difference, by engaging with a range of topics, texts, and media to analyze rhetorical strategies that give arguments their power of persuasion. Through a study of American literature, students identify study methods and strategies authors use to influence them, the audience, before then becoming the author themselves, through oral, written, and project-based tasks. Honors students are expected to engage in outside reading, assignments, and projects that include library and literary research.
PREREQUISITE: Honors Criteria

Semester 1: Course #1130-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1131-1	2.5 credits - 20 weeks - honors GPA weight

English III: Emerging Level (For English Learners)

Students in English III: Emerging Level will meet the requirements of an intensive, comprehensive program of grammar, literature, vocabulary, and composition. Independent reading is required. Performance tasks demonstrate the application of content including reading of fiction, poetry, drama, and non-fiction, speaking and listening to expand ideas, focused note taking to support understanding, studying and writing, technology use, writing creatively, writing MCAS type constructed responses and compositions, and regular revision and editing. This course is intended for Multilingual Learners who have scored between a 1.0 and 2.0 on ACCESS but who have been in U.S. schools for more than six months. It satisfies the English graduation credit, focuses on the Massachusetts Curriculum Frameworks for English, while supporting the specific English language instructional needs of beginning Multilingual Learners who are new to US schools. Qualification for this program is determined by ACCESS results and teacher recommendation.
Eligibility: Students with ACCESS scores between a 1.0 and 2.0 who have been enrolled in U.S. schools for more than six months. Recommendation only.

Advanced Placement (AP) English Language & Composition

Course description as per College Board: 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 must also complete several assignments over the summer to supplement what they will learn in the class. AP credit is contingent upon participation in the AP Exam for the course in May.

PREREQUISITE: AP Criteria

Semester 1: Course #1134	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1135	2.5 credits - 20 weeks - AP GPA weight

English IV

This course gives students a chance to increase the depth of their cultural awareness, and to examine a wide array of literary perspectives and traditions. The course provides students an opportunity for development of a deeper understanding of other cultures and its primary objective is to give students the opportunity to develop an understanding of the richness of diversity through a study of some of the world's finest literature. The course is designed around a series of Essential Questions, "big ideas" that help students to reflect on the human experience. Students spend time engaged in dialogue, both in discussion and written reflections, about the texts and the cultures that produced them. The course focuses on several forms of literature, including novels, plays, poetry, short stories, spoken word, and non-fiction writing. Students are challenged to see the lives of the people of other cultures as they are really lived, through the eyes of others. Such perspectives broaden their understanding of the diversity of cultures they may come in contact with in the increasingly diverse local community and global world in which they live.

Semester 1: Course #1140	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1141	2.5 credits - 20 weeks - college prep GPA weight

English IV Honors

This course gives students a chance to increase the depth of their cultural awareness, and to examine a wide array of literary perspectives and traditions. The course provides students an opportunity for development of a deeper understanding of other cultures and its primary objective is to give students the opportunity to develop an understanding of the richness of diversity through a study of some of the world's finest literature. The course is designed around a series of Essential Questions, "big ideas" that help students to reflect on the human experience. Students spend time engaged in dialogue, both in discussion and written reflections, about the texts and the cultures that produced them. The course focuses on several forms of literature, including novels, plays, poetry, short stories, spoken word, and non-fiction writing. Students are challenged to see the lives of the people of other cultures as they are really lived, through the eyes of others. Such perspectives broaden their understanding of the diversity of cultures they may come in contact with in the increasingly diverse local community and global world in which they live. The course is demanding in time, and accelerated students should have a deep commitment to exploring, in depth, the world of literature and formal composition.

PREREQUISITE: Honors Criteria

Semester 1: Course #1140-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1141-1	2.5 credits - 20 weeks - honors GPA weight

Advanced Placement (AP) English Literature & Composition

Course description as per College Board: The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students must also complete several assignments over the summer to supplement what they will learn in the class. AP credit is contingent upon participation in the AP Exam for the course in May.

PREREQUISITE: AP Criteria

Semester 1: Course #1144	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1145	2.5 credits - 20 weeks - AP GPA weight

ENGLISH - ELECTIVES

Journalism: Photography

Photojournalism is the communication of news through photographs. This course will introduce students to basic principles of photography and provide them with opportunities to apply those skills by working with the Herald staff to photograph images to summarize what has been written in articles and to focus on capturing moments and emotions through digital images.

Semester 1:	Course # TBD	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course # TBD	2.5 credits - 20 weeks - college prep GPA weight

Journalism: The Herald

This course is where Holyoke High's award winning newspaper, *The Herald,* is created. Students interested in Journalism must have strong writing skills, a strong sense of self-motivation, and a desire to be an active member of the school community. The course is run workshop-style with a focus on journalistic writing, opinion writing, sports reporting, social media marketing, and photography. This course offers students a unique chance for their work to be viewed electronically by the entire school and outside community. The Herald staff will develop digital communication skills in an environment similar to a television newsroom. Staffers will be part of a team that produces bi-weekly video podcasts, highlighting and discussing events in the school community, these podcasts will be part of a bi-weekly roundtable. The Herald staffers must be committed, hardworking, and able to meet deadlines.

Semester 1:	Course #1169	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1170	2.5 credits - 20 weeks - college prep GPA weight

Journalism: The Annual

This course is where Holyoke High's school yearbook, *The Annual*, is created. Students interested in Journalism must have strong writing skills, a strong sense of self-motivation, and a desire to be an active member of the school community. Utilizing available technology and community resources, students enrolled in this course will expand their technology and graphic arts knowledge by producing publications for the school. This course offers students a unique chance for their work to be viewed electronically by the entire school and outside community. The Annual staffers must be committed, hardworking, and able to meet deadlines.

Semester 1:	Course #1171	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1172	2.5 credits - 20 weeks - college prep GPA weight

ENGLISH - INTERVENTIONS

Foundations in Literacy and Math

This Tier II and Tier III intervention is a course for ninth and tenth grade students who struggle with literacy and math skills needed to access grade level curriculum. The focus of the course is to provide students with integrated strategies, concepts, and transferable skills that are foundational to meeting a variety of grade level standards. In addition to receiving core instruction in math and ELA from the general education teacher on their grade level team, they will receive supplemental instruction from Special Education, or general education teachers. Emphasis is placed on areas of greatest student challenge as determined by formative assessments and instruction and skill acquisition is tailored to specific student needs.

Semester 1:	Course #1951	2.5 credits - 20 weeks - college prep GPA weight
Semester 2:	Course #1952	2.5 credits - 20 weeks - college prep GPA weight

LANGUAGE DEPARTMENT

The language department brings all language learning programs together to build a robust pathway for our students speaking English and Spanish, to be able:

- To develop high levels of literacy in two or more languages
- To demonstrate high levels of academic achievement in high school and beyond
- To cultivate an understanding of and appreciation for diverse languages and cultures

Language learning courses are all coded by student proficiency levels as defined by the WIDA Consortium, which develops world-class English and Spanish language learning resources. World Language courses and ESL courses all include subtitles as follows[1]:

Level 1: Entering (Beginner/Novice low, Novice Low-mid). Students know and use minimal social and academic language with visual support.

Level 2: Emerging (Early Intermediate/Novice low-mid, Novice mid-high). Students know and use some social language and general academic language with visual support.

Level 3: Developing (Intermediate/Novice mid-high, Intermediate low). Students know and use social language and some specific academic language with visual support.

Level 4: Expanding (Advanced Intermediate/Intermediate low, Intermediate low-mid). Students know and use social language and some technical academic language.

Level 5: Bridging (Advanced/Intermediate high, Advanced-low, Advanced mid-high). Students know and use social and academic language working with grade level material. Not currently offered.

Additional courses that demand full proficiency in Spanish are listed by content area, as Spanish Language versions.

WORLD LANGUAGE

The study of world languages expands a person's perspectives and opportunities, and increases knowledge of one's own language and culture. World developments in political, social, and business spheres have the knowledge of another language is a critical skill that is highly prized by employers.

Any language may begin in any grade; however, since language development is a gradual and continual process, it is highly recommended that a student continue with the language chosen for the longest sequence possible. Students with an aptitude and interest for languages are encouraged to begin a second language while continuing the first. Students, particularly those planning a career involving foreign languages, are also encouraged to elect appropriate courses in the Social Studies Department to give them added insights into the history and culture of other countries.

The courses in modern languages (French and Spanish) seek to develop in students basic communicative competence, a solid foundation for continued language development and an increased knowledge of the history, culture and literature of other countries. The option to elect either the standard program or the advanced program at upper levels permits students to continue with a chosen language at a pace commensurate with

[1] Source: WIDA -- https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf

interest and ability, and be prepared to obtain the Seal of Biliteracy. The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation.

WORLD LANGUAGE COURSES

Courses are aligned in accordance to the Proficiency Level Model. This alignment supports and prepares students to participate and succeed in the Seal of Biliteracy.

Language	9th grade	10th grade	11th grade	12th grade
French	French I Novice Low	French II Novice Low/Mid	French III H Novice High/Intermediate Low	French IV H Intermediate Low/Mid
Spanish	Spanish I Novice Low	Spanish II Novice Low/Mid	Spanish III H Novice High/ Intermediate Low	Spanish IV H Intermediate Low/Mid Spanish V H Intermediate High/Advanced Low AP Spanish Advanced High

French I

This course develops systematically and progressively the student's ability in the four language skills: listening comprehension, speaking, reading and writing. Emphasis is placed on proper pronunciation and international patterns, basic grammatical structure and vocabulary development. Cultural aspects of the French speaking world will be presented throughout the year. Communicative activities will be done as well as tape activities in the language lab. Novice Low

Semester 1: Course #1710 2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1711 2.5 credits - 20 weeks - college prep GPA weight

French II

This course reviews and continues the development of fundamental skills, grammar structures and vocabulary. Emphasis is placed on strengthening reading and writing skills while further developing skills in listening comprehension and speaking. Increasing the student's ability to express him or herself in French is also stressed. Discussions of French culture and life in French speaking countries are continually integrated into the course through readings, relia , videos and music. The continued use of the native language topics will familiarize the student with the target language:cadence of spoken French. Novice Low/Mid

Prerequisite: Satisfactory completion of French I. A 'C' average or better is recommended.

Semester 1: Course #1712 2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1713 2.5 credits - 20 weeks - college prep GPA weight

French III Honors

The objectives provide a quickly paced and intensive language experience involving additional content, material, and practice for students with high interest and/or ability in the language. French II is designed to develop student's oral and written communication skills through past, future and conditional narratives, to increase cultural and global awareness, while being attentive to international perspectives, to reinforce reading and listening comprehension skills through online resources, relia, short stories, film, poetry, music lyrics and print media. Students are expected to acquire detailed knowledge of all essential elements of language structure and grammar. This course develops the student's ability to read easily and comprehend directly using literary selections. Emphasis is placed on increasing students' control of vocabulary, idioms and basic grammatical structures. Students' listening and comprehension skills are enhanced through a variety of conversational exercises and relia. French culture and traditions continue to be woven throughout the course through relia, videos, readings, music and the like. Novice High/Intermediate Low

Prerequisite: Honors criteria. Completion of French II. A "C or better" recommended.

Semester 1: Course #1714	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1715	2.5 credits - 20 weeks - honors GPA weight

French IV Honors

The objectives provide a quickly paced and intensive language experience involving additional content, material, and practice for students with high interest and/or ability in the language. This course contains a review of all grammar points from French III material with additional vocabulary development, relia, additional readings, including classic and contemporary literature and plays, essays, oral presentations by students, and enrichment of French skills based on French history and culture. The first semester of the course will focus mostly on literacy, plays and essays, and the second semester will focus mostly on conversational skills. Intermediate Low/Mid

Prerequisite: Honors criteria. Completion of French III Honors. An average grade of "C or better" is recommended.

Semester 1: Course #1716	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1717	2.5 credits - 20 weeks - honors GPA weight

Spanish I

This course is for students new to Spanish or students who have some experience with Spanish, who have taken middle school Spanish. This course will introduce students to the language, history and culture of the Spanish speaking world. This course acquaints students with the Spanish language, vocabulary and simple grammar, as well as the culture of the Spanish-speaking world, emphasizing effective oral and written skills, grammar, vocabulary and global awareness. Topics include geography, self, school, family, leisure activities, clothing, health, community and weather. and shopping. Novice Low

Semester 1: Course #1730	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1731	2.5 credits - 20 weeks - college prep GPA weight

Spanish II

This course is for students who have passed Spanish I. The course reinforces the vocabulary, grammatical structures and cultural themes presented in Spanish I and develops more complex structures necessary for continuing language development. This course includes novel, interactive online resources, and relia developing global and cultural themes. Additional topics include health, food, daily routines and communication in past, present and simple future time frames. Novice Low/Mid

This is the suggested course for incoming ninth graders who are native Spanish speakers.
Prerequisite: Completion of Spanish I. An average grade of "C" or better is recommended.

Semester 1: Course #1732	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1733	2.5 credits - 20 weeks - college prep GPA weight

Advanced Spanish Language Arts 9 (For Dual Language Pathway)

Advanced Spanish Language & Literature is a two part course (which spans over 9th and 10th grade). It covers a broad spectrum of topics related to society and culture in the Spanish-speaking world. It encompasses the development and exploration of cultural themes and traditions that form the foundation of a life enriched by pride in our heritage. Using literature, presentations, and activities to enhance language development, we will delve into subjects from various Spanish-speaking countries to deepen our understanding of their cultures and traditions.

Semester 1: Course #1746	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1747	2.5 credits - 20 weeks - college prep GPA weight

Advanced Spanish Language Arts 10 (For Dual Language Pathway)

Advanced Spanish Language & Literature 10 is the second part of the Advanced Spanish Language & Literature 9 sequence. This course is designed to prepare students for AP Spanish Language in the following year. Students will engage with themes related to the modern world, Spanish-speaking countries, and personal connections to these topics. The curriculum provides extensive opportunities for literary analysis across various genres and themes, as well as for composing written works that mirror the expectations of the AP Spanish exam. A central focus of the course is to strengthen students' bilingual and biliteracy skills, helping them work toward earning the Seal of Biliteracy.

Semester 1: Course #TBD	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #TBD	2.5 credits - 20 weeks - college prep GPA weight

Spanish III Honors

Spanish III is a fast-paced intensive language experience involving additional content, material, and practice for students with high interest and/or ability in the target language. This course reinforces vocabulary development, and requires skills of language, structure and grammar in order to be able to participate and engage by reading a variety of literature, literature analysis, conversational tasks, composition work, in addition to oral presentations. The purpose of Spanish III is to develop student's oral and written communication skills through past, future and conditional narratives, to increase cultural and global awareness, while being attentive to international perspectives, to reinforce reading and listening comprehension skills through online resources , short stories, film, poetry, music lyrics and print media. The class will be conducted almost entirely in Spanish. Students are expected to acquire detailed knowledge of all essential elements of language structure and grammar. Novice High/ Intermediate Low

Prerequisite: Honors Criteria.Completion of Spanish II. An average grade of "C" or better is recommended.

Semester 1: Course #1734	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1735	2.5 credits - 20 weeks - college prep GPA weight

Spanish IV Honors

The objectives provide a quickly paced and intensive language experience involving additional content, material, and practice for students with high interest and/or ability in the language. This course is for students whose home language is Spanish or completed Spanish III Honors. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures. In addition to building vocabulary, learning basic rules and terminology of grammar, the course introduces the students to the geography and culture of the Spanish speaking world. This course is conducted in Spanish. The goal of the course is to increase students' biliteracy skills in Spanish. Intermediate Low/Mid

Prerequisite: Honors Criteria. Completion of Spanish III Honors. An average grade of "C" or better is recommended.

Semester 1: Course #1738	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1739	2.5 credits - 20 weeks - college prep GPA weight

Spanish V Honors

The objectives provide a quickly paced and intensive language experience involving additional content, material, and practice for students with high interest and/or ability in the language. This course is for Spanish speakers who have completed Spanish IV Honors. The course focuses on teaching language through literature. It exposes the students to works of literary significance and social, cultural and historical issues of the Spanish speaking world. The course continues to stress reading, writing and appropriate language usage. This course prepares students for the Spanish Advanced Placement Language and Culture course. This course is conducted in Spanish. The goal of the course is to secure students' biliteracy skills in Spanish. Intermediate High/Advanced Low

Prerequisite: Completion of Spanish IV Honors or part of the Dual Language program. A grade of "C" or higher is recommended.

Semester 1: Course #1740	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1741	2.5 credits - 20 weeks - college prep GPA weight

Advanced Placement (AP) Spanish

The objectives provide a quickly paced and intensive language experience involving additional content, material, and practice for students with high interest and/or ability in the language. The Advanced Placement Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Advanced Placement Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The Advanced Placement Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). All students enrolled in the course will take the Advanced Placement Spanish exam. Advanced High

Prerequisite: Advanced High criteria. Completion of Spanish V Honors, part of the Dual Language program, or upon recommendation from teachers. An average of 'B' or better is recommended.

Semester 1: Course #1744	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1745	2.5 credits - 20 weeks - AP GPA weight

ENGLISH LANGUAGE DEVELOPMENT

The English as a Second Language Program offers Multilingual Learners the opportunity to participate fully in the educational opportunities at Holyoke High School. In order to be academically successful,Multilingual Learners must become proficient in English and master academic content simultaneously. Our ELDprogram provides systematic, explicit, and sustained language instruction in ELD classes as well as in academic courses through co-teaching and sheltered content.

Sheltered English Immersion (SEI) methods are used in English, mathematics, science, social studies, and elective courses to provide access to grade-level content as well as discipline-specific academic language. SEI is taught by highly qualified content-teachers who are licensed in the appropriate area and hold SEI Endorsements.

English Language Development (ELD) courses are designed to provide systematic, dedicated and sustained study of the English language taught by licensed ELD teachers. ELD is its own subject and all ELD courses follow a dedicated curriculum focused on language and literacy development connected and aligned to both WIDA English Language Proficiency Standards and grade-level content standards.

ENGLISH LANGUAGE DEVELOPMENT COURSES

English Language Development (ELD): Entering Level

This is a dedicated ELD course to meet the specific English language instructional needs of beginning Multilingual Learners who are new to U.S. schools. It focuses on developing students' ability to listen, read, speak, and write in English for both social and academic purposes. Emphasis is placed on guiding students through the acculturation process and building oral language as a foundation for academic English development.

Eligibility: Students with WIDA test scores between a 1.0 and 2.0 who have been enrolled in U.S. schools for less than six months.

Semester 1: Course #1190	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1191	2.5 credits - 20 weeks - college prep GPA weight

English Language Development (ELD): Entering Level II

This is a dedicated ESL course designed to meet the specific English language instructional needs of beginning English learners who are new to U.S. schools. It focuses on developing students' ability to listen, read, speak, and write in English for both social and academic purposes. Emphasis is placed on guiding students through the acculturation process and building oral language as a foundation for academic English development.

Eligibility: Students with WIDA test scores between a 1.5 and 2.0 who have not been enrolled in U.S. schools for more than two academic years.

Semester 1: Course #1194	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1195	2.5 credits - 20 weeks - college prep GPA weight

English Language Development (ELD): Emerging Level

This dedicated ELD course is designed to meet the specific English language instructional needs of students who have a solid foundation in social and instructional English, but are working to improve their academic English skills. It focuses on developing students' ability to listen, read, speak, and write in English, as well as continuing to build students' academic habits and literacy skills.

Eligibility: Students must have WIDA test scores between a 2.0 and 2.5

Semester 1: Course #1150	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1151	2.5 credits - 20 weeks - college prep GPA weight

English Language Development (ELD): Developing Level

This dedicated ELD course is designed to meet the specific English language instructional needs of students who have a solid foundation in social and instructional English ,but are working to advance their academic English skills. It focuses on developing students' ability to listen, read, speak, and write in English with an emphasis on grade-level language skills.

Eligibility: Students must have WIDA test scores between a 2.6 and 3.4.

Semester 1: Course #1152	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1153	2.5 credits - 20 weeks - college prep GPA weight

MATHEMATICS DEPARTMENT

Holyoke High School provides a comprehensive mathematics program that aligns with the Department of Education's Model Traditional Pathway including Algebra I, Geometry, and Algebra II. All model courses within the traditional pathway follow the Massachusetts Mathematics Curriculum Frameworks of 2017. In addition to the traditional pathway, the advanced model course of Pre-calculus, Probability & Statistics, AP Statistics, AP Calculus (AB), and a math elective of Financial Literacy are all offered courses dependent on student prerequisite course acquisition. Students planning to continue their education in college must complete math courses through Algebra II and should enroll in a math class in grade 12; the advanced model courses listed above are suggested grade 12 math classes for college preparation. In order to support students in need of foundational mathematics acceleration to be successful in the Model Traditional Pathway, the mathematics department offers Math Workshop and Math Lab under the elective offerings.

MATHEMATICS – CORE COURSE SEQUENCE

Algebra I

The course begins with one-variable statistics, focusing on data collection, analysis, and interpretation. This helps students understand quantities in context and encourages collaboration, communication, and exploration of new tools. Students then progress to linear equations, inequalities, and systems, learning to model relationships and constraints and reason abstractly with equations. They also delve into two-variable statistics, using scatter plots and correlation coefficients to interpret data and distinguish between correlation and causality. Subsequently, students study functions, exploring function notation, domain and range, average rate of change, and various function types such as linear, piecewise-defined, exponential, and quadratic functions. The course culminates with a focus on quadratic equations, enabling students to further develop their problem-solving and equation-solving skills while encountering rational and irrational solutions. Throughout the course, students engage in mathematical activities and are presented with modeling prompts to encourage involvement in the full modeling cycle, implemented in a variety of ways. These prompts provide opportunities for real-world application of mathematical concepts, encouraging students to collaborate, communicate, and explore new tools and routines. **This course will be double scheduled for students and meet everyday, therefore this is a 10 credit course.*

Semester 1: # 1210-0	5 credits - 20 weeks - college prep GPA weight
Semester 2: # 1211-0	5 credits - 20 weeks - college prep GPA weight

Algebra I Honors

This course provides all of the topics and activities mentioned in its counterpart, Algebra I. However, this course requires a higher level of individual work expectations because the topics and learning targets will be delivered at a faster pace. Throughout the course, students engage in mathematical activities and are presented with modeling prompts to encourage involvement, implemented in a variety of ways. These prompts provide opportunities for real-world application of mathematical concepts, encouraging students to collaborate, communicate, and explore new tools and routines. Subsequently, there is an expectation for students to complete additional independent practice during their homework time. **This course will be double scheduled for students and meet everyday, therefore this is a 10 credit course.*

PREREQUISITE: Honors Criteria

Semester 1: Course #1210-1	5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1211-1	5 credits - 20 weeks - honors GPA weight

Geometry

The course covers a range of mathematical concepts, beginning with conjecture generation and the development of formal proof skills through compass and straightedge constructions. It also includes a study of transformations, congruence, similarity theorems, right triangle trigonometry, volume formulas, coordinate geometry, and equations of circles and parabolas. Additionally, students learn about radian measure and probability of combined events. Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling, implemented in a variety of ways. These activities provide opportunities for real-world application of mathematical concepts, encouraging students to collaborate, communicate, and explore new tools and routines.

Semester 1: Course #1220	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1221	2.5 credits - 20 weeks - college prep GPA weight

Geometry Honors

This course provides all of the topics and activities mentioned in its counterpart, Geometry. However, this course requires a higher level of individual work expectations because the topics and learning targets will be delivered at a faster pace. Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling, implemented in a variety of ways. These activities provide opportunities for real-world application of mathematical concepts, encouraging students to collaborate, communicate, and explore new tools and routines. Subsequently, there is an expectation for students to complete independent practice during their homework time.

PREREQUISITE: Honors Criteria

Semester 1: Course #1220-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1221-1	2.5 credits - 20 weeks - honors GPA weight

Algebra II

The course covers a range of mathematical concepts including sequences, functions, polynomials, rational exponents, complex numbers, logarithms, transformations of functions, periodic functions, trigonometric functions, and statistical inference. Students engage in mathematical modeling activities throughout the course, offering opportunities to actively participate and collaborate with their peers. The curriculum focuses on developing a deep understanding of these mathematical concepts and their real-world applications, ultimately fostering critical thinking and problem-solving skills among the students.

PREREQUISITE: Passing grade in Algebra I

Semester 1: Course #1230	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1231	2.5 credits - 20 weeks - college prep GPA weight

Algebra II Honors

This course provides a development of the algebraic skills and concepts necessary for students to be successful in the sequential mathematics courses of Pre-calculus, Dual Enrollment College level Algebra, and Statistics. The major topics of study include sequences, applications of nonlinear families of functions (such as polynomials, exponentials, radicals, absolute value, and rational), the complex number system, and analyzing data models. The course requires a higher level of individual work expectations including 30 minutes of homework per day, individual performance tasks, and projects. Required by 4 year Massachusetts state colleges.

PREREQUISITE: Honors criteria and passing grade in Algebra I

Semester 1: Course #1230-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1231-1	2.5 credits - 20 weeks – honors GPA weight

Probability & Statistics

This course covers topics that prepare students for accessing college and university level coursework in statistical data analysis. The major topics of study include the processes for collection, organization, interpretation, analysis, and presentation of quantitative & qualitative data. The course requires a higher level of individual work expectations including 30 minutes of homework per day, individual performance tasks, and projects.

PREREQUISITE: Successful completion of Algebra I

Semester 1: Course #1244	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1245	2.5 credits - 20 weeks - college prep GPA weight

Advanced Placement (AP) Statistics

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

PREREQUISITE: AP Criteria

Semester 1: Course #1254	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1255	2.5 credits - 20 weeks - AP GPA weight

Pre-Calculus
This course covers topics that prepare students for AP Calculus (AB) and first year undergraduate mathematics. The major topics of study include analysis of discrete and continuous families of functions including piecewise, step, rational, exponential, logarithmic, and trigonometric functions, analytical trigonometry, and an introduction to Limits and Continuity. The course requires a higher level of individual work expectations including 30 minutes of homework per day, individual performance tasks, and projects. Pre-Calc is required for most college Nursing, Business, Engineering and Computer Science programs.

PREREQUISITE: Passing grade in Algebra II

Semester 1: Course #1240	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1241	2.5 credits - 20 weeks - college prep GPA weight

Pre-Calculus Honors
This course covers topics that prepare students for AP Calculus (AB) and first year undergraduate mathematics. The major topics of study include analysis of discrete and continuous families of functions including piecewise, step, rational, exponential, logarithmic, and trigonometric functions, analytical trigonometry, and an introduction to Limits and Continuity. The course requires a higher level of individual work expectations including 1 hour of homework per day, individual performance tasks, and projects. Pre-Calc is required for most college Nursing, Business, Engineering and Computer Science programs.

PREREQUISITE: Honors Criteria and passing grade in Algebra II

Semester 1: Course #1240-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1241-1	2.5 credits - 20 weeks - honors GPA weight

Advanced Placement (AP) Calculus AB
This course covers topics equivalent to a semester and a half of university level calculus. The major topics of study include limits, derivatives, integrals, applications of derivatives, and applications of integrals. The course demands a higher level of individual work expectations including 1 hour of homework per day, 2 Saturday learning sessions, and a full mock exam session. Students are also required to take the AP Exam in order to acquire an AP GPA advancement.

PREREQUISITE: AP Criteria

Semester 1: Course #1252	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1253	2.5 credits - 20 weeks - AP GPA weight

MATHEMATICS - ELECTIVES

Financial Literacy

This elective covers topics of application based mathematics relevant to the financial structures of our modern day economy. The major topics of study include earning, debiting, saving, budgeting, purchasing, and all variations of loans, insurances, mortgages, taxes, investments, and retirement. The course provides work based learning experiences, including opening checking and savings accounts, and finance professionals as guest speakers. The course requires individual work expectations including daily homework, individual performance tasks, and projects.

Semester 1: Course #1246	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1247	2.5 credits - 20 weeks - college prep GPA weight

Math Lab

This course provides an integrated development of algebraic and geometric skills and concepts that prepares students for state standardized testing. Students who have yet to pass the MCAS are identified and recommended for this course by school counselors. The major topics of study include statistics, operations on polynomial expressions, congruence, similarity, symmetry, transformations on a plane, solving linear and quadratic equations, 2-3D solids, properties of polygons, and circles. The course requires individual work expectations including daily homework assignments, individual performance tasks, and projects.

Semester 1: Course #1234	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1235	2.5 credits - 20 weeks - college prep GPA weight

PHYSICAL EDUCATION & WELLNESS

To graduate from HHS, each student must meet the minimum annual physical education experience through a semester-based course or documented experience.

PHYSICAL EDUCATION – ELECTIVES

Health

This course provides students with an understanding of current health issues as they relate to teens. The objective of this course is to develop strong decision making skills based on accurate, current information relative to teen issues. Topics include wellness/safety, stress/mental health, violence, substance abuse, nutrition and human sexuality. This is a required course for freshman students.

Semester: Course #1370 2.5 credits - 20 weeks - college prep GPA weight

Physical Education

The Physical Education Program is designed to develop one's physical, social and mental skills. Students will participate in a variety of competitive, cooperative, recreational, fitness and lifetime activities which promote leadership, sportsmanship and the importance of keeping an active and healthy lifestyle, Students are evaluated on class participation and content knowledge. *Note: Students may enroll in physical education either or both semesters.*

Semester: Course #1371 2.5 credits - 20 weeks - college prep GPA weight

Physical Education Experience

Students must complete a semester-long PE course each year. Students can waive this requirement by completing an approved alternative to the course, including but not limited to school-sponsored athletics and community-based competitive athletics not offered by HHS. A completed waiver is required. See your counselor to request the form. Students do not earn credits for this course towards graduation.

Year: Course #1374 0 credits - 40 weeks - college prep GPA weight

Yoga

Students will learn and practice physical postures, meditation, and breathing techniques. Areas of focus include low impact postures to improve overall flexibility, strength, and balance. Class discussions include applying wellness philosophies to life. Stress reduction, increased focus, and injury prevention are added benefits of developing a yoga practice.

Semester: Course # 1376 2.5 credits - 20 weeks - college prep GPA weight

SCIENCE DEPARTMENT

CORE COURSE SEQUENCE

Environmental Science

A required course for incoming 9th graders, environmental science will give students a foundation necessary for understanding the environment and our role in its stewardship. The primary objective of this course is to build on experiences, knowledge, and skills acquired from middle grade science with a focus on scientific communication, problem solving, and use of data. Topics covered are earth systems, carbon footprints, biogeochemical cycles, global climate change, sustainable agriculture, ecology of watersheds, biomes, pollution, and human impacts on the environment. Students are expected to have several homework assignments per week. Major assessments include unit tests, lab reports, and projects. This course will prepare students to complete 10th grade Biology.

Semester: Course # 1316	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course # 1317	2.5 credits - 20 weeks - college prep GPA weight

Environmental Science Honors

Environmental Science Honors follows the same topics and focus as Environmental Science. The enriched nature of the course means that concepts are presented in significantly greater depth and detail with a greater emphasis on work done outside of the classroom. This course will prepare students to complete 10th grade Biology

PREREQUISITE: Honors Criteria

Semester: Course #1316-1	2.5 credits - 20 weeks - honors GPA weight
Semester: Course #1317-1	2.5 credits - 20 weeks - honors GPA weight

Biology

This course provides students with a fundamental understanding of modern biology by building on the scientific knowledge and skills learned in Environmental Science. Emphasis will be placed in scientific communication, logic and inference, problem solving, and analyzing. This course will prepare students to take the 10th grade Biology MCAS exam. Major topics covered are Biochemistry, Cell Biology, Human Anatomy and Physiology, Molecular and Mendelian Genetics, Microbiology, Ecology, and Evolution. Students are expected to have several homework assignments per week. Major assessments include unit tests, lab reports and projects.

Semester 1: Course #1310	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1311	2.5 credits - 20 weeks – college prep GPA weight

Biology Honors
The primary objective of the course is to provide students with a fundamental understanding of modern biology by building on the scientific knowledge and skills learned in Environmental Science. The course follows the same topics and focus as Biology. The enriched nature of the course means that concepts are presented in significantly greater depth and detail with greater emphasis on work done outside of the classroom.This course will prepare students to take the 10th grade Biology MCAS exam. Major assessments include unit tests, lab reports and projects.

PREREQUISITE: Honors Criteria

Semester 1: Course #1310-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1311-1	2.5 credits - 20 weeks – honors GPA weight

Biology: Spanish (For Dual Language Pathway)
This course is also offered in Spanish and follows the same curriculum as the English language version. This course is offered as part of the Dual Language Pathway.

Semester 1: Course #1314	2.5 credits - 20 weeks –honors GPA weight
Semester 2: Course #1315	2.5 credits - 20 weeks – honors GPA weight

Biology Honors: Spanish (For Dual Language Pathway)
This course is also offered in Spanish and follows the same curriculum as the English language version. This course is offered as part of the Dual Language Pathway.

Semester 1: Course #TBD	2.5 credits - 20 weeks –honors GPA weight
Semester 2: Course #TBD	2.5 credits - 20 weeks – honors GPA weight

Chemistry
This course will prepare students for further study of physical and natural sciences in high school and college. The primary objective of this course is to understand fundamental chemical concepts. Major topics covered are atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, gas kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry, and nuclear interactions. Students are expected to use and develop skills in mathematics, analytics, data acquisition, and communication. Students are expected to review notes, study vocabulary and additional practice at home to make sure they are learning the concepts. Major assessments include unit tests, lab reports and projects. Chemistry is a prerequisite course required for admission to college nursing programs.

PREREQUISITES: Successful completion of Algebra I. Successful completion of Biology.

Semester: Course #1320	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1321	2.5 credits - 20 weeks - college prep GPA weight

Chemistry Honors

Chemistry Honors follows the same course of topics as Chemistry. This course will prepare students for further study of natural science in high school and college. The enriched nature of this course means that the concepts are presented in significantly greater depth and detail than standard chemistry. The instructional pace is also significantly faster with a much greater emphasis upon mathematical skills and supplemental work done outside the classroom. Chemistry is a prerequisite course required for admission to college nursing programs.

PREREQUISITES: Successful completion of Algebra I. Successful completion of Biology. Honors criteria.

Semester: Course #1320-1	2.5 credits - 20 weeks - honors GPA weight
Semester: Course #1321-1	2.5 credits - 20 weeks - honors GPA weight

Physics

Galileo said, "All truths are easy to understand once they are discovered; the point is to discover them." All students deserve to understand the world in which they live, and here is where it starts. Physics offers students a historical approach to the ideas and concepts about the nature of matter and views of the universe starting with Galileo and Newton and ending with Einstein. Fewer computer-based labs are offered in physics than are offered in Honors Physics. Emphasis is placed on conceptual nature, critical thinking, and reasoning skills. To be successful in Physics, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. Students with a satisfactory mathematical background who are humanistically or technically inclined are encouraged to take physics.

PREREQUISITES: Successful completion of Algebra I and concurrently taking Geometry or Algebra II.

Semester: Course #1326	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1327	2.5 credits - 20 weeks - college prep GPA weight

Physics Honors

As Galileo said, "Not only have we been given eyes to see the wonders of the universe, but we have been given a brain to understand them." All students deserve to understand the world in which they live and here is where the journey starts. Honors Physics offers students with stronger mathematical backgrounds an in-depth introduction in preparation for understanding the wonders of classical physics. Topics covered will include classical mechanics (kinematics and dynamics), vectors, rotational motion, fluid dynamics, energy, conservation laws, and simple circuits.

PREREQUISITES: Successful completion of Algebra I and concurrently taking Geometry or Algebra II. Honors criteria.

Semester: Course #1326-1	2.5 credits - 20 weeks - honors GPA weight
Semester: Course #1327-1	2.5 credits - 20 weeks - honors GPA weight

Advanced Placement (AP) Environmental Science

AP Environmental Science is offered on an alternate annual basis and will be offered in 2025-2026.

This course will prepare students for further study of natural science in high school and college and for success on the examination in AP Environmental Science, which is administered in mid-May. The objectives of this course is to understand the interrelationships of the natural world, to identify and analyze and evaluate natural and human made environmental problems, and to examine alternative solutions for resolving or preventing these problems. Laboratory experience is a required component of the course. Students must also complete several assignments over the summer to supplement what they will learn in the class. AP credit is contingent upon participation in the AP Exam for the course in May.

PREREQUISITES: AP criteria. Successful completion of Biology. Chemistry is a recommended prerequisite. If you have not taken chemistry you will require a recommendation from your current science teacher.

Semester 1: Course #1342	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1343	2.5 credits - 20 weeks - AP GPA weight

Advanced Placement (AP) Biology

AP Biology is offered on an alternate annual basis and will be offered in 2026-2027.

This course will prepare students for further study of natural science in high school and college and for success on the examination in AP Biology, which is administered in mid-May. The objectives of this course are to provide interesting and challenging experiences that are beyond the scope of Standard and Honor Biology courses at the high school level. Laboratory experiments and research is a required component of the course. Major topics covered are Biochemistry, Cell structures, cycles and communication, Bioenergetics, Molecular and mendelian genetics, Biotechnology, Evolution, and Ecology. Students are expected to effectively communicate (reading, writing, speaking), and have effective critical thinking, problem-solving, and reasoning skills. Students must also complete several assignments over the summer to supplement what they will learn in the class. AP credit is contingent upon participation in the AP Exam for the course in May.

PREREQUISITES: AP criteria. Successful completion of Biology. Chemistry is a recommended prerequisite. If you have not taken chemistry you will require a recommendation from your current science teacher.

Semester 1: Course #1340	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1341	2.5 credits - 20 weeks - AP GPA weight

Advanced Placement (AP) Physics

Advanced Placement Physics 1 is an algebra-based course that focuses in-depth on the conservation laws of physics: kinematics, dynamics, circular motion and gravitation, simple harmonic motion, energy, 'torque, rotational motion, electric charge, electric force, DC circuits, and mechanical waves and sound. AP Physics provides an in-depth introduction to physical theory for students with a strong mathematical background. It will help students gain the knowledge and critical thinking skills that will prepare them for the future and to take the AP Physics Exam. There is a major emphasis on advanced mathematical principles and lab work. To be successful in AP Physics, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques. Physics has been called the most basic science and is required to understand all natural concepts. Students who are interested in engineering, medicine, or the sciences, and who have a strong mathematical background, are encouraged to take Advanced Placement Physics.

PREREQUISITES: AP criteria. Successful completion of Algebra II.

Semester 1: Course #1344	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1345	2.5 credits - 20 weeks - AP GPA weight

SCIENCE - ELECTIVES

Human Anatomy and Physiology

This course will expose students to the world of their own bodies in preparation for further study in college and/or a medical career. The primary objective of this course is to understand how structure (anatomy) and processes (physiology) of organ systems work to maintain human life. Major topics covered are human cells, tissues, organs and organ systems, anatomical terminology, and the various diseases and disorders of the human body. Students may engage in the dissections of vertebrate specimens. It is expected that students use specialized course vocabulary in their oral and written work and complete homework assignments and assessments on time with quality. Major assessments include unit tests, lab reports and projects.

PREREQUISITES: Successful completion of Biology and Algebra I.

Semester 1: Course #1330	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1331	2.5 credits - 20 weeks - college prep GPA weight

Human Anatomy and Physiology Honors

The human body consists of 11 body systems, more than 70 organs, and over 35 trillion cells. These structures all have a common goal: to keep you alive. Human Anatomy and Physiology Honors will focus on the relationships between cells, organs, and organ systems and how they are affected by disease and disorder. This course is offered as an elective open to all upperclassmen. Students in the ELS academy interested in health and medicine should take this course in 11th grade. The honors version of Human A&P will prepare students for pursuing a career in health and medicine. Students will learn to communicate as medical professionals, perform dissections of vertebrate specimens, and analyze and interpret medical data. It is expected that students use specialized course vocabulary in their oral and written work. Multiple homework assignments will be given on a weekly basis and expected to be completed on time with quality. Major assessments include unit tests, laboratory activities, and projects.

PREREQUISITES: Successful completion of Biology. Successful completion of Algebra I.

Semester 1: Course #1330-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1331-1	2.5 credits - 20 weeks - honors GPA weight

Introduction to Engineering and Design (PLTW)

This course is the first in a sequence designed for the engineering branch of the ELS academy. Successful completion of this sequence will prepare students for further study of engineering, robotics and computer science in high school and college. Topics covered in this "Project Lead the Way" course are the engineering design process, modeling, technical drawing, and computer assisted drafting, and engineering standards to hands-on projects. Students are expected to work both individually and in teams to design solutions to a variety of engineering problems. Students will use an engineering notebook to document their work. Student success will be determined by daily designs, design projects, unit tests, and a nationwide end of course test.

Semester: Course #1350	2.5 credits - 20 weeks – college prep GPA weight
Semester: Course #1351	2.5 credits - 20 weeks – college prep GPA weight

Principles of Engineering (PLTW)

Principles of engineering is the second course in the PLTW pathway. In this course students will build upon their knowledge of the design process and technical drawing to create advanced engineering applications. Those applications will be focused on the topics of energy in machines, materials and structures, control systems, and forces in action. Students have the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

PREREQUISITES: Successful completion of Introduction to Engineering (PLTW)

Semester 1: Course #1366	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1367	2.5 credits - 20 weeks - AP GPA weight

Engineering Design and Development (PLTW)

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

PREREQUISITES: Successful completion of Principles of Engineering (PLTW)

Semester 1: Course # TBD	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course # TBD	2.5 credits - 20 weeks - AP GPA weight

Introduction to Health and Environmental Careers

This course is the first in a sequence designed for students in the ELS academy who are interested in the medical field. Successful completion of this course will prepare students for further study of public and clinical health and environmental science in high school and college. This course is focused on reading comprehension, critical thinking and writing skills, and exploring current issues in the health and environment fields. Students will complete written work, presentations, and poster projects to demonstrate their understanding of concepts and ideas. It is expected that students work successfully with their peers and with experts in the field, engaging in hands-on projects, giving students a broad exposure to possible career fields. Major assessments may include tests, projects and a course-end research project.

Semester: Course #1352	2.5 credits - 20 weeks – college prep GPA weight
Semester: Course #1353	2.5 credits - 20 weeks – college prep GPA weight

Public Health and Epidemiology

Public Health and Epidemiology is a technical class in the ELS Academy. This course is an elective class open to all 11th and 12th graders. Students in the ELS academy interested in health sciences should enroll in this class 11th grade. This course will prepare students for further study of health sciences in high school and college. The public health aspect will explore the complex world of health beyond hospitals and "clinical" care, including how communities monitor and care for various human populations. Epidemiology, the study of disease transmission and management, is an exciting area of science in the 21st century. Among other roles, it involves being a "disease detective" preparing for and solving outbreaks. Students are expected to have several homework assignments per week. Major assessments include unit tests, lab reports and projects.

PREREQUISITES: Successful completion of Biology and Algebra I.

Semester: Course # 1362	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course # 1362	2.5 credits - 20 weeks - college prep GPA weight

Urban Ecology

This course is a technical class in the Engineering and Life Sciences Academy. Students who are interested in the environmental sciences should take this class in 11th grade. This course will prepare students for further study of environmental sciences in high school and college. The primary objective of this course is to understand the major ways in which humans and the urban environment affect the natural environment. Major topics covered are local and global human impacts on the natural and built environments, use of data to evaluate and make decisions, environmental policies, urban design and planning, global climate change, pollution, population growth and sustainability. Students are expected to have several homework assignments per week. Major assessments include unit tests, lab reports and projects.

PREREQUISITES: Successful completion of Biology and Algebra I.

Semester: Course #1334	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1334	2.5 credits - 20 weeks - college prep GPA weight

SCIENCE - INTERVENTIONS

Science Workshop

An intensive, semester or year-long course, Science Workshop prepares students with the key knowledge and skills for the MCAS Exam in Biology. Students will solidify understanding of the major topics in the Massachusetts Frameworks for High School Biology including biochemistry, cell biology, human anatomy and physiology, molecular and Mendelian genetics, microbiology and evolution. Students are expected to have several homework assignments per week. Major assessments include unit tests, lab reports and projects.

Semester: Course #1390	2.5 credits - 20 weeks – college prep GPA weight
Semester: Course #1393	2.5 credits - 20 weeks – college prep GPA weight

SOCIAL STUDIES DEPARTMENT

The Social Studies Department is charged with the essential responsibility of teaching history and democratic principles. In addition, the Social Studies Department stresses the following goals: the development of critical thought, broad acceptance of and respect for other people's cultures, enlightened patriotism, active informed citizenship, knowledge of significant developments in human history, acquisition and understanding of fundamental skills, and an appreciation of the interrelationship of all disciplines.

The pivotal course, which all students must successfully complete, is United States History. This course is required for graduation from a secondary school in the Commonwealth. Students must pass three full year courses to meet HHS graduation requirements.

CORE COURSE SEQUENCE

United States History I

US History I explores our nation's complex and multifaceted story. The course is designed around 4 recurring themes of Justice, Power, Identity, and Change; while using multiple case studies and experiences to understand the struggle to "form a more perfect union". The US History I course is built upon HHS' commitment to a culturally responsive curriculum, student voice, and anti-racism. Students will engage in primary document analysis, critical examinations of key issues and moments, and will continue to build necessary reading, thinking, writing and speaking skills required of citizens to be community leaders and activists. The course that will dive deep into 4 specific units - What does it mean to study American History and why is it important? What benefits and harms were created as America grew in power? To what extent was justice achieved during the Civil War & Reconstruction Era? How much did America 'progress' over time as it entered the 20th Century? This is Part 1 of a 2 part course.

Semester 1: Course #1410	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1411	2.5 credits - 20 weeks - college prep GPA weight

United States History I Honors

US History I Honors explores our nation's complex and multifaceted story. The course is designed around recurring themes of Justice, Power, Perspective, Identity, and Change, using multiple case studies and experiences to understand the struggle to "form a more perfect union". The US History I Honors course is built upon HHS' commitment to a culturally responsive curriculum, student voice, and anti-racism. Students will engage in primary document analysis, critical examinations of key issues and moments, and will build the reading, thinking, writing and speaking skills required of citizens and community leaders and activists. This is the course that will explore the Salem Witch trials and the contradictions at the base of our Constitution, and will ask the questions "How does America begin?" and "How do people make change for justice?", and it will analyze the relationship between Puerto Rico and the United States, and the war on terror and globalization. Additional requirements include independent reading, class participation and discussion, extensive document-based writing, and projects. The course is designed to help prepare students for an AP track in history grades 10-12. This is Part 1 of a 2 part course.

PREREQUISITE: Honors Criteria

Semester 1: Course #1410-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1411-1	2.5 credits - 20 weeks - honors GPA weight

United States History I: Spanish (For Dual Language Pathway)
This course is also offered in Spanish and follows the same curriculum as the English language version. This course is offered as part of the Dual Language Pathway.

Semester: Course #1412	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1413	2.5 credits - 20 weeks - college prep GPA weight

United States History I Honors: Spanish (For Dual Language Pathway)
This course is also offered in Spanish and follows the same curriculum as the English language version. This course is offered as part of the Dual Language Pathway.

Semester: Course #14971	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #14981	2.5 credits - 20 weeks - college prep GPA weight

United States History I: Ethnic Studies
This course is a 9th grade History class where students earn the required History credits towards graduation. In this class, students study the themes of causality, solidarity, resistance, and action. Students examine how systems of power and oppression become institutionalized and are upheld over time. In addition, students learn about the ways people of color and marginalized groups (both in the US and abroad) are impacted by a legacy of colonialism and the ways that these groups of people have organized movements to resist systemic oppression. Students hone their reading, writing, speaking, listening skills.

Semester 1: Course #1416	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1417	2.5 credits - 20 weeks - college prep GPA weight

United States History I: Ethnic Studies Honors
This course is a 9th grade History class where students earn the required History credits towards graduation. In this class, students study the themes of causality, solidarity, resistance, and action. Students examine how systems of power and oppression become institutionalized and are upheld over time. In addition, students learn about the ways people of color and marginalized groups (both in the US and abroad) are impacted by a legacy of colonialism and the ways that these groups of people have organized movements to resist systemic oppression. Students hone their reading, writing, speaking, listening skills. Honors students are expected to engage in outside reading, assignments, and projects that include library and literary research.
PREREQUISITE: Honors Criteria

Semester 1: Course #1416-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1417-1	2.5 credits - 20 weeks - honors GPA weight

United States History II
US History II explores our nation's complex and multifaceted story. Both courses are designed around the recurring themes of Justice, Power, Perspective, Identity, and Change, using multiple case studies and

experiences to understand the struggle to "form a more perfect union". Both US History I and US History II are courses built upon HHS' commitment to a culturally responsive curriculum, student voice, and anti-racism. Students will engage in primary document analysis, critical examinations of key issues and moments, and will build the reading, thinking, writing and speaking skills required of citizens and community leaders and activists. This is the course that will explore the Salem Witch trials and the contradictions at the base of our Constitution, and will ask the questions “How does America begin?” and “How do people make change for justice?”, and it will analyze the relationship between Puerto Rico and the United States, and the war on terror and globalization. This is part 2 of a 2 part course.

Semester 1: Course #1420	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1421	2.5 credits - 20 weeks - college prep GPA weight

United States History II Honors

US History II explores our nation's complex and multifaceted story. Both courses are designed around the recurring themes of Justice, Power, Perspective, Identity, and Change, using multiple case studies and experiences to understand the struggle to "form a more perfect union". Both US History I and US History II are courses built upon HHS' commitment to a culturally responsive curriculum, student voice, and anti-racism. Students will engage in primary document analysis, critical examinations of key issues and moments, and will build the reading, thinking, writing and speaking skills required of citizens and community leaders and activists. This is the course that will explore the Salem Witch trials and the contradictions at the base of our Constitution, and will ask the questions “How does America begin?” and “How do people make change for justice?”, and it will analyze the relationship between Puerto Rico and the United States, and the war on terror and globalization. In this advanced course, students are expected to further develop their historical thinking skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Additional requirements include independent reading, class participation and discussion, extensive document-based writing, and projects. This is part 2 of a 2 part course.

PREREQUISITE: Honors Criteria

Semester 1: Course #1420-1	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1421-1	2.5 credits - 20 weeks - honors GPA weight

Advanced Placement (AP) United States History

This AP course provides students with the analytical skills and factual knowledge necessary to address critical problems and materials in U.S. history. Students learn to assess historical documents and to weigh the evidence and interpretations presented in historical scholarship. Students will analyze, interpret and discuss sources,

including documentary material, maps, statistical tables and pictorial and graphic evidence of historical events.The course examines the discovery and settlement of the New World through the recent past. College Course equivalent: AP History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. Students may earn college credit upon passing the AP Exam given by the College Board at the conclusion of the course.

PREREQUISITE: AP criteria

Semester 1: Course #1426	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1427	2.5 credits - 20 weeks - AP GPA weight

World History

World History provides an overview of the history of human society from the rise of hominids to contemporary times. Students will explore the political, economic, social, religious, military, scientific, and cultural developments of civilizations around the world. Students consistently analyze historical documents through reading and writing which will develop the historical skills of critical thinking, comparing and contrasting, and citing sources to support arguments. In addition, there are numerous connections to contemporary issues which are investigated through class discussions, project work, and document-based writing.

Semester 1: Course #1430	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1431	2.5 credits - 20 weeks - college prep GPA weight

World History Honors

World History provides an overview of the history of human society in the past few centuries from the Renaissance period to the contemporary period. Topics covered include exploring the political, economic, social, religious, military, scientific, and cultural developments. In this advanced course, students are expected to further develop their historical thinking skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. In addition, there are numerous connections to contemporary issues which are investigated through class discussions, project work, and document-based writing.

PREREQUISITE: Honors Criteria

Semester: Course #1430-1	2.5 credits - 20 weeks - honors GPA weight
Semester: Course #1431-1	2.5 credits - 20 weeks - honors GPA weight

Advanced Placement (AP) World History

AP World History aligns to a two-semester introductory college or university World History course. In AP World History students investigate significant events, individuals, developments, and processes from 1200 to 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. Students explore six themes 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; technology and development and transformation of social structures. Students may earn college credit upon passing the AP Exam given by the College Board at the conclusion of the course.

PREREQUISITE: AP Criteria

Semester 1: Course #1434	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1435	2.5 credits - 20 weeks - AP GPA weight

Advanced Placement (AP) European History

This AP course is a study of political, social, economic and religious ideas and events influencing Europe from the Renaissance to the recent past. The course aims at developing a better understanding of Europe through a study of the main factors contributing to its development. In addition, a major focus will be placed on developing the skills to analyze historical evidence and the ability to express historical understanding through writing. In addition, there are numerous connections to contemporary issues which are investigated through class discussions, project work, and document-based writing. Students may earn college credit upon passing the AP Exam given by the College Board at the conclusion of the course.

PREREQUISITE: AP Criteria

Semester 1: Course #1452	2.5 credits - 20 weeks - AP GPA weight
Semester 2: Course #1453	2.5 credits - 20 weeks - AP GPA weight

SOCIAL STUDIES – ELECTIVES

American Government and Public Policy: Making a Difference

This course pertains to the study of government institutions and political processes and their historical impact on American society and looks at social change through the perspective of policies and strategies that have been shown to make a positive difference in people's lives. Content includes, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. Course objectives are achieved through examination and analysis of politics, constitutional principles, rights/responsibilities, the role of parties/interest groups, the importance of civic participation and the most current issues Americans and the governance of their country.

Semester 1: Course #1424	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1425	2.5 credits - 20 weeks - college prep GPA weight

Topics in Ethnic Studies

In this course, students are introduced to topics in LGBTQ Studies, African American Studies, and Latinx Studies. Students study the histories and experiences of these communities in the context of the United States. Students will read seminal literature, and theory in each field, engage with a variety of texts (novels, poetry, lyrics, political speeches, and visual and media arts). Students will participate in a Youth Action Project that may include collecting oral histories and media production. This is an elective course for students outside of CGS Academy and for students within the CGS Academy who are Early College students. It is also one of the required technical courses for CGS Academy students in the Ethnic Studies concentration.

Semester 1: Course #1494	2.5 credits - 20 weeks - honors GPA weight
Semester 2: Course #1495	2.5 credits - 20 weeks - honors GPA weight

Ethnic Studies Leadership and Action

This course is open to 11th grade CGS Academy students in the Ethnic Studies concentration. By building on foundational concepts, such as praxis, resistance, and oppression, as well as relevant socio- historical examples explored in the aforementioned courses, students deepen critical thinking skills and knowledge within the field of Ethnic Studies. Students consider the ways Ethnic Studies applies to their immediate social environments and reflect on how this can translate into leadership and change within their local communities. Students will be guided through theme-based units that focus on Community Leadership, Advocacy and Activism, and Environmental and Food Justice. This leadership course will prepare students for a myriad of Ethnic Studies related fields, such as Social Justice Education, Sociology, Community Organizing, Urban Planning, Political Science, and Legal Advocacy.

PREREQUISITE: One of the following courses: United States History I Ethnic Studies, Topics in Ethnic Studies

Semester 1: Course #1461	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1462	2.5 credits - 20 weeks - college prep GPA weight

Introduction to Law and Criminal Justice: The Weight of Justice

Through an introduction to the field and careers of Criminal Justice, students will be able to explain the inner workings of the system from investigation to corrections and apply it to real life cases. Students will gain an understanding of the causes of crime and how this understanding should influence the system. Students will be exposed to controversial topics - yielding student voice and craft of arguments. Students will assess topics through the lens of due process versus crime control models.

Semester 1: Course #1436	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1437	2.5 credits - 20 weeks - college prep GPA weight

Latin American Studies

An elective course that provides an overview of Latin American and Latinx culture, history, society, and geography. Students will study in-depth the cultural and ethnic distinctions that exist between Latin-American

countries, both historical and contemporary. Topics include major events and persons, as well as current events and social issues and movements in the Latin American world will be incorporated.

Semester Course # TBD 2.5 credits - 20 weeks - college prep GPA weight

Current Events

An elective course to examine current events that focuses on world and local issues that impact students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally students participate in group projects, presentations and work with primary source materials and opinion pieces to help students become aware of and understand the events that shape our world, nation, state, and local area.

Semester Course # TBD 2.5 credits - 20 weeks - college prep GPA weight

SPECIAL EDUCATION DEPARTMENT

Special education supports at Holyoke High School are offered along a continuum of service. This section of the course handbook describes four substantially separate programs for students based on their Individualized Education Plan (IEP) offered at Holyoke High School: (1) TIP, (2) Functional Program, (3) RISE Program, and (4) SHINE Program. Schedules will vary depending on the individual needs and the program in which the student is placed. Parents should speak with the school Special Education Team Leader to understand more about each program. In addition to the program descriptions and courses offered here, HHS also provides co-teaching and consultative support as required by the IEP to students enrolled in other courses.

(1) Therapeutic Intervention Program (TIP)

The Therapeutic Intervention Program (TIP) is a program developed to support the academic and social/ emotional needs of students diagnosed with emotional and/or behavioral disabilities. This program is a substantially separate special education program that serves students in small group settings. While some students are included in the general education setting for academic courses, the TIP program provides programming to support the social/emotional needs of each student and the development of self-regulation skills. This is a multi-grade classroom that provides academics based on a student's entry points to the curriculum and their ability to self-regulate to maintain the ability to access the curriculum.

TIP courses follow the same grade progression for all core subjects (English, Math, History, Science).

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English I	English II	English III	English IV
Math	Algebra I	Geometry	Algebra II	Probability and Statistics *or* Financial Literacy
Science	Environmental Science	Biology	3rd Lab Science: Chemistry, *or* Physics, *or* Human A&P	Optional Science Electives
Social Studies	US History I	US History II	World History	Optional History Elective
Elective Options ***See Course Catalog Listings***	• French (levels I-IV), Spanish (levels I-AP) • Fine Arts Electives • Performing Arts and Music Electives • Business & Technology Electives		• Business & Technology Electives • Internships • *Additional electives available in science, social sciences, and English*	
English Language Development (ELD)	English Language Development (ELD): Entering English Language Development (ELD): Emerging English Language Development (ELD): Developing			
Interventions	Foundations in Literacy and Math			
Physical Education / Health	PE (1 semester) / Health	PE (1 semester)	PE (1 semester)	PE (1 semester)

TIP ELECTIVES

Navigating Social World

Navigating the Social World focuses on teaching students social skills and emotional regulation. Lessons in this course are based on two primary curriculums: The Accept, Identify, and Move (A.I.M) curriculum targets emotional regulation skills and is based on principles of Acceptance and Commitment Therapy. Students are provided with direct instruction in social skills using the Skillstreaming curriculum.

Semester: Course #1936	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1937	2.5 credits - 20 weeks - college prep GPA weight

Academic / School Support

The Academic / School Support course is designed specifically for students in the TIP program who require intense social emotional support in a small class setting who are working towards full inclusion in general elective courses. Therapeutic check-in services are the foundation of this course. An intentional environment of safety, calmness and attention assist in focusing on academics and/or debriefing the school day or home life. [TIP students who are enrolled in general education electives can also come to the room to check in/do academic work from their general education elective or a different academic class in a small self-contained therapeutic intervention setting.]

PREREQUISITE: Required service of the Individualized Education Plan

Semester: Course #1900	2.5 credits - 20 weeks - college prep GPA weight

(2) Functional Academics Program

The Functional Academics Program is a specialized, substantially separate, moderate needs special education program. Students in the Functional Academics Program are typically identified as having a primary intellectual impairment. The program focuses on the development of academic and daily living skills through provision of significantly modified curriculum, teaching methodology/delivery of instruction and performance criteria. Some students also receive services through a speech/language pathologist, occupational therapist or physical therapist.

The Functional Academics program serves students in grades 9-12 and is staffed according to a 12:2 student to staff ratio which includes:

- One special education teacher with a moderate special education certification, and
- One special education paraprofessional

Students receiving services in the Functional Academic program must meet entrance criteria in order to be placed in the program. Student groupings are based on age, academic level and adaptive skills. Students also participate in specials /elective classes with peers of the same age.

FUNCTIONAL English COURSES

Elements of English I: Language, Literature and Composition
In this English course, the focus is on integrated reading and writing strategies based on student entry points to the curriculum. Emphasis is placed on content area reading strategies with increasingly complex text to build student capacity to read, analyze, and write at their highest entry point to the curriculum standards with an emphasis on non-fiction text. The course is designed to foster understanding and applications in the language arts and in composition and communication, and to familiarize students with a variety of literature and its components. Independent reading is required. **This course will be double scheduled for students and meet everyday, therefore this is a 10 credit course.*

Semester 1: Course #1175	5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1176	5 credits - 20 weeks - college prep GPA weight

Elements of English II: Literature and Composition
With a deepened and continued emphasis on grammar, extended reading comprehension, and writing complexity, learners will explore and refine their abilities to use various forms of expression that find their roots in the written language. With a focus on prose and poetry, short stories, and the personal narrative, by the end of the school year, learners will be able to identify details within a text, decode unfamiliar words and phrases through the use of context clues, and write clear summaries, poems or narratives. Students enrolled in this class are expected to meet the requirements of a comprehensive program of grammar, literature, vocabulary, and composition.

Semester 1: Course #1177	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1178	2.5 credits - 20 weeks - college prep GPA weight

Elements of English III
Students will master close reading strategies and text analysis in order to write summaries, analytical and persuasive essays. Both fiction and non-fiction texts are the basis for increasing fluency, comprehension, complex written response, and the development of the student's voice through opinion pieces.

Semester 1: Course #1183	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1184	2.5 credits - 20 weeks - college prep GPA weight

Elements of English IV
This engaging, hands-on, project-based senior level English course provides students with the opportunity to apply their language skills in creative and practical applications. Emphasis is placed on further developing communication skills through an ELA lens and the use of real-world opportunities such as The Knight Writer, classroom blogs, year-end publications, and collaboration with community partners to practice pre-vocational applications of language arts. Year-end outcomes include a personal narrative (Biography), Socratic dialogue, and the analysis of contemporary local issues.

Semester 1: Course #1179	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1180	2.5 credits - 20 weeks - college prep GPA weight

FUNCTIONAL MATH COURSES

Elements of Algebra I

The focus of the course is to provide students with integrated math strategies, concepts, and transferable skills that are foundational to meeting a variety of grade level standards. Emphasis is placed on areas of greatest student challenge based on their entry points to the curriculum. Students will solidify their basic skills related to Order of Operations; fractions, decimals, and percents; variables; visual representations; geometry and learn to think in the more abstract terms necessary for becoming a proficient mathematician. Material selection is focused on strategies that develop math fluency, computational skills, and content area background knowledge to support students in content area classes. **This course will be double scheduled for students and meet everyday, therefore this is a 10 credit course.*

Semester 1: Course #1292	5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1293	5 credits - 20 weeks - college prep GPA weight

Elements of Geometry

Learners enrolled in this class will have a focus on pre-algebra skills and enhanced geometry topics such as arithmetic, fractions, word problems, working with whole numbers and place value operations with whole numbers, number theory, fractions, ratio and proportion, decimals, and percents, probability and statistics, clock arithmetic, the metric system, relations and functions, geometry and transformations.

Semester 1: Course #1294	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1295	2.5 credits - 20 weeks - college prep GPA weight

Elements of Financial Literacy

This course is offered to learners grades 11 through age 22, which concentrates on functional math skills to increase learners' independence within the community. Learners will continue to review basic math skills and concentrate on the ongoing development and application of financial literacy skills including counting coin and paper currency, making and computing change, tracking and calculating hourly wages, budgeting, banking and shopping skills. Learners enrolled in this class, may also work in conjunction with the Vocational Skills and Adaptive Daily Living class to sell, take inventory, weigh products and modify recipes to multiply or divide the yield of any given recipe. Accessing Mathematical Thinking and Problem Solving and the Elements of Financial Literacy are offered alternately on an annual basis.

Semester 1: Course #1286	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1287	2.5 credits - 20 weeks - college prep GPA weight

Elements of Mathematical Thinking and Problem Solving

This course is offered to learners in grades 11 through age 22, which concentrates on functional math skills application within the community. It is a cross curricular course that incorporates skills in time, measurement, mapping, planning, financial literacy and basic problem solving within the community.

Semester 1: Course #1290	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1291	2.5 credits - 20 weeks - college prep GPA weight

FUNCTIONAL SCIENCE COURSES

Elements of Environmental Science

This modified science course provides learners with access to the fundamentals of environmental science. Course work focuses on concepts essential to understanding the natural environment and our role in its stewardship. This course builds experiences, knowledge and skills and further develops student skills in scientific communication, problem solving, and use of data. Topics covered are Earth Systems, carbon footprints, biogeochemical cycles, global climate change, sustainable agriculture, ecology of watersheds, biomes, pollution and human impact on the environment.

Semester: Course #1378	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1379	2.5 credits - 20 weeks - college prep GPA weight

Elements of Biological Systems

In this modified course learners will access the fundamental elements of Biology. Coursework focuses on the human body systems, including the human reproductive system. Living Organisms and Biological Systems are offered alternately on an annual basis.

Semester 1: Course #1391	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1392	2.5 credits - 20 weeks - college prep GPA weight

Elements of Urban Ecology & Engineering

In this two-semester survey course, students will acquire an "ecological literacy" about how the natural world works and apply "engineering" solutions to environmental problems. In semester one, students develop and study the interactions between organisms and their environment. In semester two, students strengthen engineering / problem-solving skills and apply knowledge of research and design to create solutions to various challenges. Students will learn how to document their work, and communicate their solutions to their peers and members of the community. This course is offered every other year, alternating with Explorations of Human Science.

Semester 1: Course #1386	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1387	2.5 credits - 20 weeks - college prep GPA weight

FUNCTIONAL SOCIAL STUDIES COURSES

Elements of United States History I

This course covers United States History from Colonial America to Reconstruction with an emphasis on the formation of the United States and Constitutional principles. Topics covered include the history of political institutions, social and economic changes, democracy, as well as cultural and intellectual development. Students consistently analyze historical documents through reading and writing. Connections to contemporary issues are investigated through class discussions, project work, and document-based writing.

Semester 1: Course #1490	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1491	2.5 credits - 20 weeks - college prep GPA weight

Elements of United States History II

This course covers United States History from the early 1900s to the present. Students continue their study of political institutions, public policy, social and economic change, democracy, international relations, as well as cultural and intellectual development. Students consistently analyze historical documents through reading and writing. Connections to contemporary issues are investigated through class discussions, project work, and document-based writing.

Semester 1: Course # 1414	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course # 1415	2.5 credits - 20 weeks - college prep GPA weight

Elements of World History

In this survey course, World History is explored to provide an overview of the history of human society. Topics covered include mapping the continents, exploring cultures, identifying similarities and differences between us and the world population and what it means to be a global citizen. Learners are exposed to enhanced (or modified, if needed) curriculum and dynamic direct instruction that is carefully supportive of each learner's individual needs. Project based learning may include correspondences with peers across the country and the world.

Semester: Course #1484	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1485	2.5 credits - 20 weeks - college prep GPA weight

Elements of Civics and Citizenship

The study of civics is about our rights and responsibilities as community members. Students will explore how people's rights change from state to state, the responsibility of voting, and how to inform themselves of important issues of their school community, neighborhoods, city, state, and nation. Learners will familiarize themselves with everything from the landmarks and bus schedules to the elected officials and active concerns of the citizens of Holyoke. Students will become familiar with and interview various community members in critical roles including community helpers like fire and police personnel. Students will learn about their own civic responsibilities through hands-on experiences and project based learning. They will get the chance to practice traveling around the city on the PVTA as well as by foot and will participate in letter writing campaigns and community improvement projects that directly addresses an issue of community concern that the class picks (by popular vote - of course!).

Semester 1: Course #1492	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1493	2.5 credits - 20 weeks - college prep GPA weight

FUNCTIONAL ELECTIVES

Elements of Post Secondary and Transition Planning

Elements of Post Secondary and Transition Planning is a course that covers a variety of life and professional skills aimed at preparing students for maximum independence after graduation. Topics include: Foundational life skills -goal-setting, organizational skills, nutritional planning, domestic safety, personal finance planning, health maintenance and exercise, problem-solving, and interpersonal skills; Professional skills - scheduling, typing, using email and other technology, choosing a career, job interviewing, following instructions, approaching and speaking to employers and coworkers, solving transportation challenges, and dressing for success; Interpersonal skills - emphasizes teamwork, effective self-expression, effective listening skills, managing friction with others, and personal safety when using social media.

Semester 1: Course #19380	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #19390	2.5 credits - 20 weeks - college prep GPA weight

(3) Reaching Individual Self-Efficacy (RISE) Program

The Secondary RISE Program is a highly specialized, substantially separate, special education program designed to meet a range of individual learner needs. The primary focus of this program is to provide learner-specific accommodations, enhancements, modifications and supports to gain access to CORE academic curricula as well as to cultivate or bolster Functional, Adaptive, Social and Pre-Vocational skill sets so as to ensure achievement of each individual learners' greatest level of independence and greatest possible outcome.

RISE serves learners in grades 9 -12. The program is staffed according to Massachusetts laws regarding ratios for substantially separate programs with 12 learners to every 1 Special Educator and 2 Paraprofessionals. Reverse inclusion classes may include up to 8 general education learners and 12 special education learners with 1 Special Educator and 2 Paraprofessionals.

All RISE learners are encouraged to select elective classes such as Choir, Video Production, Various Art classes, Music, Physical Education, Microsoft Office, Adobe, and more as well as participate in an inclusive breakfast and lunch setting. Alternative lunch environments can be arranged based on individual needs.

When deemed appropriate by the team, and with guardian permission, learners in the RISE program are encouraged to work towards inclusion in core academic classes with support and access to their accommodations and consult provided to the general educator by the appropriate member of the RISE Special Education Team.

RISE ENGLISH COURSES

Essentials English Communication I

In this English Language Arts course, the focus is on integrated reading and writing strategies based on student entry points to the curriculum. Emphasis is placed on content area reading strategies with increasingly complex text to build student capacity to read, analyze, and write at their fullest capacity. Outcome goals are tailored to a student's needs and include but are not limited to the expansion of functional vocabulary and sight words, text features, predicting, sequencing, character analysis, reality vs. fiction, and inference and analysis.

Semester 1: Course #1106	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1107	2.5 credits - 20 weeks - college prep GPA weight

Essentials of English Communication II

With a deepened and continued emphasis on grammar, extended reading comprehension, and writing complexity learners will explore and refine their abilities to use various forms of expression that find their roots in the written language. With a focus on prose and poetry, short stories, and the personal narrative, by the end of the school year, most learners will be able to identify details within a text, decode unfamiliar words and phrases and write clear summaries, poems or narratives. Some learners will be moving on to the analysis of texts.

Semester 1: Course #1108	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1109	2.5 credits - 20 weeks - college prep GPA weight

Essentials of English Communication III

This workshop course tailors learning to student entry points and continues to support students in expanding their reading and writing skills through the use of fiction, non-fiction, autobiography, and argument and rhetoric. Application of ELA skills are individualized to student, specific curriculum entry points and designed for increased complexity of analysis and writing.

Semester 1: Course #1173	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1174	2.5 credits - 20 weeks - college prep GPA weight

Essentials and Applications of English Communication IV

This engaging, hands-on, project-based senior level English Language Arts course provides students with the opportunity to apply their language skills in creative and practical applications. Emphasis is placed on further developing communication skills through an ELA lens and the use of real-world opportunities such as The Knight Writer, classroom blogs, year-end publications, and collaboration with community partners to practice pre-vocational applications of language arts.

Semester 1: Course #1187	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1188	2.5 credits - 20 weeks - college prep GPA weight

RISE MATH COURSES

Essentials of Math Workshop

This course includes extensive review of basic math skills including number recognition and sequencing as well as differentiated instruction focused on time measuring, schedule and calendar skills. Access to school-based technology provides learners the opportunity to use computer-based programs to access; graphing, number systems, measurement, data, fractions, geometry, sorting, ratios, probability, statistics, and patterns at their own pace. Accessing Mathematical Thinking and Problem Solving and the Elements of Financial Literacy are offered alternately on an annual basis.

Semester 1: Course #1202	2.5 credits - 20 weeks - college prep GPA weigh
Semester 2: Course #1203	2.5 credits - 20 weeks - college prep GPA weight

Essentials of Geometry and Algebra

Learners enrolled in this class will have a focus on pre-algebra skills and enhanced geometry topics such as arithmetic, fractions, word problems, working with whole numbers and place value operations with whole numbers, number theory, fractions, ratio and proportion, decimals, and percents, probability and statistics, clock arithmetic, the metric system, relations and functions, geometry and transformations.

Semester 1: Course #1204	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1205	2.5 credits - 20 weeks - college prep GPA weight

Essentials of Financial Literacy

This course is offered to learners grades 11 through age 22, which concentrates on functional math skills to increase learners' independence within the community. Learners will continue to review basic math skills and concentrate on the ongoing development and application of financial literacy skills including counting coin and paper currency, making and computing change, tracking and calculating hourly wages, budgeting, banking and shopping skills. Learners enrolled in this class, may also work in conjunction with the Vocational Skills and Adaptive Daily Living class to sell, take inventory, weigh products and modify recipes to multiply or divide the yield of any given recipe. Accessing Mathematical Thinking and Problem Solving and the Elements of Financial Literacy are offered alternately on an annual basis.

Semester 1: Course #1206	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1207	2.5 credits - 20 weeks - college prep GPA weight

Essentials of Thinking and Problem Solving Through Mathematics

This course is offered to learners grades 11 through age 22, which concentrates on functional math skills application within the community. It is a cross curricular course that incorporates skills in time, measurement, mapping, planning, financial literacy and basic problem solving within the community.

Semester 1: Course #1208	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1209	2.5 credits - 20 weeks - college prep GPA weight

RISE SCIENCE COURSES

Essentials of Regional Environmental Science

In this course learners will access the fundamental elements of Environmental Science. Coursework focuses on the environment, including healthy ecosystems and human impact on the environment.

Semester 1: Course #1354	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1355	2.5 credits - 20 weeks - college prep GPA weight

Essentials of Biology Explorations

In this course learners will access the fundamental elements of Biology. Coursework focuses on the human body systems, including the human reproductive system.

Semester 1: Course #1356	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1357	2.5 credits - 20 weeks - college prep GPA weight

Essentials of Urban Ecology and Engineering

In this two-semester survey course, students will acquire an "ecological literacy" about how the natural world works and apply "engineering" solutions to environmental problems. In semester one, students develop and study the interactions between organisms and their environment. In semester two, students will strengthen engineering / problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will learn how to document their work, and communicate their solutions to their peers and members of the community. This course is offered every other year, alternating with Explorations of Human Science.

Semester 1: Course #1358	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1359	2.5 credits - 20 weeks - college prep GPA weight

Essentials of Human Science

In this course students apply the learnings of Living Organisms and Biological Systems to family studies, food and nutrition, and consumer science. Students will learn how individuals and families interact with each other and how individuals grow or change with time, from birth through death. In addition, students will explore basic food preparation, nutrition and consumer skills. This course is offered every other year, alternating with Explorations of Ecology & Engineering.

Semester 1: Course #1360	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1361	2.5 credits - 20 weeks - college prep GPA weight

RISE SOCIAL STUDIES COURSES

Essentials of Civics and Citizenship

The study of civics is about our rights and responsibilities as community members. Students will explore how people's rights change from state to state, the responsibility of voting, and how to inform themselves of important issues of their school community, neighborhoods, city, state, and nation. Learners will familiarize themselves with everything from the landmarks and bus schedules to the elected officials and active concerns of the citizens of Holyoke. Students will become familiar with and interview various community members in critical roles including community helpers like fire and police personnel. Students will learn about their own civic responsibilities through hands-on experiences and project based learning.

Semester 1: Course #1463	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1464	2.5 credits - 20 weeks - college prep GPA weight

Essentials of United States History
In this course learners explore American History from Industrialization to Present. Learners are exposed to enhanced (or modified, if needed) curriculum and dynamic direct instruction that is carefully supportive of each learner's individual needs. Learners access the curriculum through the use of graphic novels, role playing exercises and various interdisciplinary Project Based Learning opportunities. Learners are graded based on class participation, various content and vocabulary assessments, performance on PBLs as assessed by instructor and project group members, do-now journal and various other differentiated materials based upon individual learner needs. Explorations of United States History and Investigations into United States History are offered alternately on an annual basis.

Semester: Course #1465	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1466	2.5 credits - 20 weeks - college prep GPA weight

Essentials of World History
In this survey course, World History is explored to provide an overview of the history of human society. Topics covered include mapping the continents, exploring cultures, identifying similarities and differences between us and the world population and what it means to be a global citizen. Project based learning may include correspondences with peers across the country and the world.

Semester: Course #1467	2.5 credits - 20 weeks - college prep GPA weight
Semester: Course #1468	2.5 credits - 20 weeks - college prep GPA weight

Workplace Habits and Career Investigations
In this upper level course, students explore essential habits for success in the workplace and skills that include verbal, non-verbal, and written communication that leads to job readiness. It includes extensive career investigations exploring fields of work and the requisites for employment in these fields. A culminating activity is to create a transition plan for post-secondary education that will advance students toward their areas of interest.

Semester: Course #1913	2.5 credits - 20 weeks - college prep GPA weight

RISE ADAPTIVE DAILY LIVING SKILLS AND PRE-VOCATIONAL - COURSE OFFERINGS

RISE aims to develop independent living skills specific to each learner's needs. Students will concentrate on home and kitchen safety, meal preparation, hygiene-based self-care, nutrition, budgeting and meal planning, leadership roles, communication skills and community based skill sets such as shopping, public transportation use and establish and engage in a repertoire of personal interests and hobbies.

Activities of Daily Living

In this enhanced course, learners access elements of Self Care, Home Care and Safety Training as they work to increase independence and self-determination skills. Under the supervision of instructors and with the support of program staff, learners are encouraged to reach optimal independence in skill sets that will improve their ability to live independently. Learners will work to create a safe and clean moc living quarter and independently identify and work with safety words and people.

Semester 1: Course #1903	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1904	2.5 credits - 20 weeks - college prep GPA weight

Activities of Daily Living Advanced

In this enhanced course, learners access elements of Self Care, Home Care and Vocational Training as they work to plan and prepare healthful meals in a clean, safe kitchen. Under the supervision of instructors and with the support of program staff, learners are encouraged to reach optimal independence in skill sets that will improve their ability to live as independently as possible as well as expand their long-term vocational outcomes. In collaboration with Transition Academy and community partners, learners will work to create products and maintain inventory of food-stuffs to be sold to staff for program-based fundraising. This is a critical part of RISE's Financial Literacy training as learners explore the concepts of budgeting and return on investment.

Semester 1: Course #1911	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1912	2.5 credits - 20 weeks - college prep GPA weight

RISE ELECTIVE COURSES

Essential Interpersonal Skills

This introductory technical course provides opportunities for students to deepen their study of interpersonal skills required for the workplace and/or communities beyond the classroom. Topics will include the basics of teamwork, collaboration, conflict resolution, self-representation, self-awareness, problem-solving, creativity and resourcefulness. There will be an emphasis on personal boundaries and safety while learning the skills necessary for independent personal interactions. Students will work to strengthen their positive work ethic and integrity for the classroom and workplace.

Semester 1: Course #1908	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1909	2.5 credits - 20 weeks - college prep GPA weight

Workplace Habits and Career Investigations

In this upper level course, students explore essential habits for success in the workplace and skills that include verbal, non-verbal, and written communication that leads to job readiness. It includes extensive career investigations exploring fields of work and the requisites for employment in these fields. A culminating activity is to create a transition plan for post-secondary education that will advance students toward their areas of interest.

Semester 1: Course #1913	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1914	2.5 credits - 20 weeks - college prep GPA weight

Elements of Post Secondary / Transition Planning

This course helps students begin developing the self-determination skills necessary for creating a plan for transitioning from High School to further education/vocational training, employment, recreation/leisure and independent living skills after graduation.

Semester 1: Course #1938	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1939	2.5 credits - 20 weeks - college prep GPA weight

Healthy Habits

This course helps students identify and apply healthy habits and behaviors that can improve physical, social/emotional, and mental health.

Semester 1: Course #1947	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1948	2.5 credits - 20 weeks - college prep GPA weight

Internship

Internship experiences provide junior and senior students with the opportunity to explore career interests while applying the knowledge and skills learned in the classroom to a workplace setting. This practical experience offers professional skill development that builds upon the essential skills needed for students to be an engaged and productive member of the community. Student interns will set individualized learning objectives, investigate an industry in which they are interning, develop and maintain a resume, and reflect on the experiences obtained within a business environment which will support the defining of their future career goals. For more information see the criteria for the same course listed under Career and Technical Education.

Semester 1: Course #1606	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1607	2.5 credits - 20 weeks - college prep GPA weight
Semester 1: Course #1608	5.0 credits - 20 weeks - college prep GPA weight (double period)
Semester 2: Course #1609	5.0 credits - 20 weeks - college prep GPA weight (double period)
Semester 1: Course #1698	7.5 credits - 20 weeks - college prep GPA weight (triple period)
Semester 2: Course #1699	7.5 credits - 20 weeks - college prep GPA weight (triple period)

(4) Students with Health Impairments & Needs of Exception (SHINE) Program

Students in the substantially separate SHINE Program (medically fragile/low cognition) are cognitively assessed at the level of >2 years. This is a specialized program for students who present with complex medical/developmental disabilities, highly complicated learning profiles, and educational needs that require a significant degree of program coordination and service. The program activities are designed for a variety of sensory responses through auditory, visual, tactile, proprioceptive, vestibular, and olfactory stimulation. The program intends to enhance the development of fine and gross motor skills, encourage students to communicate at their own level, determine and build upon preferred sensory stimuli, and to offer opportunities for socializing with staff and peers.

Students may require specific nursing and medical needs including, but not limited to: G/J tubes, legal blindness, inability to independently ambulate, loss of speech abilities, brain damage, tracheostomies/respiratory issues, seizure disorders and other various medical disorders. A student may not have a Behavioral Intervention Program (BIP) for aggressive behaviors due to the safety needs of this population.

These students may have one or more disabilities in any of the following areas: Communication Impairment, Developmental Disorder, Health Impairment, Neurological Impairment, Physical Impairment and/or Sensory Impairment. Most students are in need of physical therapy, occupational therapy, speech therapy, vision therapy, assistive augmentative communication services, and/or music/art therapy on a daily to weekly basis to ensure they do not regress or demonstrate a loss in physical ability. These students require moderate to maximum assistance for any and all personal care, feeding, academic work and communication. They use voice-output devices for communication purposes and activation switches to operate various toys and appliances. Students in this program complete the MCAS-Alternate Assessment at the “access skill” level.

All students in this program require a 1:1 paraprofessional to fully access the curriculum, participate in activities, access the school environment, join in sensory input activities, feed, toilet/ complete personal care, communicate, activate AAC devices, ensure safety and comfort, and complete bus transfers.

Programs Used: The following is a partial listing of the specialized programs in the SHINE classroom.

- Teacher Designed - Sensory-Integrated Program
- Carolina Curriculum for Infants, Toddlers, & Students with Special Needs
- Brigance Early Childhood Cognitive Screenings
- Boardmaker
- PODD
- SMART Notebook

SHINE English Language Arts

In the context of a secondary level course, students may receive modified multi-sensory instruction, derived from and aligned with the Massachusetts Curriculum Framework and the MCAS-Alternate Assessment, including, but not limited to, the following topics: vocabulary acquisition, object identification, literature, augmentative communication, poetry, modified writing, literature on screen, structure, and literary elements.

Semester 1: Course #1185	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1186	2.5 credits - 20 weeks - college prep GPA weight

SHINE Mathematics
In the context of a secondary level course, students may receive modified multi-sensory instruction, derived from and aligned with the Common Core Standard Framework and the MCAS-Alternate Assessment, including, but not limited to, the following topics: graphing, number systems, measurement and data, fractions, geometry, sorting, ratios, probability & statistics, and patterns.

Semester 1: Course #1288	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1289	2.5 credits - 20 weeks - college prep GPA weight

SHINE Science & Technology
In the context of a secondary level course, students may receive modified multi-sensory instruction, derived from and aligned with the Common Core Standard Framework and the MCAS-Alternate Assessment, including, but not limited to, the following topics: weather & temperature, space, the five senses, seasons, plants, animals, insects, habitats, magnets, sound, light, states and properties of matter, rocks-gems-minerals, life cycles & food chains, metamorphosis, engineering, electrical circuits, simple machines, chemistry, and recycling.

Semester 1: Course #1388	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1389	2.5 credits - 20 weeks - college prep GPA weight

SHINE Global & Social Studies
In the context of a secondary level course, students may receive modified multi-sensory instruction, derived from and aligned with the Common Core Standard Framework and the MCAS-Alternate Assessment, including, but not limited to, the following topics: physical geography, economics, community relations, calendar systems, holidays, culture & traditions, government & politics, natural resources, landmarks, demographics, historical figures, and citizenship.

Semester 1: Course #1488	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1489	2.5 credits - 20 weeks - college prep GPA weight

SHINE Cooking and Sensory Integration
In the context of a secondary level course, students will be exposed to sensory stimulating activities encompassing the five senses in order to strengthen deficit areas as well as to provide sensory pleasure through fun and engaging activities, including, but not limited to: water exploration, light and movement, tactile exploration, olfactory stimuli, music & sound exploration, cooking, and baking.

Semester 1: Course #1905	2.5 credits - 20 weeks - college prep GPA weight
Semester 2: Course #1906	2.5 credits - 20 weeks - college prep GPA weight