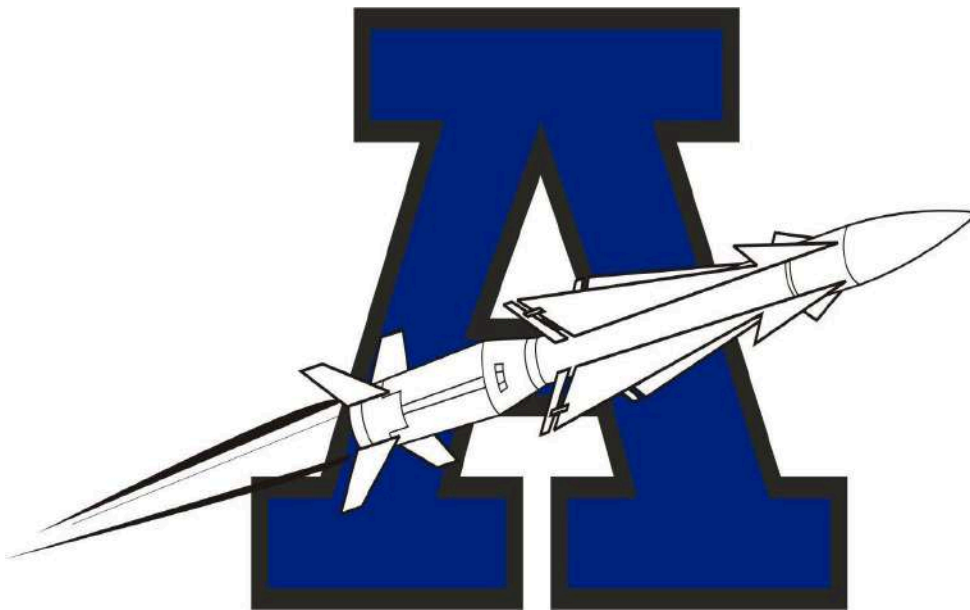


# Auburn High School

## Program of Studies

2024-2025



99 Auburn Street  
Auburn, MA 01501  
(508) 832-7711  
(508) 832-7710 - fax  
<https://www.auburn.k12.ma.us>

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# Statement of Non-Discrimination

The Auburn Public Schools do not discriminate against students, parents, employees, and the general public. All programs, activities, and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, homelessness, limited English proficiency and disability.

Persons with discrimination concerns and/or complaints should contact the following administrators:

**Title VI of the Civil Rights Act of 1964 (race, color, or national origin)**

Mr. Alan Keller

[akeller@auburn.k12.ma.us](mailto:akeller@auburn.k12.ma.us)

508-832-7755

**Title IX of the Education Amendments of 1972 (sex discrimination)**

Mr. Alan Keller

[akeller@auburn.k12.ma.us](mailto:akeller@auburn.k12.ma.us)

508-832-7755

**Section 504 of the Rehabilitation Act of 1973 (disability discrimination)**

Mr. Greg Walton

[gwalton@auburn.k12.ma.us](mailto:gwalton@auburn.k12.ma.us)

508-832-7755

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# Principal's Message

January 11, 2024

Dear Students:

Auburn High School is a high performing, comprehensive secondary high school that provides a rigorous educational climate that empowers you to take responsibility for your own academic, personal and social growth.

You have the unique opportunity to create a personalized program of study based on your individual interests and abilities. There is truly something for each of you at Auburn High School. The academic offerings you will find in this Program of Studies are progressive and delivered in a state-of-the-art educational facility.

In addition to exploring your academic interests, you are strongly encouraged to avail yourself to our co-curricular offerings. These offerings include athletics, fine arts and dozens of clubs and activities that are extensions of our school's core curriculum.

As you read through this Program of Studies, think carefully about the courses and levels of study you select. Choose a rigorous program of study that is best for you and pursue it with vigor. You control your future, no one else. Remember, there is no growth gained in not challenging yourself.

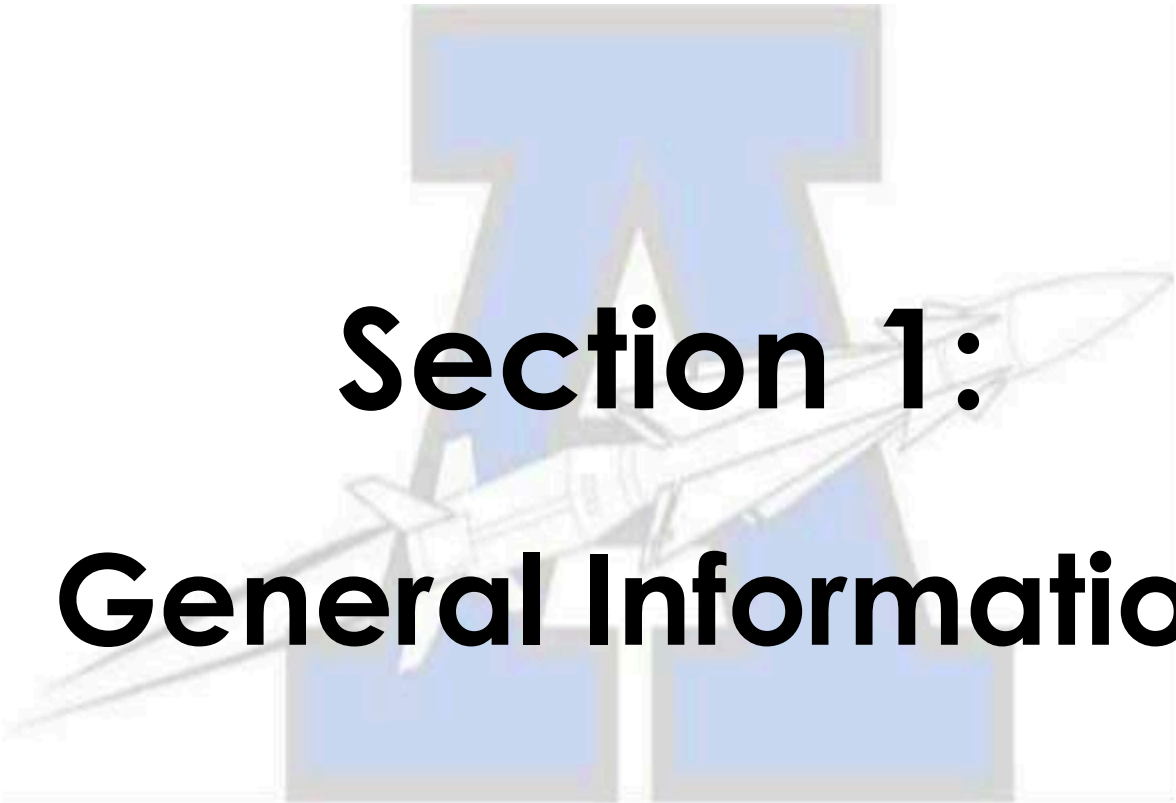
If I can be of assistance in any capacity, please stop by my office. My door is always open, and you are welcome anytime. I wish you success in your educational pursuits.

Sincerely,

*Daniel G. Delongchamp*

Daniel G. Delongchamp

Principal



# **Section 1:**

# **General Information**

# School Administration

---

## **Superintendent**

Mrs. Elizabeth Chamberland, Ed.D.

## **Assistant Superintendent**

Alan Keller, M.Ed., CAGS

## **Auburn School Committee**

Mrs. Jessica Harrington, Chair

Mrs. Meghan McRillis, Vice Chair

Mrs. Gail Holloway

Mrs. Samantha Raphael

Mrs. Brooke Williamson Wrenn

## **Business Manager**

Mrs. Jennifer Stanick

## **Director of Pupil Services**

Mr. Gregory Walton, M.Ed.

## **Principal**

Mr. Daniel Delongchamp, M.Ed.

## **Assistant Principal**

Ms. Melissa LaBeaume, Ed.D.

## **Athletic Director**

Mr. Curt Field, M.S., CAA

## **Director of Guidance**

Mrs. Tess Jarvis, CAGS

## **Nursing Staff**

Mrs. Beth Fahey, RN, BSN

Mrs. Jo Truong, RN, BSN

# Core Values & Beliefs

---



*The students, teachers, staff members, administrators, families, and community members of Auburn High School have collaborated to identify several key values that are most important to our learning community. These values are **community, academics, and respect**.*

---

We believe that having a sense of **COMMUNITY** is vital to the success of our school. Building positive relationships between students, staff, administration, families, and members of the school community is an essential part of this process. We believe that fostering communication and collaboration within and between these groups leads to a supportive and encouraging environment. Students will be more invested in their education if they feel a sense of belonging and can connect with others. Investing time, energy and resources in activities and events that are designed to foster a sense of community are both worthwhile and necessary.

We believe that **ACADEMICS** should provide students with opportunities for exploration, inquiry, creativity, and growth. We believe that academics consists of authentic and practical learning and should be differentiated to best meet the needs of all students. Students should be able to think critically and creatively and to communicate their ideas effectively. Students need to be able not only to access information, but also to utilize this knowledge in a manner which will enable them to be successful after graduation from Auburn High. Individuals should take ownership of their education and be responsible for their choices, actions, and achievement. We believe that self-discipline, organization, and time management are essential skills necessary for lifelong learning.

We believe that **RESPECT** should be mutual between students, families, teachers, staff, and members of the school community. It is important to recognize that all school members have been shaped by unique experiences that inform their opinions and viewpoints, and these differences are to be valued and appreciated. All members should be encouraged to express themselves and their beliefs and opinions in a supportive and safe environment. We believe that respect for differences, diversity, property, community, time, and work form the foundation of a nurturing community.

# 21st Century Learning Expectations

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Auburn High School has identified the following school-wide expectations for student learning, based upon 21st Century Skills. These learning expectations are designed to reinforce the skills students need to learn and demonstrate throughout their high school experience.

## **Academic:**

- Communicate with clarity, purpose and consideration of the audience.
- Demonstrate the ability to investigate, research and solve problems using higher order thinking and reasoning skills.
- Utilize various forms of technology and media to foster creativity and self-expression.

## **Social:**

- Collaborate effectively as a member of a team.

## **Civic:**

- Responsibly participate as a local and global digital citizen.
- 

## **Assessing Academic Learning Expectations:**

Each academic department of Auburn High School is responsible for assessing one of the academic learning expectations through the use of a specific analytic rubric. Departments will use this rubric in conjunction with a student assignment each trimester, in order to determine whether or not a student is approaching, meeting, or exceeding the learning expectation.

## **Assessing Social and Civic Learning Expectations:**

All departments will be responsible for assessing student achievement of both the social and civic learning expectations. Specific rubrics have been designed for each of these expectations. Faculty members will use these rubrics to determine whether or not a student is approaching, meeting, or exceeding the learning expectation.

## **Analysis and Reporting of Learning Expectations Data:**

The learning expectations and rubrics will be presented to students by their individual teachers. Throughout each trimester, teachers will use these rubrics in conjunction with assignments and classroom activities in order to collect data on student achievement. Students will receive feedback on their progress through the trimester, but the data will be formally reported to students and their families on their report card at the end of each trimester, via PowerSchool. In order to receive a rating of "Meets Expectations" or "Exceeds Expectations" in PowerSchool, a student must have achieved at least that rating in all categories of the rubric, otherwise they will receive the rating "Approaching Expectations". It is a goal of Auburn High School to have all students reach at least "Meets Expectations" in all areas before graduation. In addition to data reporting, teachers and students use the rubric results to evaluate curriculum, instruction, and learning. This process is designed to clarify academic expectations for students and to maintain a continual process of reflection and "decision-making related to [our]

## School Wide Rubrics - Academic Learning Expectations

	Writing	Oral Presentation	Research	Laboratory Investigation	Problem Solving	Music Performance	Creative Expression	Active Participation
English	X							
Fine Arts (Art)							X	
Fine Arts (Music)						X*	X*	
Foreign Language		X						
Math					X			
Science				X				
Social Studies			X					
Technology & Engineering					X*		X*	
Wellness								X

*\*Technology & Engineering, and Fine Arts (Music) will measure only one of these two learning expectations. Department discretion will be used to determine which of the expectations is most appropriate for a particular course.*

*Adopted 2017*



# Writing Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

English Department

	Exceeds Expectations	Meets Expectations	Approaching Expectations
<b>Central Argument</b>	Creatively establishes engaging context, leading to a thesis statement that reveals unique insight and authority.	Effectively establishes context, leading to a sound thesis statement.	Context and/or theses are infrequently fully developed or frequently flawed in logic.
<b>Development &amp; Control</b>	Consistently demonstrates tight control in developing ideas with authority and insight and communicates ideas in a sophisticated academic tone.	Demonstrates solid control in developing ideas, using appropriate academic tone and diction.	Demonstrates limited control, relying on summary, off-topic digressions, or repetition. Inappropriate or inconsistent tone or diction.
<b>Evidentiary Support &amp; Citation</b>	<ul style="list-style-type: none"> <li>- Consistently supports ideas with insightful examples and textual evidence that are incorporated into original writing with sophistication and precision.</li> <li>- Citations are error free.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports ideas using sufficient and relevant textual evidence and examples that are effectively incorporated into original writing</li> <li>- Utilizes correct citation conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Minimally supports ideas with relevant textual evidence or examples.</li> <li>- Writing frequently lacks appropriate use of citation convention.</li> </ul>
<b>Style, Sentence Quality, &amp; Conventions</b>	Consistently exhibits sophisticated understanding of sentence variety and diction, while demonstrating skillful, error-free application of conventions.	Exhibits effective understanding of diction and sentence variety, demonstrating a solid grasp of the application of conventions and grammar.	Sentence variety is limited. Writing reveals limited control and understanding in application of conventions and grammar.

## Overall evaluation:

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

## Comments:

## Oral Presentation Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

**Foreign Language Department**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
<b>Content</b>	Uses visual cues and a wide variety of vocabulary to effectively communicate a story	Uses visual cues and an adequate breadth of vocabulary to effectively communicate a story	Does not connect visual cues to a story and/or uses repetitive or elementary vocabulary to tell a story
<b>Audience</b>	Uses a clear voice with correct pronunciation, appropriate tone and inflection, and can be heard by the entire audience throughout the presentation in an exemplary and sophisticated manner	Uses a clear voice with correct pronunciation, appropriate tone and inflection, and can be heard by the audience throughout most of the presentation	Mispronounces words, does not use appropriate tone or inflection and/or is not audible to the audience
<b>Development &amp; Organization</b>	Is well organized and clearly focused, demanding clear coherence and smooth progression of ideas	Is generally organized and focused, demonstrating some coherence and progression of ideas	Is limited in organization or focus, or may demonstrate some lapses in coherence or progression of ideas
<b>Language &amp; Mechanics</b>	Exhibits skillful use of language; demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage and mechanics	Exhibits adequate facility in the use of language; demonstrates some variety in sentence structure; has some errors in grammar, usage and mechanics	Displays developing facility in the use of language; lacks variety or demonstrates problems in sentence structure; contains many errors in grammar, usage and mechanics

**Overall evaluation:**

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

**Comments:**

# Research Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

**Social Studies Department**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
<b>Locating &amp; Evaluating Resources</b>	<ul style="list-style-type: none"> <li>- Independently locates at least the required number of resources</li> <li>- Information is from valid sources; is relevant to the topic and further the understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Requires assistance to locate the required number of resources</li> <li>- Information is from valid sources and is relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Requires repeated assistance to locate the required number of resources; does not locate the required number of resources</li> <li>- Information may not be from valid sources and is not necessarily relevant to the topic</li> </ul>
<b>Organization of Information</b>	<ul style="list-style-type: none"> <li>- Summarizes information from resources into detailed and highly organized and coherent notes</li> <li>- Consistently provides the source of information when taking notes</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizes information from resources into notes</li> <li>- Sometimes provides the source of information when taking notes</li> </ul>	<ul style="list-style-type: none"> <li>- Copies and pastes information into notes, rather than summarizing</li> <li>- Rarely (or never) provides the source of information when taking notes</li> </ul>
<b>Resource Analysis &amp; Synthesis</b>	<ul style="list-style-type: none"> <li>- Consistently and accurately uses information from resources to support their position</li> <li>- Demonstrates insightful understanding of the document by seamlessly integrating information through the use of direct quotations and/or paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately uses information from resources to support their position</li> <li>- Demonstrates understanding of the document through the use of direct quotations and/or paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts to use information from resources to support their position, although it may not be accurate</li> <li>- Demonstrates minimal understanding of the document; Direct quotations and/or paraphrasing is used, but not necessarily integrated</li> </ul>
<b>Citation</b>	<ul style="list-style-type: none"> <li>- Consistently and accurately cites sources, using Chicago format</li> <li>- Includes a Chicago bibliography with no errors</li> </ul>	<ul style="list-style-type: none"> <li>- Cites sources, using Chicago format, with few errors</li> <li>- Includes a Chicago bibliography with few errors</li> </ul>	<ul style="list-style-type: none"> <li>- Inaccurately cites sources using Chicago format, or no attempt at citation is made</li> <li>- Chicago Bibliography contains frequent errors or is nonexistent</li> </ul>

## Overall evaluation:

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

## Comments:

## Laboratory Investigation Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

Science Department

	Exceeds Expectations	Meets Expectations	Approaching Expectations
<b>Procedures</b>	<ul style="list-style-type: none"> <li>- Follows all steps for the investigation without clarification</li> <li>- When instructed, always works independently to complete the procedures in a safe and appropriate manner</li> <li>- Is always on task in a positive and productive manner and displays leadership skills when working with teammates</li> </ul>	<ul style="list-style-type: none"> <li>- Follows most steps for the investigation, needing minimal clarification of the tasks</li> <li>- When instructed, regularly works independently to complete the procedures in a safe and appropriate manner</li> <li>- Is often an active and positive influence while working in a team to complete procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Follows some steps for the investigation, needing repeated clarification of the tasks</li> <li>- When instructed, sometimes works independently, and sometimes exercises appropriate safety when performing the procedures</li> <li>- Sometimes is an active and positive influence while working in a team to complete procedures</li> </ul>
<b>Data Collection</b>	All observations are recorded, highly organized, complete and impeccably presented in various formats to enhance understanding	Most observations are recorded and organized using labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure	Some observations are recorded but lack thoroughness of organization and use of labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure
<b>Application &amp; Analysis of Data</b>	<ul style="list-style-type: none"> <li>- All data is clearly summarized, correctly interpreted, and reflects a connection to the objectives</li> <li>- Application of the data demonstrates a depth of understanding as evidenced by examples, supporting evidence, and awareness of the possible implications</li> </ul>	<ul style="list-style-type: none"> <li>- Most data are summarized, correctly interpreted, and reflects a connection to the objectives</li> <li>- Most application of the data demonstrates is accurate and thorough</li> </ul>	<ul style="list-style-type: none"> <li>- Some data is summarized, correctly interpreted, and reflects a connection to the objectives</li> <li>- Some application of the data may be weak, inaccurate, or missing</li> </ul>

### Overall evaluation:

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

### Comments:

## Problem Solving Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

**Math/Comp. Science**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
<b>Knowledge</b>	Demonstrates an understanding of all concepts and processes at hand	Demonstrates an understanding of most of the concepts and processes at hand	Demonstrates an understanding of some of the concepts and processes at hand
<b>Computation</b>	<ul style="list-style-type: none"> <li>- Provides clear evidence of doing purposeful data manipulation</li> <li>- Uses appropriate methods to solve problems</li> <li>- Uses technology at an advanced level</li> </ul>	<ul style="list-style-type: none"> <li>- Is able to complete the elements of the task at hand</li> <li>- Completes correct computational work</li> <li>- Is able to appropriately use technology to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Is able to complete most of the elements of the task at hand</li> <li>- Minor computational errors</li> <li>- Has a limited capability of being able to use technology to solve problems</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>- Uses an organized procedure to make sophisticated inferences</li> <li>- Correctly verifies solutions</li> <li>- Evaluates reasonableness</li> <li>- Accurately explains/justifies all results</li> <li>- Draws broad conclusion(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Uses an organized procedure to make inferences</li> <li>- Correctly verifies solutions</li> <li>- Evaluates reasonableness</li> <li>- Explains/justifies results</li> <li>- Draws conclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes some relationship between the problem at hand and previously learned material</li> <li>- Verifies solutions, making minor mistakes in the process</li> <li>- Attempts to explain/justify results</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>- Clear and detailed explanations</li> <li>- All use of terminology and notation is correct</li> <li>- Masterfully able to represent information visually</li> </ul>	<ul style="list-style-type: none"> <li>- Clear explanations</li> <li>- Effective use of terminology and notation with very few errors</li> <li>- Able to represent information visually</li> </ul>	<ul style="list-style-type: none"> <li>- Explanations are missing important components</li> <li>- Uses terminology and notation inconsistently</li> </ul>

**Overall evaluation:**

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

**Comments:**

## Music Performance Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

**Fine Arts Department**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
<b>Sound Production</b>	Sound is full, rich and characteristic at all times	Sound shows some flaws, but does not detract significantly from the quality of the performance	Shows several flaws in rudimentary production
<b>Accuracy</b>	Performs all pitches and rhythms with complete accuracy	Performs most pitches and rhythms accurately, and the inaccuracies do not detract from the quality of the performance	Performs with a significant number of inaccuracies
<b>Process</b>	Shows a relentless pursuit of artistic excellence	Shows persistence, prepares self and improves through the course of preparation	Shows a lack of preparation and improvement
<b>Musicianship</b>	Performs with a clear and convincing understanding of all of the style and expressive demands of the piece	Performs with a basic understanding of the expressive demands of the piece	Performance shows a lack of understanding of the style and expressive demands of the piece

**Overall evaluation:**

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

**Comments:**

## Creative Expression Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

**Fine Arts & Tech. Department**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
<b>Invention</b>	Exhibits a high degree of risk taking and unconventional thought	Exhibits an acceptable degree of risk taking and unconventional thought	Exhibits a minimal degree of risk taking and unconventional thought
<b>Design Process</b>	Shows a mastery of all stages of the creative and/or technical design process	Acceptably demonstrates all stages of the creative and/or technical design process	Demonstrates most stages of the creative and/or technical design process
<b>Persistence</b>	Displays unrelenting persistence and a willingness to improve or expand upon work above and beyond expectation	Displays persistence and a willingness to improve or expand upon work	Displays a limited persistence and a willingness to improve or expand upon work

**Overall evaluation:**

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

**Comments:**

## Active Participation Rubric

Student Name:

Date:

Course Name:

Assignment:

Course Level: CP H AP

**Wellness Department**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
Participation	Always participates in class activities	Regularly participates in class activities	Occasionally participates in class activities
Focus	Continuously follows the daily objective for each class period	Mostly follows the daily objective for each class period	Occasionally follows the daily objective for each class period

### Overall evaluation:

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

### Comments:



## Social Learning Expectation: Collaboration

	Exceeds Expectations	Meets Expectations	Approaching Expectations
<b>Contribution</b>	Consistently and actively contributes knowledge, opinions, and skills	Contributes knowledge, opinions, and skills with occasional prompting	Contributes only when prompted.
<b>Cooperation</b>	Values the knowledge, opinion and skills of all group members and encourages their contribution	Needs occasional reminders to be open-minded and sensitive to the feelings of others	Needs frequent reminders to be open-minded and sensitive to the feelings of others.
<b>Focus</b>	Consistently and actively stays on task; encourages others to do the same	Needs occasional redirection or reminders to stay on task	Is on task only when prompted.

### Overall evaluation:

- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

### Comments:

## Civic Learning Expectation: Digital Citizenship

	Exceeds Expectations	Meets Expectations	Approaching Expectations
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>- Independently and effectively uses technology to organize information and manage the flow of information from a variety of sources</li> <li>- Independently and effectively uses technology to create content-related products</li> </ul>	<ul style="list-style-type: none"> <li>- Occasionally requires assistance when using technology to organize information and manage the flow of information from a variety of sources</li> <li>- Occasionally requires assistance when using technology to create content-related products</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently requires assistance when using technology to organize information and manage the flow of information from a variety of sources</li> <li>- Consistently requires assistance when using technology to create content-related products</li> </ul>
<b>Responsible Use</b>	Consistently demonstrates responsible and appropriate use of technology	Generally demonstrates responsible and appropriate use of technology	Needs frequent reminders regarding appropriate and responsible use of technology
<b>Self-Regulation</b>	Is rarely distracted by technology or uses it to distract others	Is occasionally distracted by technology or uses it to distract others	Is often distracted by technology or uses it to distract others

### Overall evaluation:

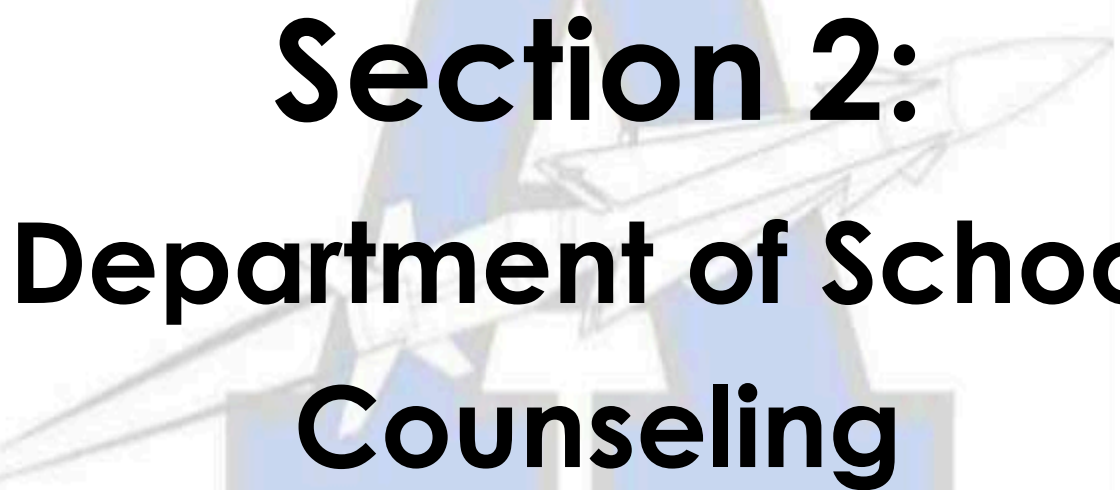
- ☐ Exceeds Expectations (3)
- ☐ Meets Expectations (2)
- ☐ Approaching Expectations (1)
- ☐ Insufficient Evidence/Work Not Submitted (0)

### Comments:

# Schedule Rotation

AHS runs on a 5 day rotating schedule with a 30 minute activity period. The schedule rotates by day of the week, with Mondays fixed as Day 1, Tuesdays fixed as Day 2, etc. Please refer to the schedule rotation below for more details.

Day 1 (Mondays)	Day 2 (Tuesdays)	Day 3 (Wednesdays)	Day 4 (Thursdays)	Day 5 (Fridays)
<i>Students released to first period at 7:20</i>	<i>Students released to first period at 7:20</i>	<i>Students released to first period at 7:20</i>	<i>Students released to first period at 7:20</i>	<i>Students released to first period at 7:20</i>
<b>A BLOCK</b> 7:25-8:25 60 minutes	<b>B BLOCK</b> 7:25-8:25 60 minutes	<b>C BLOCK</b> 7:25-8:25 60 minutes	<b>D BLOCK</b> 7:25-8:25 60 minutes	<b>E BLOCK</b> 7:25-8:25 60 minutes
PASSAGE 8:25-8:29	PASSAGE 8:25-8:29	PASSAGE 8:25-8:29	PASSAGE 8:25-8:29	PASSAGE 8:25-8:29
<b>B BLOCK</b> 8:29-9:28 59 minutes	<b>C BLOCK</b> 8:29-9:28 59 minutes	<b>D BLOCK</b> 8:29-9:28 59 minutes	<b>E BLOCK</b> 8:29-9:28 59 minutes	<b>A BLOCK</b> 8:29-9:28 59 minutes
ACTIVITY 9:28-9:58	ACTIVITY 9:28-9:58	ACTIVITY 9:28-9:58	ACTIVITY 9:28-9:58	ACTIVITY 9:28-9:58
PASSAGE 9:58-10:02	PASSAGE 9:58-10:02	PASSAGE 9:58-10:02	PASSAGE 9:58-10:02	PASSAGE 9:58-10:02
<b>C BLOCK</b> 10:02-11:01 59 minutes	<b>D BLOCK</b> 10:02-11:01 59 minutes	<b>E BLOCK</b> 10:02-11:01 59 minutes	<b>A BLOCK</b> 10:02-11:01 59 minutes	<b>B BLOCK</b> 10:02-11:01 59 minutes
PASSAGE 11:01-11:05	PASSAGE 11:01-11:05	PASSAGE 11:01-11:05	PASSAGE 11:01-11:05	PASSAGE 11:01-11:05
<b>D BLOCK</b> <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes	<b>E BLOCK</b> <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes	<b>A BLOCK</b> <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes	<b>B BLOCK</b> <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes	<b>C BLOCK</b> <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes
PASSAGE 12:47-12:51	PASSAGE 12:47-12:51	PASSAGE 12:47-12:51	PASSAGE 12:47-12:51	PASSAGE 12:47-12:51
<b>E BLOCK</b> 12:51-1:50 59 minutes	<b>A BLOCK</b> 12:51-1:50 59 minutes	<b>B BLOCK</b> 12:51-1:50 59 minutes	<b>C BLOCK</b> 12:51-1:50 59 minutes	<b>D BLOCK</b> 12:51-1:50 59 minutes



# **Section 2:**

## **Department of School Counseling**

## Guidance Services

<b>Staff:</b>	Mrs. Tess Jarvis, School Counselor/Department Chair
	Ms. Kendra Beveridge, School Counselor
	Mrs. Melissa Rizkalla, School Counselor
	Mrs. Amy Sampson, School Counselor
	Mrs. Diana McLaughlin, Adjustment Counselor
	Mrs. Megan Berg, School Social Worker
	Mrs. Brenda Bessette, Secretary

Each Student is assigned to a guidance counselor in Grade 9 and remains the responsibility of that counselor through graduation. Students may request to see their counselor through graduation. Students may request to see their guidance counselor by emailing their counselor and requesting an appointment. Students may not go to the guidance office during school hours without a pass from the counselor.

### **Each student will have counseling session throughout the year covering some of the following:**

- Course selection
- Test interpretation
- Progress report review
- Career information
- Personal
- Mediation
- Summer-job placement
- Follow-up visit
- Academic review
- Present program adjustment: Parent/guardian-student conference
- Placement - post-secondary: Pre-drop-out counseling

### **Philosophy**

Auburn High School's Counseling Program will:

- ✓ Provide a comprehensive program addressing the academic, career and personal growth needs of every student, developmentally and sequentially throughout their high school years.
- ✓ Be an essential and integral part of the overall educational process and complement the comprehensive curriculum.

- ✓ Support the National and State Models for school counseling and will promote professional development to implement the National and State standards.

### **Program Goals**

#### *Academic Development*

- ✓ Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.
- ✓ Understand how school success and academic achievement enhance future career and vocational opportunities.

#### *Career Development*

- ✓ Develop an awareness of personal abilities, skills, interests, and motivations.
- ✓ Demonstrate awareness of the career-planning process.
- ✓ Maintain a career planning portfolio.

#### *Personal/Social*

- ✓ Learn the goal setting process.
- ✓ Develop an action plan to set and achieve realistic goals.
- ✓ Begin the process of achieving independence and developing self-advocacy skills.

### **Guidance Curriculum**

School counselors design, plan, and implement a guidance curriculum; with teachers and parents/guardians involvement, student outcomes are optimized.

#### **Grade 9**

- ✓ First Year Student Orientation
- ✓ Four Year Academic Planning
- ✓ Orientation to Career Program: Personality Assessment
- ✓ Groups with Peer Leaders: Peer Relationship, Time Management, etcetera
- ✓ Academic Planning and Course Registration
- ✓ PSAT preparation

#### **Grade 10**

- ✓ Review Academic Planning and Registration
- ✓ MCAS testing
- ✓ Career Program: Career Exploration and Research
- ✓ PSAT preparation

#### **Grade 11**

- ✓ Review Academic Planning and Registration

- ✓ PSAT/SAT preparation
- ✓ Standard Test Planning
- ✓ Post-secondary Planning Night
- ✓ Career Program: College and Career Search and Planning
- ✓ Job Shadowing Opportunities
- ✓ Interviewing Skills

## **Grade 12**

- ✓ Post Graduate Planning Overview
- ✓ Post-secondary Applications
- ✓ Resume and Cover Letter Writing
- ✓ Job Shadowing Opportunities
- ✓ Financial Planning / Credit
- ✓ "Reality Bites" Workshop

## **Freshman - Senior Seminar**

This special topics seminar for students will address the areas of development in the academic, career, and personal/social as published by the American School Counseling Association's National Model for School Counselors and the Massachusetts Model for Comprehensive School Counseling Programs. Topics will include: The College Application Process (including the college essay, letters of recommendations, interviewing skills), Career Development (including resume and cover letter buildings, in depth skills identification and career pathways), Personal/Social Development (issues of transition beyond high school such as budgeting). These seminars are conducted during the activity block.

## **Individual Student Planning**

Counselors meet with students individually and in groups in planned activities to assist students with planning, managing, and monitoring their educational, career, and personal goals. Each student is assigned a school counselor that will stay with him or her throughout his or her high school career. Students can meet with their counselors by requesting an appointment through the guidance department secretary. During school hours, students must have a pass from the counselor or teacher.

## **Responsive Services**

School counselors work in partnership with administrators, teachers, school and community health professionals to provide short-term counseling interventions to resolve immediate conflict/problems, respond to crisis events, and intervene in school –specific situations that disrupt learning.

Responsive service activities may include:

- ✓ Individual/small group counseling
- ✓ Consultation
- ✓ Outside referrals
- ✓ Preventative intervention

- ✓ Crisis counseling

## **System Support**

The administration, management, and implementation of our comprehensive and developmental school- counseling program require an on-going support system. System support activities establish, enhance, and maintain optimal delivery of the school-counseling program.

System support activities include:

- ✓ Program evaluation/assessment
- ✓ Program development
- ✓ Student assessment
- ✓ Community outreach
- ✓ Professional development

## **School Adjustment Counselor / Psychologists / Social Worker / Counseling Services**

Auburn High School has a school adjustment counselor who provides counseling to students in crisis, individual and group counseling, and acts as a resource to families of students needing outside agency support. The school adjustment counselor supports students through intervention focusing on mental and physical wellness. In addition, Auburn High School has individual counseling services provided on-site by Auburn Youth and Family Services staff and YOU Inc.

A certified school psychologist provides psychological services to the high school student population. Individual and group counseling by the school psychologist is provided to students who are identified, through the Special Education evaluation process of having a psychological disability that impedes their progress and who need counseling services for school related problems as identified on their Individual Education Plans (IEP).

Auburn High School has a school social worker who provides intensive support to students and families. The social worker is a liaison between the school and family to best support students in school and at home to be successful.

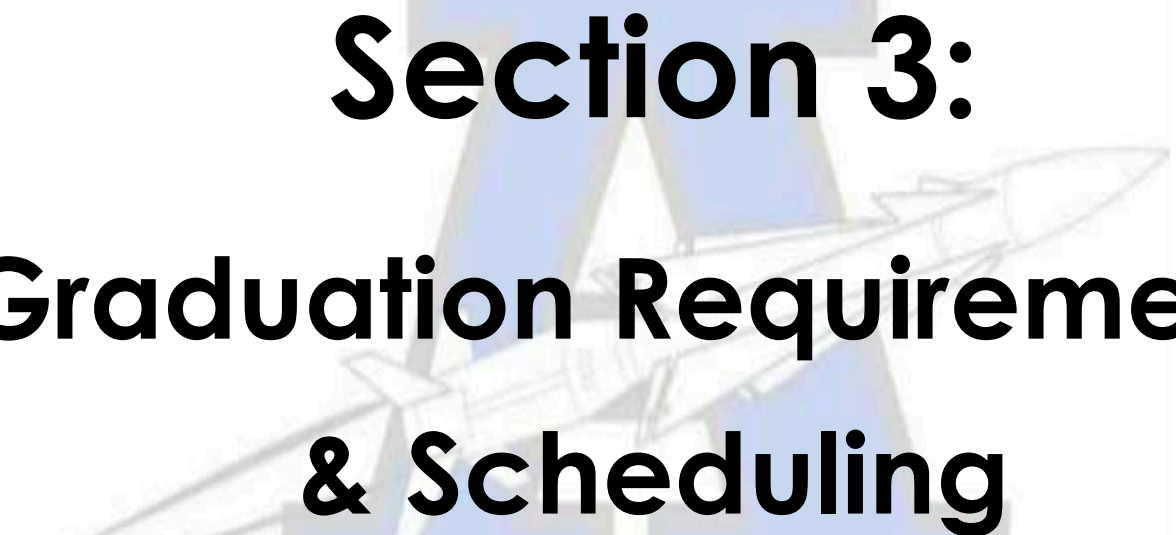
For all students, crisis assessment is available and may consist of student interviews, parent consultation, teacher consultation, and other assessment methods to ascertain the student's immediate needs. The identification and referral of resources are provided.

## **Naviance Program**

Naviance (also referred to as Family Connection) is the guidance portion of the AHS website ([www.auburn.k12.ma.us](http://www.auburn.k12.ma.us)) that gives students and parents individualized student information and resources for grades 9 – 12. Students and parents receive information at the beginning of the school year to create their own accounts allowing them personal access to the site and their individual information. An e-mail address is required to register for an account which is active for four years. In Naviance, students and parents can plan for the student's future success through a personality assessment and learning styles inventory that tie in with a career and college search.



The college search offers personalized searches and college acceptance and attendance statistics of past AHS graduates. Resources offered are study skills, testing information, financial aid, scholarships, as well as other family resources. In addition, students and parents receive email updates about guidance events and important deadlines. Naviance serves as the basis of the guidance curriculum through a portfolio of student work in areas of personal growth and future planning.



# **Section 3:**

# **Graduation Requirements**

# **& Scheduling**

## Accreditation

The New England Association of Schools and Colleges (NEASC) accredits Auburn High School and is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through colleges, offering post-graduate instruction. Accreditation of an institution by the New England Association ensures that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a rigorous review process. An accredited school or college is one that has the resources necessary to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Accreditation also addresses institutional integrity.

Accreditation by the New England Association applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to:

### **N.E.A.S.C**

209 Burlington Road  
Bedford, MA 01730-1433  
(781) 271-0022

# Graduation Requirements

All students will be responsible for completing 110 credits of study to obtain an Auburn High School diploma in accordance with the recommended program of studies suggested by the Massachusetts Department of Elementary and Secondary Education (Mass Core).

## **Course Requirements:**

- 4 years of English
- 4 years of Math (Algebra, Geometry, Algebra II or the equivalent of this three year sequence)
- 4 years of Physical Education
- 3 years of a lab-based Science (including Biology)
- 3 years of Social Studies (including United States History I, United States History II, and World History)
- 1 Trimester of Responsible Citizenship (taken senior year)
- 2 years of the same Foreign Language
- 1 year of Fine Arts (*must complete the equivalent of one year but can be in different areas*)
- 5 additional "core" courses such as Business Education, Health, and/or Technology

Mass Core also encourages students to participate in additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

## **MCAS Requirements:**

- English: 472 or higher
- Math: 486 or higher
- Science: 220 or higher

Students who score 455-471 (English) and 469-485 (Math) MCAS are required by the Department of Elementary and Secondary Education to complete an Educational Proficiency Plan (EPP) as part of their studies through grade 12.

## **Graduation Policy**

All of the preceding requirements must be met for a student to receive an Auburn High School Diploma and to participate in June's Commencement Ceremonies. Students are promoted with their graduating class provided they meet graduation requirements by the end of senior year. If graduation requirements are not met, students may be retained an additional year in order to receive an AHS diploma. If students have met local graduation requirements, but not state MCAS requirements, students will have additional opportunities to retake the MCAS test after graduation as designated by the state. Students will receive a certificate of completion in lieu of a diploma until the

student has achieved the minimum passing score on the MCAS exam as required by the state of Massachusetts.

## Grade Point Average (GPA)

Make-up courses taken at an approved summer or night school or those provided by a tutor for make-up purposes are included in a student's GPA. A grade of 65 is the maximum grade that will be included in a student's GPA. **Dual Enrollment courses, or other courses taken at a college are not included in a student's GPA.**

Only students who have attended Auburn High School on a full-time basis in grades 9, 10, and 11 will be included in Auburn High School's official internal school ranking, determined at the end of grade eleven and placed on the student's permanent transcript. Transfer students must have completed two full school years (6 trimesters) at Auburn High School during their freshman to junior years to qualify under this requirement. Auburn High School does not calculate class rank for the purposes of reporting to colleges and other outside agencies. An internal ranking is kept for purposes of identifying a class's valedictorian and students who are graduating with honors.

## Academic Leveling Process

Courses at Auburn High School are offered at the following levels: Advanced Placement (AP), Honors (H), and College Preparatory (CP). Each level covers the same core curriculum at a pace that is appropriate for individual students. Some courses are offered without a level designation.

### **College Preparatory (CP)**

Classes are designed to offer students a strong college preparatory foundation that will allow them to pursue post-secondary education at a four-year, two-year or technical school.

### **Honors (H)**

Honors classes are accelerated, demanding, and competitive. Honors courses require a great deal of independent work beyond the classroom and are designed for the highly motivated student. The receiving Honors teacher based on certain prescribed criteria in each department of study selects students for Honors level study. If a student is not chosen for Honors level study, they may appeal to the Principal in writing. The Principal's decision is final.

### **Advanced Placement (AP)**

AP classes are college level courses that are based on a prescribed curriculum developed by the College Board. These are highly challenging courses designed to replicate the academic rigor of the college environment. Enrollment in all AP courses requires an application and acceptance into a particular AP program (specific AP applications are available in the guidance office). Students are required to do a great deal of independent work as well as readings and assignments to be completed over the summer months. In the third trimester, students take AP exams based on the core class curriculum. If students obtain the required score on the exam, they

may be eligible for advanced college credit at various colleges for the courses they completed in high school. Students are selected for AP study by their current teacher and the receiving AP teacher, and the Department Chair based on certain prescribed criteria in each department of study. If a student is not chosen for Advanced Placement study, they may appeal to the Principal in writing. The Principal's decision is final.

**\*Important note regarding AP/Honors textbooks:**

*All students enrolled in an AP course are expected to take the AP exam in May. The approximate cost for this exam is \$94 and is paid by the student. The fee is determined by the College Board in Princeton, New Jersey. Auburn High School recognizes zero profit from testing fees. If there is financial hardship, students are encouraged to see their guidance counselor for assistance.*

*The following list includes the AP courses offered by Auburn High School. Associated fees for each AP course are below. Again, the fees are the responsibility of the student. If there is a financial hardship, students are encouraged to see their guidance counselor.*

<b>Course</b>	<b>Required Materials</b>	<b>Approximate Fees</b>
AP English Literature	Summer Reading Texts (up to 5)	\$15 per text
AP English Language	No required materials. Review guide suggested.	\$15 - \$25
AP US History	No required materials. Review guide suggested.	\$15 - \$25
AP World History	No required materials. Review guide suggested.	\$15 - \$25
AP Calculus AB	No required materials. Review guide suggested.	\$15 - \$25
AP Calculus BC	No required materials. Review guide suggested.	\$15- \$25
AP Chemistry	No required materials. Review guide suggested.	\$15 - \$25
AP Biology	No required materials. Review guide suggested.	\$15 - \$25
AP Studio Art	Related supplies for portfolio preparation.	\$50 - \$80
AP Music Theory	Related materials for test preparation.	\$50 - \$80
AP Statistics	No required materials. Review guide suggested.	\$15 - \$25
AP Physics	No required materials. Review guide suggested.	\$15 - \$25
AP Physics II	No required materials. Review guide suggested.	\$15 - \$25
AP Environmental Science	No required materials. Review guide suggested.	\$15 - \$25
AP Computer Science	No required materials. Review guide suggested.	\$15 - \$25
AP Psychology	No required materials. Review guide suggested.	\$15 - \$25
AP Government/Politics	No required materials. Review guide suggested.	\$15 - \$25
AP European History	No required materials. Review guide suggested.	\$15- \$25
AP French Language	No required materials. Review guide suggested.	\$15- \$25
AP Spanish Language	No required materials. Review guide suggested.	\$15- \$25

## Choosing a Program of Studies

Students are required to enroll in five courses for each of the three trimesters per school year. In choosing courses, students should carefully select courses (outside of the core curriculum) that reflect potential future areas of interest. In conjunction with teacher recommendation, parent and school counselor input, students should make choices that will benefit their future career and college goals.

Considerations for choosing courses:

- ✓ Fulfilling Auburn High School graduation requirements. Completing a four-year plan to complete graduation requirements by senior year.
- ✓ Fulfilling minimum requirements for state college/university; more is desirable with courses that challenge students (AP and Honors) being looked upon more favorably by admissions.
- ✓ In depth study is more valuable in a student's program. The longer a course of study in a subject area, the more it will enhance the student's preparation for the career and college program of their interest.
- ✓ Students should strongly consider teacher recommendations when choosing a course of study and look to see what the prerequisite grades are for particular courses.
- ✓ Students are encouraged to challenge themselves in course selections

## Course Registration Planning Charts

### Grade 9 Planning Chart

Period	Trimester One	Trimester Two	Trimester Three
A (1)			
B (2)			
C (3)			
D (4)			
E (5)			

### Grade 10 Planning Chart

Period	Trimester One	Trimester Two	Trimester Three
A (1)			
B (2)			
C (3)			
D (4)			
E (5)			



### Grade 11 Planning Chart

Period	Trimester One	Trimester Two	Trimester Three
A (1)			
B (2)			
C (3)			
D (4)			
E (5)			

### Grade 12 Planning Chart

Period	Trimester One	Trimester Two	Trimester Three
A (1)			
B (2)			
C (3)			
D (4)			
E (5)			

## Course Placement Recommendations

Auburn High School has suggested guidelines for parents and students to strongly consider as course selections are contemplated and finalized for the upcoming school year. These are guidelines only and not meant to be restrictive. Please also note that level changes are allowed from year-to-year and trimester-to-trimester, but only may occur if the classroom teacher, student, family and counselor are in agreement. Descriptions of the expectations for each level of study can be in each department's section of the program of studies. If there is a question or concern, parents and students are encouraged to contact the high school to discuss in more detail.

### Grade 8 → Grade 9 Math (Algebra I/II)

- 8th grade Algebra I → **Algebra I/II Honors** = C+ or higher end of year average required for Algebra II honors, teacher recommendation\*
- 8th grade Math → **Algebra I** or **Algebra I, Part I** = Students not enrolled in Algebra I during 8<sup>th</sup> grade, teacher rec

*\*Students enrolled in Algebra I who desire Algebra II Honors placement and have an end of year grade that falls within the C/C+ range (75-79) are required to have a conversation with their teacher to discuss if their current range of knowledge and skills in Algebra I is sufficient to proceed to Algebra II Honors. Please see course descriptions for each class in the [Mathematics section](#).*

### Grade 8 to Grade 9 Science (Biology)

- 8th grade Science → **Biology 9 Honors** = C+ or higher 8th grade course average, placement exam, teacher rec\*\*
- 8th grade Science → **Biology CP** = Students who are not enrolled in Biology 9 Honors

### Grade 8 to Grade 9 English (English 9)

- 8th grade Adv. Language Arts → **English 9 Honors** = C+ or higher 8th grade course average, placement exam, teacher rec\*\*
- 8th grade Language Arts → **English 9 CP** = Students who are not enrolled in English 9 Honors

### Grade 8 to Grade 9 Social Studies (US History I)

- 8th grade Civics → **US History I Honors** = C+ or higher 8th grade course average, placement exam, teacher rec\*\*
- 8th grade Civics → **US History I CP** = Students not enrolled in US History I Honors

### **Grade 8 to Grade 9 Foreign Language (Spanish or French I/II)**

- 8th grade French I → **French II** = Students who have completed French I, teacher rec
- 8th grade Spanish I → **Spanish II** = Students who have completed Spanish I, teacher rec
- **Spanish I or French I** = Students who were not enrolled in French or Spanish in 8th grade or are looking to try a language other than what they were enrolled in in 8th grade

*\*\*Students seeking Honors placement and have an end of year grade that falls within the C/C+ range (75-79) are **required** to have a conversation with their grade 8 teacher to discuss if their current range of knowledge and skills is sufficient to proceed to the grade 9 honors level.*

### **Course Placement for Grades 10-12**

It is Auburn High School's belief that all students should be enrolled in courses that provide individual rigor. To this end, students in grades 10-12 should choose a program of studies in concert with their parents, current teachers, and guidance counselors on a yearly basis that will provide opportunities for students to successfully achieve their post-secondary plans upon graduation.

## **Course / Level Change Policies**

### **Add/Drop Period**

Students are only allowed to request changes to their schedules (where possible) during the first two weeks of the school year. Any requests to change schedules during the add/drop period should be made only to assist a student in meeting graduation requirements or to change course levels. Course changes are not made to accommodate student preferences regarding classroom teachers or electives.

Due to class size and course conflicts, making schedule changes of any kind may not be possible. Students are encouraged to make the most of their scheduled courses. Once the designated add/drop period passes, changes will only be made with the approval of the principal.

Level changes may be made during the year, where appropriate, and only with the permission of the student's school counselor, parent, and Department Chair. Unresolvable conflicts will be the decision of the Principal. The Principal's decision will be final.

### **Withdrawing from a Course**

Students will only be allowed to withdraw from a course during the designated add/drop period or with prior approval from the Principal. Students need to be aware that when changing a course level, their current grade will follow the student to the new course. In

addition, if a student elects to withdraw from a course, the course remains on the student's transcript with a **"WP"** if passing or a **"WF"** if failing at the time of withdrawal.

## Scheduling Conflicts

While it is the intention of Auburn High School to run the courses listed in the following sections on an annual basis, unforeseen circumstances may necessitate a change in course offerings.

When creating a student's schedule, priority is given to scheduling a student's core program of study first, followed by electives.

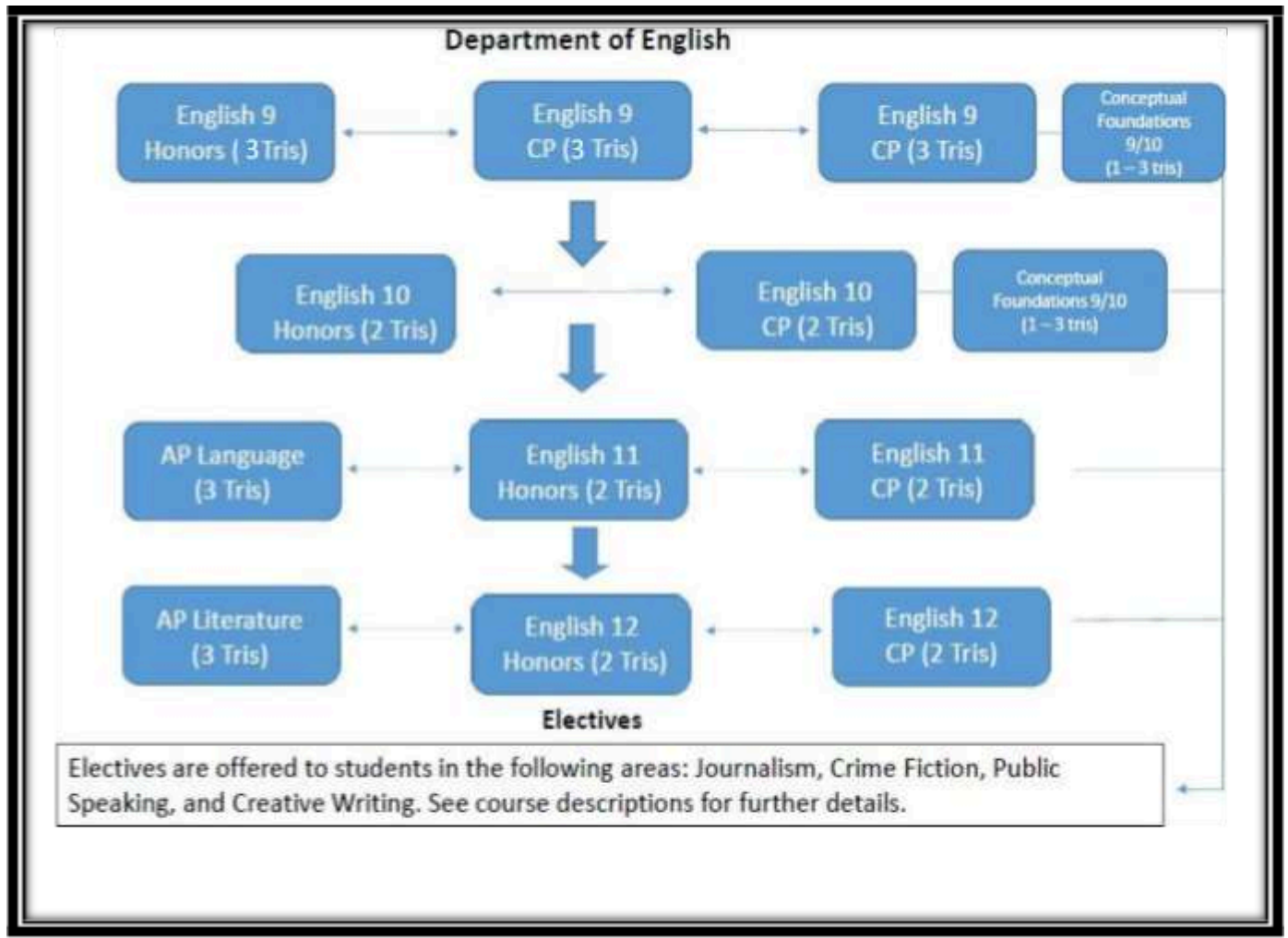
Students will have the opportunity to select elective courses they would like to take, but it is not guaranteed that they will receive their elective preferences. Course conflicts may require elective courses to be changed without notice.



# **Section 4:**

## **Course Offerings**

# English Department



*\*All members of the Class of 2025 will take three trimesters of ELA in 9<sup>th</sup> grade*

## **9 English I A/B/C: Origins of Literature (H/CP)**

In this three-trimester course, freshmen will improve their ability to read closely, think critically, and communicate clearly through a comprehensive study of all literary genres: poetry, drama (including Shakespeare), non-fiction, short fiction, mythology, and the novel. Writing instruction will focus on the development and organization of claims, paragraphs, and formal essays.

## **10 English II A/B: Perspectives in Literature (H/CP)**

In this two-trimester thematic course, sophomores will build on the essential skills introduced in the freshmen year as they study short fiction, poetry, non-fiction, drama, and the novel. Writing instruction will center on analyzing evidence, integrating quotations, and preparing for the Spring

MCAS examination. **Prerequisite: Successful completion of English I.**

### **11 English III-A/B: American Experiences (H/CP)**

In this two-trimester survey course, juniors will analyze notable texts by several quintessential American authors such as Emily Dickinson, F. Scott Fitzgerald, Zora Neale Hurston, and Tim O'Brien. Writing instruction will focus on improving sentence structure and clarity. **Prerequisite: Successful completion of English II.**

### **11 English Language & Composition AP (3 trimesters)**

AP English Language and Composition is an intensive three-trimester college-level English course for juniors and seniors. The course promotes understanding of non-fiction and fiction, drawing on historical and contemporary writings for extensive analysis. The course prepares students for the AP English Language and Composition exam. **\*Fulfills English III requirement\*** **Prerequisite: Successful completion of English II, teacher recommendation.**

### **12 English IV-A: Humanities**

In this one-trimester course, seniors will evaluate significant works of Western literature and art ranging from the medieval to the contemporary period in an in-depth exploration of what it means to be human. Writing instruction will focus on elevating style and developing voice. **Prerequisite: Successful completion of English II**

### **12 English IV-B: Diverse Voices**

In this one-trimester course, seniors will examine complex texts written by black, indigenous, and people of color to achieve a broader understanding and appreciation of their respective experiences, cultures, and traditions. Writing instruction will focus on elevating style and developing voice. **Prerequisite: Successful completion of English II**

### **12 English Lit. & Composition (AP) (3 trimesters)**

AP English Literature and Composition is a three-trimester college-level English course for seniors. The course is designed to prepare students for the AP English Literature and Composition exam through the extensive study of literature and composition. **\*Fulfills both English IV - A & B requirements\*** **Prerequisite: Successful completion of English III**

## **Electives:**

### **10-12 Journalism (CP)**

Students in this one-trimester elective have an opportunity to become real reporters of AHS news! They cover stories of interest regarding student life, course offerings, sporting events, and many other school happenings. Their course work involves writing, editing, and publishing stories, newspaper layout and design, and photography.

### **11-12 Public Speaking (CP)**

Public Speaking is a course for juniors and seniors that focuses on the skills coinciding with giving speeches, talking in front of an audience, and giving presentations. Students will practice studying, writing, and giving several different forms of speeches. Many of the assignments provide preparation for academic and professional situations. By the end of the course, students will be able to comfortably speak in front of an audience while presenting information in a format and manner that is conducive to the audience.

### **10-12 Topics in Writing: Food and Culture (CP)**

In this one-trimester elective, students will discover the power and meaning of food and how it is contextualized within the broader aspects of culture and human experience. Students will explore the relationship of food to the pen through literature, film, "guest lectures", and culinary archives. They will also polish their written voice through the production of original menus, recipes, memoirs, and culinary inspired essays.

### **10-12 Creative Writing (CP)**

In this one-trimester elective, students have the chance to become authors. By exploring the elements of fiction, drama, and poetry, students analyze the works of prominent authors as a means to better understand and appreciate the process of creating literary works. Students study the techniques of effective creative writing and create their own literary portfolios reflective of the genre being studied.

### **11-12 Short Story (CP)**

This one-trimester elective offers students the opportunity to experience and appreciate short fiction from various traditions and time periods. Students will become familiar with the elements of short fiction and use those to evaluate and compare texts both in writing and discussion.

### **10-12 Graphic Novel (CP)**

This one-trimester course will allow students to study the graphic novel format (similar to comic books) while exploring a variety of genres. Students will learn to analyze and interpret the combination of images with written work, opening up new possibilities in storytelling and meaning.

### **10-12 Gothic Literature (CP)**

A look at gothic and horror elements through a literary and cinematic perspective. Together we will study classic gothic works in comparison to modern day gothic and horror television shows, movies and texts. We will see how the genre has evolved over centuries and analyze whether the horror genre deserves to be written off as cheesy and played out or if it stands up next to classics such as *Frankenstein*, and *Dracula*.



### **10-12 Women's Literature (CP)**

In this course we will examine literature written by and about women from the 1800s to today. We will trace common themes across multiple genres such as poetry, novels, non-fiction, and film while exploring a diverse range of female voices. Authors may include Jane Austen, Emily Dickinson, Sylvia Plath, Zora Neale Hurston, and Maxine Hong Kingston.

## **Massachusetts Seal of Biliteracy Program**

The Massachusetts Seal of Biliteracy program recognizes high school graduates who attain proficiency in two or more languages by high school graduation. The Massachusetts Seal of Biliteracy, adopted from the state, takes the form of a seal that appears on the transcript and diploma of the graduating senior. This recognition may be presented to colleges and future employers.

Requirements to earn the Seal of Biliteracy include the following:

- Students must be in acceptable academic standing for graduation with their class.
- Students must achieve a Proficient or Advanced Score on the ELA MCAS. ACCESS scores may be used to satisfy the English Language criteria for English Learners if students fulfill the requirements of an Educational Proficiency Plan (see graduation requirements listed in opening of Program of Studies). These students must demonstrate English proficiency on ACCESS with an overall score of at least level 4.2 and a composite literacy score of at least level 3.9.
- Students must achieve a 4 or 5 on an AP Language exam or intermediate high on the state's approved language proficiency exam or portfolio if the language exam is not available.

For more information please visit: <http://www.doe.mass.edu/scholarships/biliteracy/faq.html>

# Fine & Performing Arts Department

A number of the most selective colleges and universities recognize the importance of a well-rounded student. Participating in the arts, and having a strong portfolio of evidence, is a great way to demonstrate one's ability as a high achiever who has a variety of interests and accomplishments beyond the standard academic routine. AHS visual arts courses provide opportunities for students to practice 21<sup>st</sup> century skills such as research, planning, critical thinking, decision-making, and team participation. In addition to skill- building, the arts can be a fulfilling lifelong practice. Below are some suggested (but not required) sequences for all levels of students who are interested in taking art classes.

## Art

**Simply Curious:** Freshman: Introduction to Art. Sophomore through Senior year: average of 1-4 second level courses, possibly a third level course.

**Lifelong Learner (not considering art or design career):** Freshman: Introduction to art. Sophomore through Junior year: 2-4 second or third level courses including Drawing Foundation. Senior: Concentration Portfolio or Portfolio Prep.

### **9-12 Intro to Art/Design (CP) (Level 1)**

In this increasingly visual world, the ability to communicate visually is an important skill. This beginning level course provides a foundation of skills and concepts that are necessary to be visually literate. Learning visual design principles will help students to make any presentation visually appealing and improve the quality of expressive works. Students will practice making informed judgments about visual art through art making, art criticism, critique and reflection. A variety of art forms such as drawing, and sculpture will be introduced. Students will also be exposed to historical and contemporary artworks. At the end of the course, students will participate in hosting an evening art exhibit.

### **9-12 3D Sculpture Studio Class (CP) (Level 2)**

This is a 3D foundation course that introduces and familiarizes students with the basic principles, processes, and materials of three-dimensional form through a series of projects that encourage experimentation, and conceptual development in the articulation of three-dimensional forms. Students will explore form, space, and structure through the use of design elements such as line, shape, mass, volume, surface, scale, proportion, material and color. Students will experiment with materials and processes, involving constriction, fabrication, casting, reductive and additive sculpture techniques. In this studio-based course students will explore a variety of materials including working paper/ cardboard, metal wire, plaster, plastic and fabric in both independent and group settings.

### **9-12 Drawing Foundation (CP) (Level 2)**

Building on foundational skills and concepts provided in Introduction to Art and Design, Drawing Foundation is an in-depth exploration of drawing. The study of drawing is an excellent way to improve observational, imaginative, and expressive abilities. A variety of materials will be used such as pencil, ink, charcoal, pastels, and mixed media. Students will also be exposed to historical and contemporary drawings. At the end of the course, students will participate in hosting an evening art exhibit. This course is designed for all types of students but is often a necessary part of college application portfolios for careers such as architecture, graphic design, fine arts, and art education. ***Prerequisite: Successful completion of Introduction to Art***

### **9-12 Handmade Printmaking (CP) (Level 2)**

Building on foundational skills and concepts provided in Introduction to Art and Design, this course is an in-depth exploration of handmade printing techniques and their roots in art and industry. Projects will include t-shirt design, art journaling, card-making, and fine arts printing. The study of Printmaking is an excellent way to improve imaginative, and expressive design. ***Prerequisite: Successful completion of Introduction to Art.***

A variety of printmaking techniques will be used such as:

- Screen-printing (t-shirts, etc.)
- Relief printing: Stamping, linoleum block printing (carve image, stamp on paper)
- Collagraph: Collaged surface that is inked and stamped
- Monoprinting: Image painted onto surface and stamped

At the end of the course, students will participate in hosting an evening art exhibit

### **9-12 Painting (CP) (Level 2)**

Building on foundational skills and concepts provided in Introduction to Art and Design, Painting is an in-depth exploration of painting techniques, and their roots in historical painting styles. The study of Painting is an excellent way to improve observational, imaginative, and expressive design. A variety of materials will be used such as acrylic, watercolor, inks, and mixed-media. A

study of basic drawing skills prior to this course is strongly encouraged. At the end of the course, students will participate in hosting an evening art exhibit. **Prerequisite: Successful completion of Introduction to Art**

### **9-12 Sculpture (CP) (Level 2)**

Building on foundational skills and concepts provided in Introduction to Art and Design, Sculpture is a concentrated course in 3-D Design. A variety of materials will be used such as recyclables, papier mache, wire, air-dry clay, and plaster. Students will also be exposed to historical and contemporary sculptures. At the end of the course, students will participate in hosting an evening art exhibit. This class will not focus on ceramics. **Prerequisite: Successful completion of Introduction to Art.**

### **10-12 Ceramics (CP) (Level 2)**

Building on foundational skills and concepts provided in Introduction to Art and Design, Ceramics is a concentrated course in the basic techniques of hand building, glazing and firing pottery and sculptures in ceramic clay. Assigned and independent projects will include both functional and sculptural ceramic objects. Students will also be exposed to historical and contemporary ceramics. At the end of the course, students will participate in hosting an evening art exhibit. Ceramics is not available to third trimester seniors. **Prerequisite: Successful completion of Introduction to Art**

### **11-12 Media Concentration (CP) (Level 3)**

This one trimester course is for students who would like to continue exploring the subject of a previously studied course such as Drawing, Printmaking, Painting, or Ceramics II. 50% of projects will be dedicated to creating an independent series of works with a distinct concentration. The remainder of projects will be assigned. Expanded and advanced techniques are learned through self-paced tutorials. Because much of this course focuses on independent projects, it demands a studious work ethic. Study will include research, analysis of examples, experimentation, recording progress, and reflective exercises. At the end of the course, students will host an evening art exhibit. Ceramics concentration is not available to third trimester seniors.

**\*Can be repeated\*** **Prerequisite: Good academic standing in previous Level 2 class of chosen art form.**

### **11-12 Portfolio Prep (CP) (Level 3/4)**

This two to three trimester long course is suggested for students planning on attending a college that encourages or requires a portfolio of visual studies for careers such as architecture, design, fine arts, and art education. Students will create a minimum of 10 portfolio quality works based on portfolio application requirements. 50% of projects will be dedicated to creating an independent series of works. The remainder of projects will be assigned. Some work outside of the classroom is expected. At the end of the course, students will host an evening art exhibit.

**Prerequisite: Good academic standing in Introduction to Art, Drawing Foundation, one Level 2**

*course, and instructor permission.*

### **11-12 Studio Art (Level 3/4)**

This course is for students who would like to continue exploring the subject of a previous course such as Ceramics, Drawing, Painting, or Sculpture. Students who wish to complete a college portfolio may also take this class. At least 50% of the course will be dedicated to creating an independent series of works within a chosen concentration. The remainder of projects will be assigned to expand a breadth of abilities. Advanced techniques are learned through self-paced tutorials. Because much of this course focuses on independent projects, it demands a studious work ethic. Study will include research, analysis of examples, experimentation, recording progress, and reflective exercises. At the end of the course, students will host an evening art exhibit. Studio Art will share classrooms with AP Studio Art. **\*Students may enroll in this course multiple times\*** ***Prerequisites: Successful completion of Introduction to Art, B or above in previous level 2 class of chosen concentration, and a determined work ethic.***

### **9-12 Unified Art**

Unified Art is a classroom opportunity for students of varying ability levels and backgrounds to come together and build relationships through art. In this Unified Art course, students will explore the artistic process, plan, create, and reflect in a group-based setting. We will discuss ways to begin a project, explore materials and techniques, and learn how to reflect on our own work.

### **12 AP Studio Art (AP)**

The AP curriculum is designed to simulate the level of work required of a college foundation art student. AP Studio Art is recommended for serious art students with advanced artistic ability who will work toward developing mastery in concept, composition, and execution of 2-D designs. All students will develop a portfolio that contains three sections: quality, concentration, and breadth. Students are required to submit this body of work to the College Board for grading and possible college credit. This process takes the place of the traditional written AP exam. Test fees do apply and are the student's responsibility. This course encourages and expects creative and sustained investigation of formal and conceptual issues through extensive journaling, development of portfolio pieces, critiques, reflections, exhibits and responses to readings. ***Prerequisite: Successful completion of a minimum of 2 trimesters of Studio Art including previous prerequisites, or teacher recommendation***

## **Music & Theater**

### **9-12 Concert Band (CP)**

The Concert Band is open to students in grades 9-12 who want to play a woodwind, brass, or percussion instrument. Students will develop and refine their technique through performing

music from a variety of sources. Performances at all concerts/festivals/events/games during the trimester is expected by all members of the ensemble. Members of the concert band are required to participate in Activity Period Band.

### **9-12 Concert Chorus (CP)**

Chorus is open to any student with an interest in singing. Students will study and apply the concepts of proper vocal technique, reading standard musical notation, choral blend and balance, as well as aural skills and sight-reading. Throughout the year, students will perform in three concerts, held at the end of each trimester. The course is taught primarily through rehearsals with an emphasis on the process of learning how to sing correctly and the joy of music making. Through participation in this ensemble, students are encouraged to participate in the extra-curricular music department offerings, including Select Choir, Jazz Choir, and the School Musical.

### **9-12 Music Theory and Technology (CP)**

Music Theory is a one trimester course that helps students gain an understanding of the fundamentals of music and composition. Students will learn the concepts of notes and key relationships, meter, part writing, chord changes, and musical creativity. Students will utilize technology to create, perform, record, and critique their own original compositions.

### **11-12 History of Rock & Pop (CP)**

This trimester course traces the development of popular music in America, beginning with its roots in jazz, blues and spirituals up through popular trends of today. Important historical events, social context and prominent musical figures will be discussed with each major decade and musical trend. Students will also discuss the effects of music on popular culture, fashion, marketing and consumerism.

### **11-12 Exploring the Intersection of Hip Hop and Social Justice (CP)**

This class explores Hip Hop's roots, tracing its history from the Bronx in the late 1970's, to Jazz, the Blues, and the African American Spiritual, while examining it as an outlet for self-expression and a voice for social justice. Students will also learn the foundations of music theory, composition, and music production, where they will acquire and apply basic audio editing and engineering skills.

### **9-12 Music and Theater I (CP)**

This course will explore the rich world of Musical Theater. In this one trimester course, students will gain hands-on experience with stage performance and develop an understanding of how Musical Theater evolved. Topics include Principles of Acting, Improvisation, Scenic Design, Vocal Technique (Singing and Speaking), Costuming and Makeup, and the History of Musical Theater.

### **10-12 Music and Theater II (CP)**

This course is designed for students who want to broaden their theater experience. There is a large emphasis on performing. Students will also explore set design/construction, costume design, lighting design, sound design, and other aspects of technical theater. **Prerequisite:** *Successful completion of Music and Theater I.*

### **9-12 Beginning Keyboarding (CP)**

In this class, students with little or no piano experience will learn the basic musical skills involved in playing the piano.

### **9-12 Keyboard II (CP)**

In this class, students with some piano experience will learn the basic musical skills involved in playing the piano. ***Prerequisite: Successful completion of Beginning Keyboard I.***

### **9-12 Beginner Guitar (CP)**

Beginner Guitar is designed for the student wishing to learn how to read basic notation and guitar tablature as well as how to perform basic skills in the guitar.

### **9-12 Learn to Jam (CP)**

This is a class for anyone interested in learning to play an instrument or anyone who has experience playing an instrument but wants to broaden their skills. Guitar/Bass, Drums/Percussion, Piano/Keyboard, and singing will all be explored through performing with others.

### **10-12 Introduction to Film Scoring (CP)**

This course introduces students to the creative process used in linking sound with visual media. Using a variety of compositional techniques, students will explore the dramatic elements of a scene and create soundtracks for video games, commercial 'jingles', and short films.

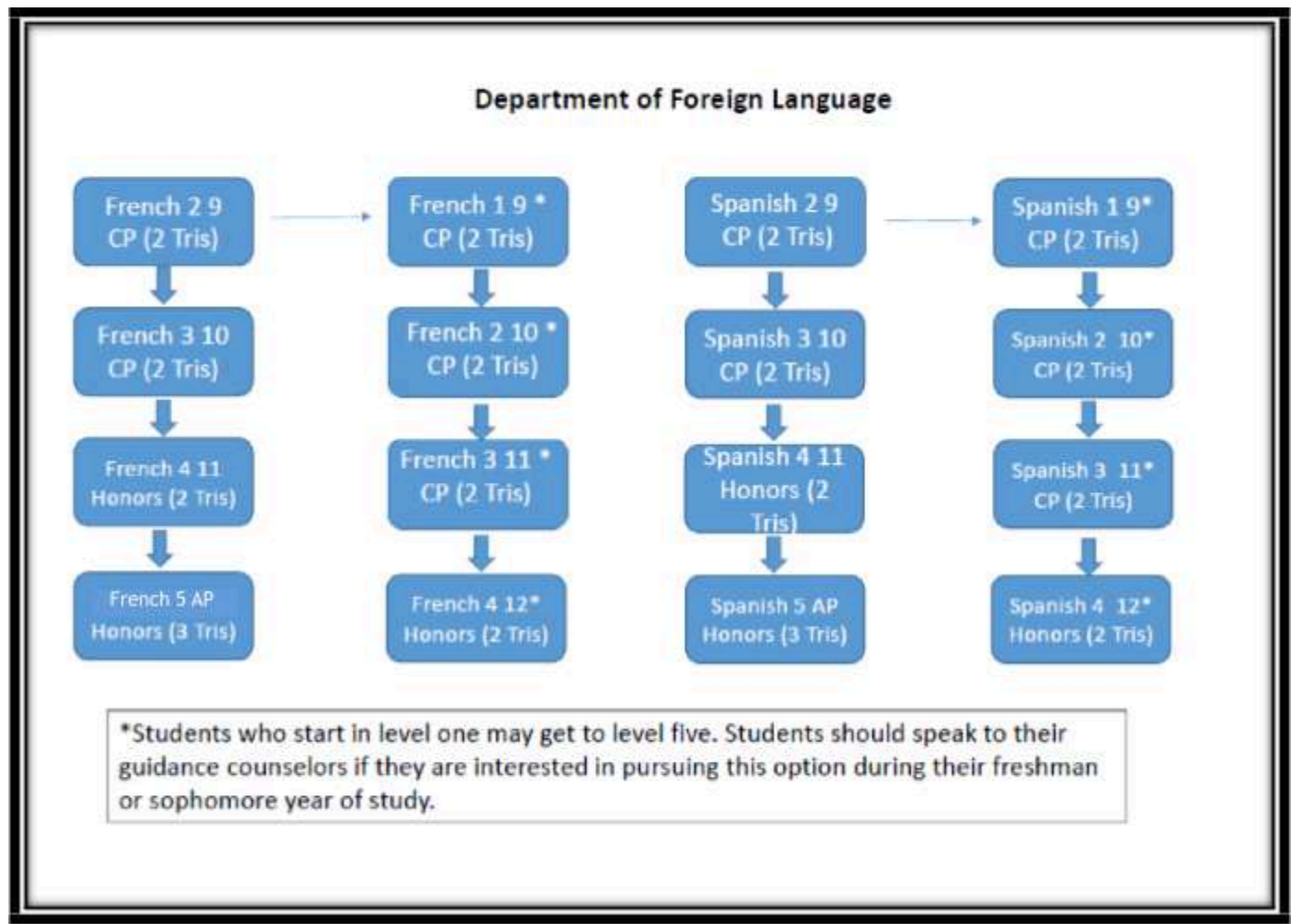
***Prerequisite: Successful completion of Music Theory and Technology or permission of the instructor.***

### **11-12 Music Theory (AP)**

This course enables highly motivated students to do college level work in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight singing ability and knowledge of the rhythm, melody, harmony, for and other compositional devices. The successful students will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the advanced placement music theory exam in May.



# Foreign Language Department



## **9-12 French I (CP)**

French I is a two- trimester course, where students in grades 9 through 12 may begin their study of the French language and cultures. Students will concentrate on speaking in the target language, studying vocabulary and grammatical structures, and learning about the cultures and traditions of the many francophone countries in the world.

## **9-12 French II (CP)**

French II is a two-trimester course, where students in grades 9 through 12 may continue their study of the French language and cultures. Students electing this course must have successfully completed French I. They will concentrate on speaking in the target language and be introduced to slightly more advanced expressions and grammatical structures. In addition to studying

vocabulary and grammatical expressions, students will also continue to explore and research the culture and traditions of the francophone world. ***Prerequisite: Successful completion of French I.***

### **10-12 French III (CP)**

French III is a two-trimester course, where students in grades 10 through 12 may continue their study of the French language. Students electing this course must have successfully completed French II. Since the goal of all foreign language students in today's world is to learn to speak the language at a proficient level of fluency, as well as read and write it, it is recommended that students further their French studies to the highest level possible. In addition to studying vocabulary and grammatical expressions, students will also be exposed to the culture and traditions of the French-speaking world. ***Prerequisite: Successful completion of French II.***

### **11-12 French IV (H)**

French IV is a two-trimester course where students in grades 11 and 12 may continue their study of the French language. Students electing this course must have successfully completed French III and have an adequate command of the basics of the French language. They will now be introduced to more advanced expressions and more complex structures. Students will be expected to demonstrate fluency in French language through classroom discussions, oral reports and summaries, and directed compositions. In order to provide students with an introduction to French literature, selected literary works will be read and discussed in the target language. Vocabulary and grammatical structures will be reinforced through the readings. In addition to the above books, selected readings from the text will be discussed. The text that is used in French IV is the same text used in French III. ***Prerequisite: Successful completion of French III.***

### **12 French V (AP)**

French V is a three-trimester or full year honors course that continues the study of the French language and culture. This course is conducted in French and students will be expected to demonstrate mastery of the common rules of grammar, verb formation, and usage. Students will be expected to demonstrate improved fluency in the French language through classroom discussions, oral presentations, and essays. ***Prerequisite: Successful completion of French IV.***

### **9-12 Spanish I (CP)**

Spanish I is a two-trimester course, where students in grades 9 through 12 may begin their study of the Spanish language and cultures. Students will concentrate on speaking in the target language, studying vocabulary and grammatical structures, and learning about the cultures and traditions of the many Spanish-speaking countries in the world.

### **9-12 Spanish II (CP)**

Spanish II is a two-trimester course, where students in grades 9 through 12 may continue their study of the Spanish language and cultures. Students electing this course must have successfully completed Spanish I. They will concentrate on speaking in the target language and be introduced to slightly more advanced expressions and grammatical structures. In addition to studying vocabulary and grammatical expressions, students will also continue to explore and

research the culture and traditions of the Spanish-speaking world. **Prerequisite: Successful completion of Spanish I.**

### **10-12 Spanish III (CP)**

Spanish III is a two-trimester course, where students in grades 10 through 12 may continue their study of the Spanish language. Students electing this course must have successfully completed Spanish II. Since the goal of all foreign language students in today's world is to learn to speak the language at a proficient level of fluency, as well as read it and write it, it is recommended that students further their Spanish studies to the highest level possible. In addition to studying vocabulary and grammatical expressions, students will also be exposed to the culture and traditions of the Spanish-speaking world. **Prerequisite: Successful completion of Spanish II.**

### **11-12 Spanish IV (CP)**

Spanish IV is a two-trimester course, where students in grades 11 and 12 may continue their study of the Spanish language. Students electing this course must have successfully completed Spanish III and have an adequate command of the basics of the Spanish language. They will now be introduced to more advanced expressions and more complex structures. Students will be expected to demonstrate fluency in the Spanish language through classroom discussions, oral reports and summaries, and directed compositions. Vocabulary and grammatical structures will be reinforced through the readings. **Prerequisite: Successful completion of Spanish III.**

### **11-12 Conversation Through Culture (CP)**

The purpose of this one-trimester course is to improve or hone conversational skills in the target language through culture. The course will be based on daily experiences. The language laboratory will also play an integral role in refining the students' pronunciation, communicative proficiency and cultural knowledge. **Prerequisite: Open to students enrolled in Spanish IV or V.**

### **12 Spanish V (AP)**

Spanish V is a three-trimester or full year honors course that continues the study of the Spanish language and culture. This course is conducted in Spanish and students will be expected to demonstrate mastery of the common rules of grammar, verb formation, and usage. Students will be expected to demonstrate improved fluency in the Spanish language through classroom discussions, oral presentations, and essays. **Prerequisite: Successful completion of Spanish IV.**

## **Massachusetts Seal of Biliteracy Program**

The Massachusetts Seal of Biliteracy program recognizes high school graduates who attain proficiency in two or more languages by high school graduation. The Massachusetts Seal of Biliteracy, adopted from the state, takes the form of a seal that appears on the transcript and diploma of the graduating senior. This recognition may be presented to colleges and future

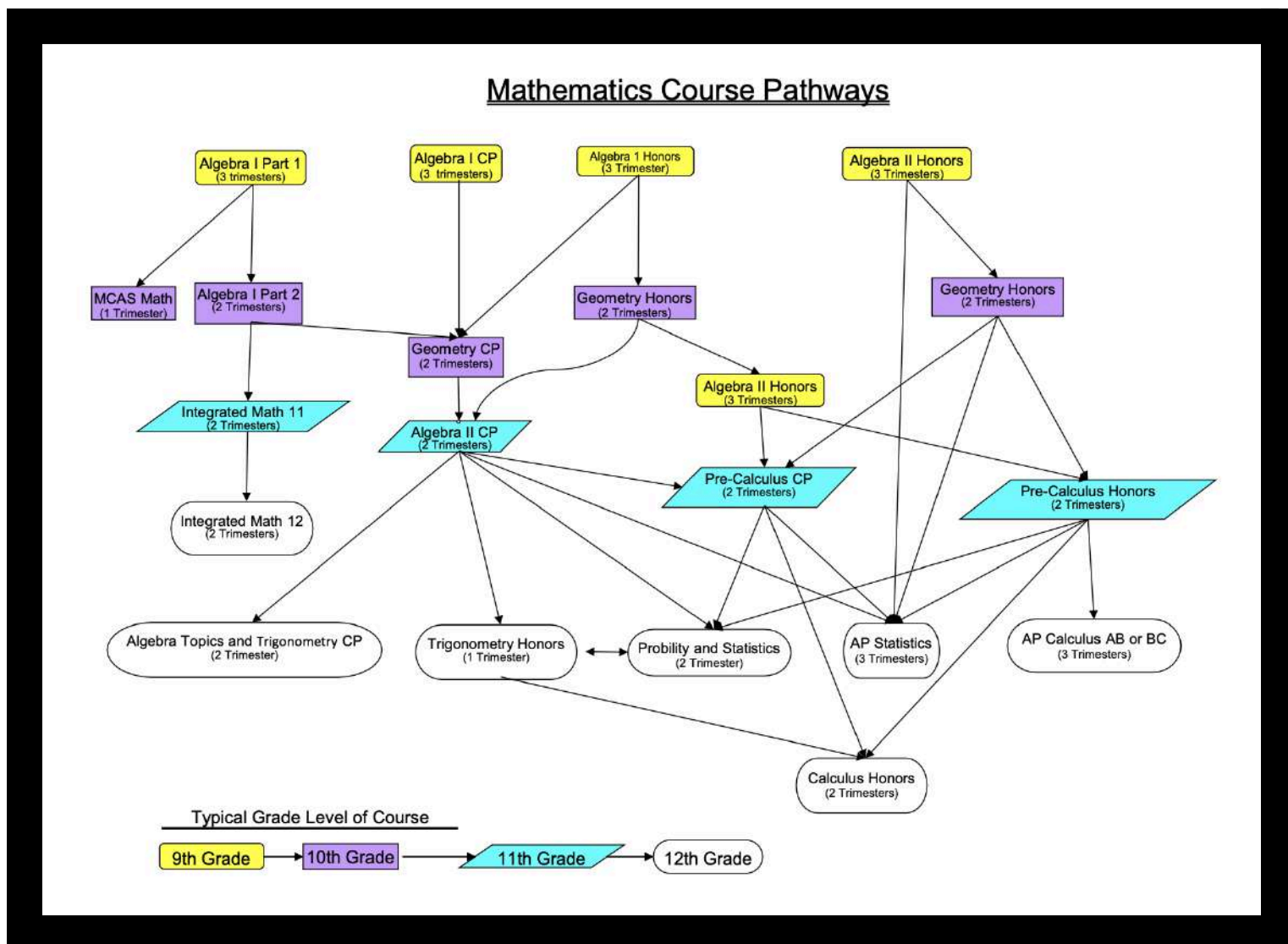
employers.

Requirements to earn the Seal of Biliteracy include the following:

- Students must be in acceptable academic standing for graduation with their class.
- Students must achieve a Proficient or Advanced Score on the ELA MCAS. ACCESS scores may be used to satisfy the English Language criteria for English Learners if students fulfill the requirements of an Educational Proficiency Plan (see graduation requirements listed in opening of Program of Studies). These students must demonstrate English proficiency on ACCESS with an overall score of at least level 4.2 and a composite literacy score of at least level 3.9.
- Students must achieve a 4 or 5 on an AP Language exam or intermediate high on the state's approved language proficiency exam or portfolio if the language exam is not available.

For more information please visit: <http://www.doe.mass.edu/scholarships/biliteracy/faq.html>

# Mathematics Department



*\*All members of the Class of 2025 will take three trimesters of math in 9<sup>th</sup> grade*

## 9 Algebra I, Part I (CP)

Algebra I Part I is a three-trimester course that covers the first half of an Algebra I course. After successful completion of this class, the student will take Algebra I Part II the following year, which will complete the second half of an Algebra I course. The content of this course includes fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will learn to solve and graph linear equations, inequalities, absolute value functions, and systems of linear equations. They will explore real-life applications of these concepts. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with and held responsible for the use of this technology.

## **9 Algebra I, Part II (CP)**

This is a two-trimester course that covers the second half of an Algebra I course with the addition of a review unit that covers the units from the Algebra I Part I course. The student in this course should have successfully completed the Algebra I, Part I course which covered the first half of an Algebra I course. The contents of this course include fundamental algebraic principles that are found in most standardized testing, including the mathematics section of the Scholastic Aptitude test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will extend their knowledge from the Part I course to include exponential functions, quadratic equations, polynomial, rational, and radical expressions and equations. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with and held responsible for the use of this technology. These calculators allow the student to make connections between real world data, graphs, and the algebraic equation.

## **9 Algebra I (CP)**

Algebra I is a three-trimester course required for entrance into a four-year college. Its contents include fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude Test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will learn to solve and graph linear equations, inequalities, absolute value functions, and systems of linear equations. They will work with exponential, quadratic, polynomial, rational, and radical expressions and equations. Real-life applications will be used throughout the course to reinforce concepts. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with and held responsible for the use of this technology.

## **9 Honors Algebra I (H)**

This is a three-trimester, freshman course, for the advanced math student. Its contents include fundamental mathematical principles, which are found in most standardized testing, including the mathematics sections of MCAS, PSAT, and the SAT. Students will learn to solve and graph linear equations, inequalities, absolute value functions, and systems of equations. They will work with exponential, quadratic, polynomial, rational, and radical expressions and equations. Students will explore topics and applications in greater depth than the Algebra I CP students. Calculator/iPad use will be encouraged where appropriate in the aforementioned topics. Some topics will be enhanced using graphing utilities. These applications allow the student to make connections between real world data, graphs, and the algebraic equation.

## **9 Honors Algebra II (H)**

This is a three-trimester, freshman course, for the advanced math student. It is a requirement for entrance into a four-year college and is essential for the student wishing to take AP Calculus while a senior in high school. The topics covered are an extension of those covered in Algebra I. For that reason, it is expected that students have excelled in Algebra I. The Honors Algebra II students will explore topics and applications in greater depth than Algebra II CP students. In this course,

students will extend their knowledge of Algebra I to include higher order polynomials, exponential and logarithmic equations, and number patterns. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with and held responsible for the use of this technology. These calculators allow the student to make connections between real world data, graphs, and the algebraic equation.

### **10-11 Geometry (CP)**

This is a two/three-trimester course that is one of the requirements for entrance into a four-year college. The student should have successfully completed an Algebra I course or both Algebra I, Part I and Algebra Part II. Its content includes fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude Test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will explore geometric properties and reasoning for polygons, triangles, circles, and spheres. They will apply properties of perimeter, area, and volume as they relate to plane and solid geometric figures. Use of construction will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of the graphing calculators and geometry software.

### **10 Honors Geometry (H)**

This is a two-trimester course that is one of the requirements for entrance into a four-year college. The student should have successfully completed an Honors Algebra II course. Its contents include fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude Test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will explore geometric properties and reasoning for polygons, triangles, circles, and spheres. They will apply properties of perimeter, area, and volume as they relate to plane and solid geometric figures. Additionally, students will learn formal proofs as related to triangles, polygons, and solid figures. Use of construction will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of the graphing calculators. The Honors Geometry course will cover units of study in greater depth and with more exposure to proofs.

### **11 Integrated Math I (CP)**

This is a two-trimester course that is offered to juniors. The content of this course includes topics from geometry, algebra, and statistics. Geometry topics include angle and triangle applications, similar figures, extending perimeter, circumference, and area, and spatial reasoning. The algebra topics include linear equations, graphing, systems, and inequalities. Students should be prepared to improve their real-world problem solving skills, as well as enhance their mathematical reasoning. The TI graphing calculator will be an essential part of the technology presented in this class. Students will be provided with and held responsible for the use of this technology. The technology provides the opportunity to conceptualize and apply higher-level mathematical topics.

### **11-12 Algebra II with Applications (CP)**

This is a two-trimester course that is one of the requirements for entrance into a four-year college. The contents of this course are the same as Algebra II CP, but students will delve deeper into

topics with more applications. Please refer to the Algebra II description for topics covered.

### **11 Algebra II (CP)**

This is a two-trimester course that is one of the requirements for entrance into a four-year college. Its contents include fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude Test (SAT). The student must have passed Algebra I, or both Algebra I Part I and Part II, and Geometry in order to take this course. In this course, students will extend their knowledge of Algebra I to include higher order polynomials, exponential and logarithmic equations, and number patterns. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with, and held responsible for the use of this technology. These calculators allow students to make connections between real world data, graphs and the algebraic equation.

### **11-12 Precalculus (CP)**

This is a two-trimester junior course for the advanced math student. The student should have successfully completed Algebra II and Geometry (at the honors level for Precalculus H). Students will interpret data, learn and use trigonometric functions, graph and interpret advanced functions, and understand the underpinnings of Calculus. Graphing Calculator use will be essential (purchase of a Texas Instruments graphing calculator required at the honors level). Many topics will be enhanced through the use of this technology. This course is a prerequisite for the Honors Calculus or AP Calculus courses based on teacher recommendation.

### **11-12 Precalculus (H)**

This is a two-trimester junior course for the advanced math student. The student should have successfully completed Algebra II and Geometry at the honors level or have a recommendation from the current teacher. This course is a prerequisite for the student for the AP Calculus course. The purchase of a Texas Instruments graphing calculator is a requirement for this course. Students will interpret data, learn and use trigonometric functions, graph and interpret advanced functions and understand the underpinnings of Calculus. Graphing calculator use will be essential. Many topics will be enhanced through the use of this technology. The student will be held responsible for the use of this technology, which is required on the AP Calculus test.

### **10-12 Statistics (AP)**

AP Statistics is a three trimester course in mathematics that is comparable to a college statistics course. The curriculum reflects the national program developed by secondary schools, colleges, and the College Board to prepare for the AP Statistics exam given in May. All students enrolled in the course are required to take the May exam. Through the standardized test, it is possible for students to receive college credit for Statistics. Successful completion of Algebra II by the student and a teacher recommendation is prerequisites. AP Statistics students will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Graphing calculators are required for this course and will be used regularly to reinforce statistical concepts.



## **12 Integrated Math II (CP)**

This is a two-trimester course that is offered to seniors. This course is intended to accelerate student learning in Algebra where curricula gaps may exist. The content covers content that is found on most college placement tests. Part one covers linear equations and inequalities, graphing, polynomial expressions, and scientific notation. Part two covers factoring, rational expressions, solving rational, quadratic, and literal equations, radicals, and systems. The TI graphing calculator will be an essential part of the technology presented in this class. Students will be provided with and held responsible for the use of this technology. The technology provides the opportunity to conceptualize and apply higher-level mathematical topics.

## **12 Algebra Topics and Trigonometry (CP)**

This is a two-trimester course for seniors who are intending to further their education after high school. The student must have successfully completed Algebra 1, Geometry, and Algebra II. Many college placement tests contain elements of this course. Students will review Algebra II topics including radical, polynomial, exponential, and logarithmic functions. Students will then learn Trigonometry topics including radian and degree measure of angles, the trigonometric functions, their graphs, and applications. A scientific calculator is necessary for this course, though a graphing calculator is recommended. This technology is essential to make connections between real world data, graphs, and equations.

## **10-12 Probability and Statistics A & B (CP)**

This is a two-trimester elective for students who have successfully completed Algebra 1, and Algebra 2. The content of this course includes probability, data analysis and statistics. Students will summarize, analyze, and draw conclusions from real-world data. Graphing calculators will be used extensively during these explorations. During these in class lessons, students will be provided with and held responsible for the use of this technology.

## **12 Trigonometry (H)**

This is a one-trimester course for seniors that meets the four year graduation requirement. The course looks at radian and degree measure of angles, the trigonometric functions, their graphs, and applications. A scientific calculator is necessary for this course, though a graphing calculator is recommended. This technology is essential to make connections between real world data, graphs, and algebraic equations.

## **12 Honors Calculus (H)**

This is a two-trimester course for seniors. The student must have successfully completed the Trigonometry or the Pre-calculus course. The course examines limits, derivatives of functions, applications of derivatives, integration, applications of integration, and will include derivatives and integrals of transcendental functions. Many colleges require even non-math/science people to take a Calculus course their freshman year. This course gives a good foundation for that college class. Calculators are used throughout the class to reinforce topics. Although not required, graphing calculators are of great assistance to the students. This technology allows connections to be made between real world data, graphs, and equations.

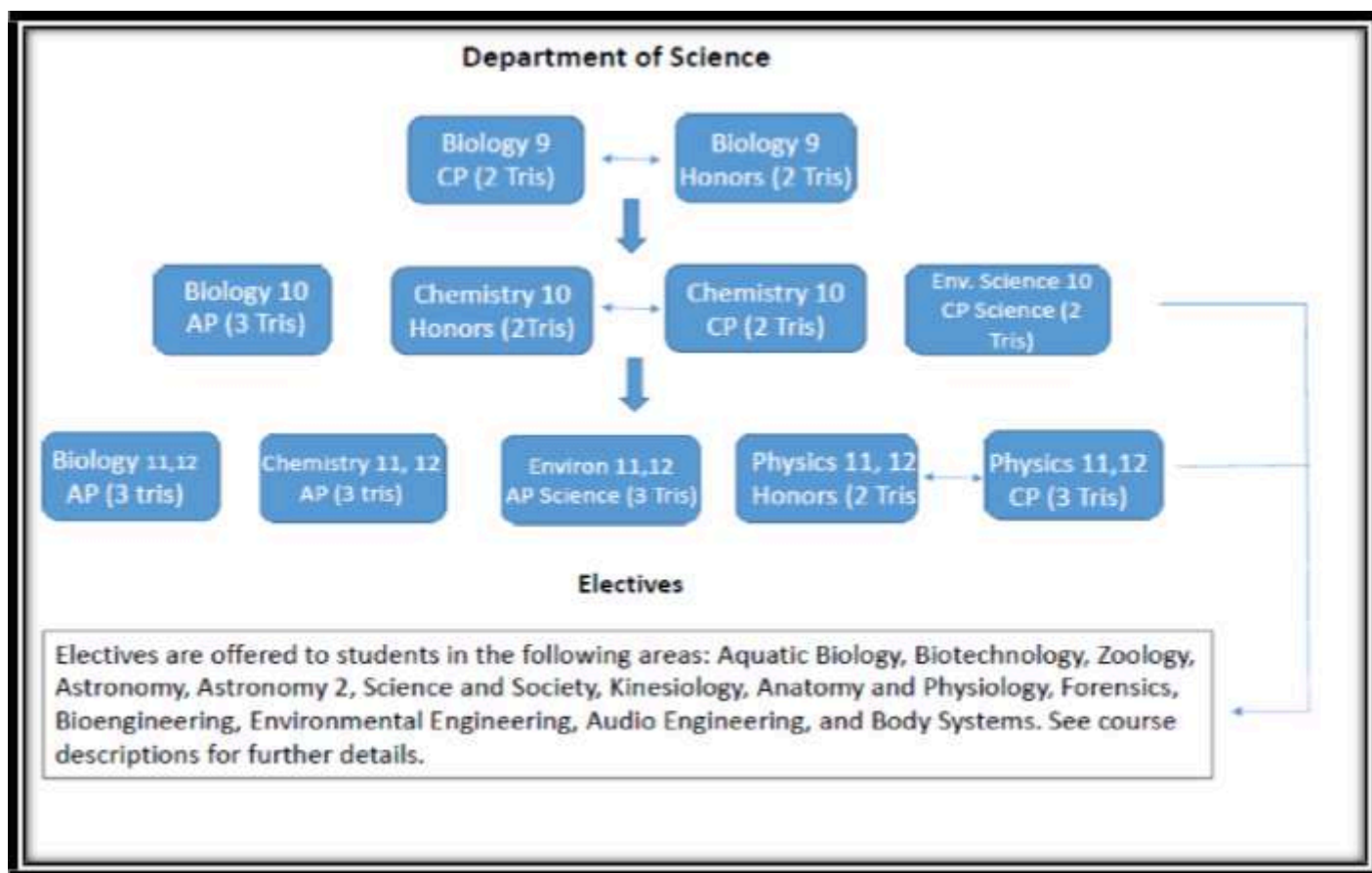
## **12 Calculus AB (AP)**

AP Calculus is a three-trimester course in mathematics that is comparable to a calculus course in colleges. The curriculum reflects the national program developed by secondary schools, colleges, and the College Board to prepare students for the AP Calculus AB exam given in May. All students enrolled in the course are required to take the May exam. Through the standardized test, it is possible for students to receive college credit for Calculus I. Successful completion of Pre-calculus by the student and a teacher recommendation are prerequisites. AP Calculus students will learn evaluation of limits, derivatives, applications of derivatives, integration, applications of integration, and will include derivatives and integrals of transcendental functions. Graphing calculators are required for this course and will be used regularly to reinforce the relationships among the multiple representations of functions. ***Prerequisites: Successful completion of Pre-calculus by the student and a teacher recommendation***

## **12 Calculus BC (AP)**

AP Calculus BC is a three-trimester course in mathematics that is comparable to a calculus course in colleges. The curriculum reflects the national program developed by secondary schools, colleges, and the College Board to prepare students for the AP Calculus BC exam given in May. All students enrolled in the course are required to take the May exam. Through the standardized test, it is possible for students to receive college credit for Calculus I. AP Calculus BC students will learn all the topics covered in the Calculus AB course, with additional topics including parametric, polar, and vector functions and series. Graphing calculators are required for this course and will be used regularly to reinforce the relationships among the multiple representations of functions. ***Prerequisites: Successful completion of Pre-calculus by the student and a teacher recommendation***

# Science Department



## 9 Biology (H)

This two-trimester laboratory course is designed for 9<sup>th</sup> grade students who have shown an interest and aptitude for this subject by achieving a minimum of a B+ average in previous science and math courses. Freshmen wishing to enroll in this course must take a competitive entrance test and obtain a recommendation from their present science and math teachers as well as their guidance counselor. The laboratory component of the course is designed to give each student hands-on experience to better understand the characteristics and mechanisms of the biological concepts discussed in class. Each student will be expected to keep an organized notebook of all class work and laboratory experiences. Class participation both orally and written is a must. All students are expected to complete an independent research project. In addition, this course explores concepts in more depth and encompasses a larger scope of material than other Biology sections. Students are expected to work more independently and to complete course related outside readings. This may include 1 or 2 books (with assignments). Upon completion of Honors Biology, students should have the skills and knowledge necessary to progress to Honors Chemistry, Physics and AP Science courses.

## **9 Biology (CP)**

This two-trimester laboratory course is designed to cover the interactions among living organisms and their environments. This course builds upon some basic ideas addressed in earlier science courses. It is intended to cover material in greater detail with an emphasis on biological processes. The laboratory component of the course is designed to give each student hands-on experience to better understand the characteristics and mechanisms of the biological concepts discussed in class. Each student will be expected to keep an organized notebook of all class work and laboratory experiences. Class participation both orally and written is a must.

## **9-10 MCAS Biology (CP)**

This three-trimester course covers the same curriculum as Biology CP and Honors and provides MCAS preparation for students who have been identified as needing extra help in preparing for successful completion of the MCAS Biology exam in June. The course is equivalent to 2 trimesters of Biology for graduation.

## **Electives:**

### **10-12 Aquatic Biology (CP)**

This one-trimester course covers the study of ecology and behavior of plants, animals, and microbes living in marine, brackish, and freshwater (lakes, ponds, rivers, creeks, and wetlands) ecosystems. This course will address these topics through discussions of readings and articles relating to current events, viewing of videos and documentaries, laboratory investigations, research projects and presentations. ***Prerequisite: Successful completion of biology***

### **11-12 Biology (AP)**

AP Biology is an academically, rigorous, three-trimester, college-level course designed to be the equivalent of a college level Biology I and II course. This course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. The course follows the guidelines set forth by the College Board and due to the depth, breadth, and speed in which topics are covered, the student should be well-motivated and prepared to work hard in and out of the classroom. The key concepts and related content that define the revised AP Biology course and exam are organized around a few underlying principles called the four Big Ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems. It is required that every student takes the College Board AP Biology Examination given in May of each year.

### **11- 12 Chemistry (AP)**

This course is designed to give students the opportunity to learn upper level chemistry. Students will gain laboratory skills and a laboratory notebook will be kept with detailed information from experiments. Students will learn concepts that build and expand upon their knowledge from their first year of Chemistry, but also learn new more advanced concepts that would typically

be covered in a first-year college chemistry course. Topics include atomic structure, intermolecular forces and bonding, chemical reactions, solutions, kinetics, thermochemistry and thermodynamics, equilibrium, and acid-base chemistry.

### **10-11 Chemistry (H)**

Honors Chemistry is a two-trimester course open to sophomores and juniors, who have demonstrated strong science ability. Recommendations for Honors Chemistry will be given to Biology students who have obtained a B or better average and have shown the skills and work ethic necessary to succeed in an honors level course. Honors Chemistry provides an understanding of the composition of matter and the changes it undergoes. Applications of concepts are explored in the laboratory component of the course. The Honors Chemistry course explores concepts in more depth and encompasses a larger scope of material than the college Chemistry course. Upon completion of Honors Chemistry, students should have the skills and knowledge necessary to progress to Advanced Placement Chemistry. Students are expected to reinforce and explore concepts learned in the laboratory exercises. The students will become familiar with and be able to use the laboratory equipment. The variety of labs performed will give students opportunities to use original and creative thought to solve problems and to express results and conclusions in well-organized written lab reports.

### **10-11 Chemistry (CP)**

Chemistry is a two-trimester course open to sophomores and juniors, who have demonstrated strong science ability and who have successfully completed Algebra I. Chemistry provides an understanding of the composition of matter and the changes it undergoes. Applications of concepts are explored in the weekly laboratory component of the course. Students are expected to reinforce and explore concepts learned in the laboratory component of the course. The students will become familiar with and be able to use the laboratory equipment. The variety of labs performed will give students opportunities to use original and creative thought to solve problems and to express results and conclusions in well-organized written lab reports. ***Prerequisite: Successful completion of Algebra I.***

### **10-11 Zoology (CP)**

This one-trimester course covers the study of major taxa of the animal kingdom and introduces animal anatomy, physiology, ecology and evolution. We will learn to describe the diversity of animal life and the fascinating adaptations that enable animals to inhabit nearly all conceivable ecological niches. Lab work involves dissection of selected, representative specimens. Basic techniques in the use of the microscope and dissection will be taught. ***Prerequisite: Successful completion of biology.***

### **11-12 Anatomy and Physiology I (CP, H)**

This advanced level two-trimester laboratory science course is designed to cover the same material, in scope and depth that would be covered in a College Anatomy/Physiology I course. It is a rigorous course of study that challenges a student who is interested in pursuing a career in

medical, athletic or art studies. Success in this course requires that a student be willing to prepare well for class by reading all materials assigned, devote the necessary time for memorization of anatomical terms and complete an anatomical study of a fetal pig. All students are expected to do all reading assignments, keep a classroom notebook and a lab notebook. They are expected to complete all assigned case histories and term projects.

### **12 Anatomy and Physiology II (H)**

This advanced one-trimester course is a continuation of Anatomy and Physiology I. The course will re-enforce the concepts of homeostasis and the complementary nature of structure and function. The systems to be covered are the nervous, respiratory, digestive, urinary, circulatory, and reproductive/endocrine.

### **11-12 Environmental Science (AP)**

AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Considerable emphasis is placed on field investigations as well as on laboratory study. Students will practice techniques for ecosystem monitoring both in the local environment and in a more pristine watershed. Students will take the AP Environmental Science Examination upon completion of the course. The study of Environmental Science focuses on three main areas; conservation and protection of natural resources, environmental education and communication, and environmental research.

### **11-12 Physics (H)**

Physics is a two-trimester lab science covering kinematics and dynamics of a particle, work, energy, momentum, harmonic motion, gravitation and circular orbits; Wave motion, interference, standing waves, the Doppler Effect; Electric charge, Coulomb's law, electric field and potential, current, resistance, DC circuits; Magnetic force, electromagnetic induction. Homework is required, as well as two lab reports per term and selected research projects. This course meets the university lab science entrance requirements and is critical for any student who is intending to enter any field in math, science or engineering. Upon completion of the course, students will show a high-level understanding of physical concepts through written and oral responses and use mathematical equations to solve physical problems. A college preparatory course in physics is differentiated from a regular course in physics by the breadth and complexity of material covered during the course. **Prerequisite: Not required, but students would benefit by taking trigonometry or Pre-calculus before enrolling in this course.**

### **11-12 Physics (CP)**

Physics is a two-trimester course that does not emphasize mathematics as much as the other physics classes. Math is used as a tool but is not the focus of the class. Topics covered include motion, forces, energy, heat, sound, light, electricity, magnetism, and the structure of matter and the universe. This course includes laboratory activities equal in difficulty and frequency to those of the typical Regents Physics class.

### **11-12 AP Physics I (Algebra Based)**

AP Physics is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

### **12 AP Physics II**

AP Physics II explores the principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. ***Prerequisite: Successful completion of Honors or AP Physics I.***

### **11-12 Forensics (CP)**

This one-trimester course uses case histories and crime scenes to challenge students to develop critical thinking and problem-solving skills. They will use these skills to apply previously learned biological and chemical knowledge to new situations. ***Prerequisite: Successful completion of both biology and chemistry***

### **11-12 Science and Society I/II (CP)**

These two one-trimester, Junior-Senior electives are designed for those students who are not pursuing a college program in the sciences or in allied health areas. There are no specific prerequisites for these courses. Each course will cover several topics (some controversial) where science and society interact, and life decisions will have to be made. Each class will create a forum where students learn information gathering, methods of decision-making, and techniques of expressing their decisions. Throughout each course students will read the newspaper, watch news/news programs, read a book, watch movies, prepare reports and seminars, design pamphlets and fact sheets, read and analyze case studies, and debate. ***Students may take Science and Society II prior to Science and Society I.***

### **11-12 Biotechnology (CP)**

Open to students who have passed biology and chemistry, this course introduces students to the latest research techniques used in the development and commercialization of biological knowledge. Students will learn how to use research lab equipment such as micropipettes,

serological pipettes, gel electrophoresis, etcetera. Students will learn how to do DNA fingerprinting, work in a sterile environment, grow and manipulate bacterial cells, and several other assay techniques.

### **11-12 Bioengineering (CP)**

Through hands-on, project-oriented curriculum that emphasizes the Engineering Design Process, students will solve biological problems based on a series of projects. Some of the projects include topics such as biomimicry, 3D printing, hydroponics, designing prosthetics, designing a game for the blind, and learning to build a Google site where all evidence of work is maintained. Students will be expected to research independently, have excellent collaborative abilities and great relations in an interpersonal working environment. Students must have taken biology and should have interest in a career in science, engineering and/or math. A passing grade in biology and basic computer and Google doc skills are helpful.

### **11-12 Environmental Science (CP)**

Environmental Science is a full year five credit multidisciplinary course that draws from all the sciences, as well as other fields, to help students better understand the relationship between humans and the world in which we live. Environmental Science is considered an applied science. It applies the principles of sciences such as chemistry, biology, astronomy, physics, hydrology, atmospheric sciences and geology. The study of Environmental Science focuses on three main areas; conservation and protection of natural resources, environmental education and communication, and environmental research. This is a laboratory and field-based science class.

### **11-12 Environmental Engineering (CP)**

A STEM-based course primarily for juniors and seniors, this course will focus on various environmental design techniques and practices such as solar, geothermal, and wind. A cumulative project will be designing a solution to a particular environmental challenge with techniques studied throughout the course. Other topics include environmentally friendly building materials, energy-saving electronics, and passive solar devices. Various laboratory studies will be performed throughout the course and a Digital Portfolio will be maintained.

***Prerequisites: Successful completion of Intro to Wood Tech, Intro to CAD and/or Architectural Design.***

### **9-12 Astronomy I (CP)**

This one-trimester course will give students an introduction to the basic tools and terms of astronomy. Topics that will be covered in the course include: the phases of the moon; the planets of our solar system and their moons; formation and destruction of stars and galaxies; comets, meteors and asteroids; basic navigation of the night sky. All students are encouraged to attend at least one night class where objects studied in class will be viewed.



### **11-12 Astronomy 2 (CP)**

This course expands upon concepts learned in Astronomy 1. Students will engage in discussion and activities on cosmology, imaging across the electromagnetic spectrum, the physics of stars and black holes, the formation of celestial objects, and the physics of space travel. Students will be required to demonstrate their understanding using well written scientific language as well as mathematical models. ***Prerequisite: Successful completion of Astronomy I***

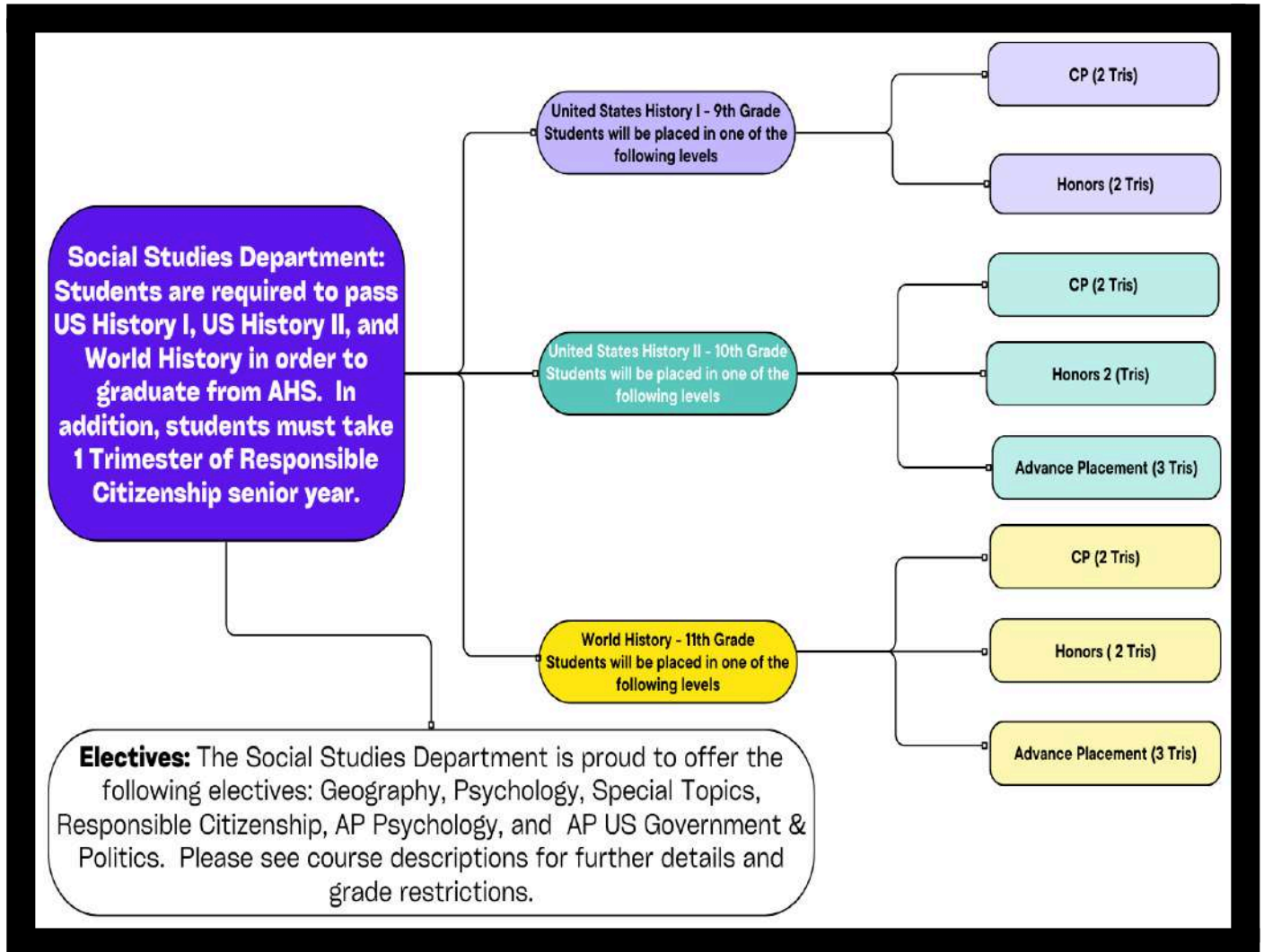
### **9-12 Sports Science/Kinesiology (CP)**

This course will examine the basics of human anatomy and the physiology of movement, biomechanics and motor control, fitness and health, and psychosocial aspects of sports and athletic events. This course will address these topics using many mediums including the reading and discussion of current articles, viewing videos and documentaries on sports science related topics, laboratory workshops when applicable, research projects, and presentations from local guest speakers that are involved in the kinesiology/sports science profession. ***Prerequisite: Successful completion of Bio A & B***

### **11-12 Fundamentals of Audio and Music Engineering (CP)**

This one trimester course will explore the basics of audio design for live sound and recording through the fundamentals of acoustics and the art of listening. Principles of audio-processing such as editing, signal processing, EQ, compression, reverb, and mastering will be explored through the use of a DAW. (Digital Audio Workstation). Students will explore basic microphone techniques and learn how to set up a variety of live and studio environments.

# Social Studies Department



## 9 United States History I (CP, H)

This course is a two-trimester course that surveys the major developments in the country's history from the development of colonial America Revolutionary era through the Progressive Era. Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students will study the basic framework of American democracy and the basic concepts of American government, such as popular sovereignty, federalism, establishment of political parties and economic and social change. Students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War and the consequences of the Civil War through Reconstruction. Students will examine the development of major industries and wealth during the Gilded Age and their contribution to America's rise to becoming a world power, as well as the cause and effect of the Progressive Era. Students will

read primary source documents as ways to improve their understanding of history, to perform authentic research and to complete research papers and other assignments.

### **10 United States History II (CP, H)**

Starting from the ascent of the United States as a world power in the Spanish-American War, through the events of the early 2000s, students examine in two-trimesters the major changes that the United States will experience in the 20<sup>th</sup> century. Topics of study will include Imperialism, World War I, Roaring Twenties, the Great Depression, New Deal, World War II, Cold War, America in the 1950s, the Turbulent 60's, The Modern Civil Rights movement, the Vietnam War, Watergate, Reagan Revolution, the nifty 90s, and the Bridge to the 21<sup>st</sup> Century.

### **10 United States History (AP)**

This course is a three-trimester course. Using college textbooks and primary source materials, students study the history of the United States from 1900 to the present, continuing where the first part of the course ended in sophomore year. In addition, students consider changing interpretations of historical periods. Students in this course are required to take the Advanced Placement examination in May. The complete two part program in AP United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history from 1492 to the present. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. A student who successfully passes this examination may be given credit or be released from a required course by the college of their choice.

### **11 World History II (CP, H)**

In this two-trimester course students study the rise of the nation state in Europe, the Enlightenment and French Revolution and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> – century political reform in Western Europe and imperialism in Africa, Asia and South America. They will examine the causes and consequences of the great military and economic events of the past century, including World War I, the rise of fascism, World War II, the Cold War and the Russian and Chinese revolutions.

### **11 World History (AP)**

Using college textbooks and primary source materials, students study the history of the world from 8000 B.C.E. to the present over the course of three-trimesters. Students in this course are expected to take the AP examination in May. A student who successfully passes this examination may be given college credit or be released from a required course by the college of their choice. AP World History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and events throughout World History. By looking at history through the overarching themes of Community and Control, they will explore the past while finding its relevance to the present. The emphasis will always be on

the “big picture,” using a global perspective to look at the ways in which people and societies have been connected through time. The program prepares students for intermediate and advanced college courses by making demands equivalent to those made by full-year introductory college courses.

## **Electives:**

### **9-12 Geography (CP)**

The purpose of this one-trimester course is to help develop and foster geographical skills that will enable students to better understand how the world around them works, where places are, and why different cultures are unique given their location on Earth. Students will examine the world using the five themes of geography: place, location, region, movement, and human-environment interaction. Students will be able to examine, compare and contrast the physical, political, economic, social, and cultural aspects of various regions throughout the world. Students will be able to label a map of the world, including the 7 continents (North America, South America, Africa, Europe, Asia, Australia, and Antarctica), including specific countries, major cities, landforms, and bodies of water within and around each continent. Students will build upon previous research skills in order to complete a mandatory research project based upon Europe, as well as projects on the United States, Canada, Latin America, Africa, Asia and Australia.

### **10-12 Introduction to Psychology (CP)**

This one-trimester course surveys the major theories and key figures in the development of modern Psychology and Sociology. The most prominent figures such as Freud, Horne, Piaget, Kohlberg, Maslow, Sarte, Adler, Kubler-Ross, Gardner, Jung and others will be explored as well as the early theorists who established the foundation of the Behavioral Science such as Plato, Socrates, Aristotle, Hippocrates, Confucius, and other eastern theories. Finally students will learn the impact of Psychology in the fields of education, criminal justice, medicine, business and more. The students will work in depth with primary source documents as well as technology and media as ways to increase their understanding and demonstrate their comprehension of the subject matter.

### **11-12 Special Topics in History: Ancient Mythology and Culture (CP)**

Available to Juniors and Seniors, the course “Ancient Mythology and Culture” is a project based elective that looks at the belief systems of ancient societies. Students will take a closer look at civilizations found in Greece, Egypt, China, and Africa via examining: belief systems, different ancient explanations for the creation of the universe, ancient burial rituals, and much more. While studying the impacts of these mythos on the culture itself, students will learn through stories, art, architecture, and many primary and secondary sources.

## **11-12 Psychology (AP)**

Throughout this three trimester course, students will explore the theories and principles that are the foundation for modern psychology. AP Psychology will encourage students to work independently and in groups to prepare for the AP Psychology exam through understanding the history of psychology, theories of personality, ethics in psychology research, intelligence, behavior and eugenics. Topics to be discussed and researched include research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory, motivation, developmental psychology, personality, social psychology, and abnormal psychology. Students will perform their own research, participate in demonstrations of research methods, and evaluate published studies and authors methodologies. The program prepares students for intermediate and advanced college courses by making demands equivalent to those made by full-year introductory college courses. The course will culminate with the students taking the AP exam in May.

## **12 Responsible Citizenship: “Adulting 101” (CP)**

This one trimester elective is designed to prepare high school seniors for life after graduation. From communication to financial literacy, this course will use hands-on experiences and simulations to help students develop the skills necessary to become active and responsible citizens of the 21st century. Specific topics include understanding credit and debt, student loans, avoiding debt, financing large purchases, creating a budget, saving and investing, effective communication, accountability and self-advocacy, networking and conflict resolution, managing social media and digital footprints, civics, voting, civil discourse, and current events. Whether heading into the workforce, military, or college, this course should better prepare our students to navigate their adult lives. ***Starting with the 2024-2025 school year all Seniors will be required to take one section of Responsible Citizenship and the class will automatically be added to students’ schedules. Individual exemptions will be only made at the discretion of the principal.***

## **12 U.S. Government & Politics (AP)**

The main purpose of this three-trimester course is to foster an understanding of the American political system in order to create educated and informed citizens and to give students an analytical perspective on government and politics in the United States. The core curriculum is a hybrid design, combining both the AP U.S. Government & Politics curriculum (including the use of an AP college level textbook) with the curriculum created by the Center for Civic Education, a nationally established government institution based out of Washington D.C. The course also aligns itself with the curriculum prescribed by the Commonwealth of Massachusetts state Government frameworks. “We The People: The Citizen and the Constitution,” provides students with a unique opportunity to immerse themselves into American politics. Students will develop the skills necessary to be active participants in local, state, and national politics through an enriched analysis of the American political system from its foundation to contemporary times. The program prepares students for intermediate and advanced college courses by making demands equivalent to those made by full-year introductory college courses. The course will

culminate with the students taking the AP exam in May and participating in the We The People state competition in January.

# Special Education

## **Fundamentals of Math**

This course is designed to support the needs of students who benefit from an individualized environment or have foundational gaps in their math knowledge base. This course builds upon students' foundational math skills through continuous practice, ensuring maintenance, while targeting the current MA curriculum standards for Algebra 1. It is structured to meet individual needs of students in terms of pacing, pre-teaching, re-teaching, and repetition of skills.

## **Fundamentals of English Language Arts**

This course is offered simultaneously with Fundamentals of English Language Arts over three trimesters. It is designed for students who are struggling to achieve grade level ELA standards in the inclusion setting. Through direct, small group instruction, students will be able to focus on increasing individual reading comprehension, written language skills, as well as improving proficiency of MA ELA curriculum standards. Teachers use individualized student data from informal and formal assessments in order to target standards in need of improvement.

## **Fundamentals of History**

This course is offered simultaneously with Fundamentals of English Language Arts over three trimesters. This course focuses on broad coverage of Major US and World History events as they relate to the English content as well as covering current events on a weekly basis. Students will use Historical content to improve reading comprehension and writing skills in addition to understanding cause effect relationships in History.

## **Academic Support**

The focus of this course is to provide support for students with their organizational skills, current coursework topics, problem solving, time management and planning, and goal setting. In addition, students will receive assistance with assignments from their academic and nonacademic classes, quiz and test preparation, as well as further development of independent skills in a small group setting.

# Technology & Engineering Department

## **9-12 Technology Literacy (CP)**

This one-trimester course provides students with an understanding of the various types of files available on computers, and the programs that they can use to create and manipulate them. This course also provides students with a deep understanding of Microsoft Office and its various components. Some of the technologies examined include compression, multimedia, productivity software, audio/visual technologies (e.g. receivers, televisions and cabling). **The introduction of IC<sup>3</sup> (Computer Core Certification) and MOUS (Microsoft Office User Specialist) is also covered in this course.**

## **9-12 Hardware and Networking (CP)**

This one-trimester course allows students to focus on the identification of various types of hardware and learning how to build and repair computers. Students will become familiar with terminology (e.g. RAM, ROM, L2 cache, etc.) that will help them become more informed consumers. Students also explore networking concepts, including networking standards, wireless networks, and patch cable construction. Students will learn about LANs and WANs; the Internet will also be discussed. From a software perspective, students will learn how to network computers within their homes so they can share files and printers. Router configuration will also be discussed. **This basic course will cover Compton's requirements for the Comp TIA A+ exam.**

## **9 -12 Computer Science (H)**

This one-trimester course is an introduction to Java programming that provides students with a foundation in programming concepts, building on their experiences in Technology Literacy. Upon successful completion of this course, students will be able to write computer programs in Java, have a firm understanding of data types, program control flow, iteration, objects, classes, arrays, the Software Life- Cycle and basic GUI design. Students will expand on the methods and techniques learned in this course by utilizing advanced concepts and data structures. These concepts will include refinement of GUIs, recursion, linked lists, stacks, queues, hash tables, trees, and heaps. Upon successful completion of the course, students will be well prepared for undergraduate work at the college level.

## **10-12 Introduction to Web Design (CP)**

This two-trimester course introduces students to web design and development (programming) through a hands-on approach. Students will explore such client-side and server-side



technologies as HTML, CSS, JavaScript, and ASP. Students enrolled in this class will be responsible for creating, updating, and maintaining the High School's web site. Server configuration will also be explored. ***Prerequisite: Successful completion of Computer Science I or instructor's permission.***

### **9-12 Graphic Arts and Design I (CP)**

### **10-12 Graphic Arts and Design II (CP)**

This one-trimester course builds on previous knowledge from Graphic Arts and Design I. More advanced techniques in Adobe Photoshop and Adobe Illustrator are introduced, as well as the process of converting digital artwork into physical models with a powerful vector-based laser engraver. Real-life applications in the design world are stressed with more emphasis on choice and independence in learning. Projects include digital animations, advanced photo editing, logo design, and mock design consultations. Students will be using printing, cutting, and binding equipment that will be demonstrated in a safe manner. District level print projects will also be completed.

### **10-12 Graphic Arts and Design III/IV (CP)**

This one-trimester course serves as a capstone to Graphic Arts and Design. Highly advanced techniques in Adobe Photoshop and Adobe Illustrator are learned and practiced, and the trend toward physical models continues with both laser cutting/etching and 3D printing. 3D tools include AutoCad, Blender, and Cura. This course offers the highest amount of choice and independence in learning. Projects include prom/graduation ticket design, student-led class tutorials, and producing a board game from scratch. Students will be using printing, cutting, and binding equipment that will be demonstrated in a safe manner. District level print projects will also be completed.

### **9-12 Robotics I (CP)**

This one-trimester course explores how engineering design is used as a framework to complete robotics-based challenges. Platforms include Vex Robotics and Tello EDU Drones, programmed with RobotC and Python languages respectively. Projects include robot races, a drone delivery simulation, compound-gear propeller launchers, and an introduction to competition robotics.

***Prerequisite: Passing final average in Algebra 1.***

### **10-12 Robotics II (CP)**

This one-trimester course builds on knowledge and experience in Robotics I. More advanced programming, sensing/detecting, and motorization are learned and practiced as class materials move away from manufactured kits toward DIY and customizable robotics. This class

extensively features digital modeling and rapid prototyping through 3D printing and laser etching. Projects include researching, selecting, producing, programming, and customizing open source robotics platforms.

### **9 - 12 Architectural Design (CP)**

This one trimester course is a CAD based drafting program utilizing state of the art AUTOCAD software. Assignments will promote an understanding of construction planning and building practices geared towards residential construction. Students will create a complete set of house plans for a ranch house project that focuses on proper drafting techniques and making construction decisions that meet code requirements. This course will promote career interests in all facets of construction: Architects, Carpenters, Mechanical Trades, Electricians, Engineering, Construction Management, Interior Designers, Landscape Design and CAD Drafting.

### **9-12 Architectural Engineering (CP)**

This one trimester course is a project based environment for students to explore solutions for the world of construction. Design challenges and discussions will focus on structural elements along with promoting sustainability to create building systems for a zero energy home. The eight step engineering design process will guide students develop prototypes to meet the various design challenges. Prototypes will be tested to see how each prototype actually performs. This hands-on course will help students to think critically and demonstrate problems solving skills. Previous experience with Architectural Design is helpful, but not required.

### **11-12 Bioengineering (CP)**

Through a hands-on, project-oriented curriculum that emphasizes the Engineering Design Process, students will solve biological problems based on a series of projects. Some of the projects include topics such as biomimicry, hydroponics, designing prosthetics, etcetera. Students will be expected to be able to research independently, have excellent group work abilities and great relations in a collaborative environment. Students must have taken biology and should have interest in a career in science, engineering and/or math. This course is co-taught with the Science Department.

### **11-12 Environmental Engineering (CP)**

A STEM-based course primarily for juniors and seniors, this course will focus on various environmental design techniques and practices such as solar, geothermal, and wind. A cumulative project will be designing a solution to a particular environmental challenge with techniques studied throughout the course. Other topics include environmentally friendly building materials, energy-saving electronics, and passive solar devices. Co-taught with the Science Department, various laboratory studies will be performed throughout the course and a Digital Portfolio will be maintained. ***Prerequisites: Successful completion of Intro to Wood Tech, Intro to CAD and/or Architectural Design.***

### **9 - 12 Wood Technology I (CP)**

This one-trimester course is an entry level in basic woodworking for students with little or no experience. Students in this course will develop skills to properly and safely operate machinery associated with wood technology. The instructor will assign students projects. Upon completion of the mandatory projects students may select a project that meets the approval of the instructor. Student progress will be monitored as they progress from the basic concept through the completion of the assigned project. Students will need to pass safety exams with 100% accuracy to use machinery in class.

### **10-12 Wood Technology II (CP)**

This one-trimester course is based on the successful completion of the preceding woods course. All concepts learned in the preceding woods course will be explored in more detail. Students are expected to do more intricate projects. Students should progress to the point of doing their own set-ups. ***Prerequisite: Successful completion of Wood Tech I.***

### **10-12 Wood Technology III/IV (CP)**

This one-trimester course is designed for the student who has developed solid woodworking skills in the preceding Wood Technology courses. Students are expected to complete projects for the school community and be completed in conjunction with individual projects to master advanced woodworking techniques.

### **10-12 Introduction to Business (CP)**

This one-trimester course focuses on the fundamentals of business, marketing, and finance. Highlights of the course include topics such as Global Business, Ethical Business Practices, Business Law, Digital Citizenship, Career Exploration, Marketing Basics, and Business Finance, as well as skills associated with successful job acquisition within the study of the modern business environment.

### **9- 12 Television Production I (CP)**

Television Production I is a one-trimester course designed to give students basic instruction and "hands-on" experience in the operation of the various kinds of equipment typically found in a commercial television studio. Students will be directly involved in planning, producing and evaluating programming. Occasionally students will be expected to do some production work after school hours and will be required to work on school related productions as they demonstrate knowledge of equipment operation and theory through classroom participation and homework.

### **9- 12 Television Production II (CP)**

Television Production II is a one-trimester course designed to review, expand and apply the basic operational concepts and production techniques introduced in Television Production I. Students will learn how to use digital cameras and how to edit on Macintosh non-linear

computer systems. In addition, there is a greater emphasis on expanding and improving such areas as directing, switching, and lighting as well as more advanced camera and lighting techniques. ***Prerequisite: Successful completion of TV Production I.***

### **10-12 Television Production III/IV (CP)**

Television Production III/IV is a one-trimester course designed to review, expand, and apply expert operational concepts and production techniques introduced in previous Television Production classes. Students will expand their learning about the professional function of a digital camera and master the editing program Final Cut Pro.

### **10-12 Editing and Broadcast Journalism (CP)**

In this one-trimester class, students will learn to report, produce, and deliver the news for radio, TV, and other broadcast media outlets. In addition, students will learn how to cut and organize footage piece by piece with state-of-the-art editing systems.

### **9-12 Introduction to Radio Broadcasting (CP)**

This one-trimester course focuses on the theory and operations of audio broadcast equipment and the control room. Through lectures and supervised labs, this course explores current radio industry trends and practices. Students in this course will also take part in the planning and producing of original radio programs for broadcast over local radio station 1610 AM, using both the high school and the Auburn community as resources for broadcast material.

### **9-12 Sports Broadcasting and Communication**

It's easy to be a sports fan, but it is far more challenging to chronicle the world of sports using the media tools on which consumers have come to count. This class is designed to teach all aspects of media interaction with sports, from legacy media reporter to web-based blogger, from broadcaster to communication specialist, from social media poster to in-house talent. We will explore sports media as a career, utilizing journalism skills like interviewing, reporting, blogging, working with coaches and athletic directors, staging, and covering press conferences, statistics, etc. We also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it. Remember, we are journalists, so leave your team jerseys at home! This is not a class where you can be passive and do well--your engagement and participation is a key part of your success in the course.

### **9-12 TV Broadcasting**

This course is a professionally-oriented media course. The goal is to provide a real-world experience that highlights Auburn High School and the Auburn Community. Each show will include timely news announcements, feature stories, weather, and sports. News writing techniques and feature story segment development are emphasized. On-the-air experience, including announcing skills, production techniques, interview skills will be accentuated.

Evaluation is based on weekly oral/written assignments, quality of story segments, and attention to process and deadlines.

### **9-12 Digital Photography**

This one-trimester course allows students the opportunity to explore the fundamentals of digital photography. In this course, students will explore the artistic process as they plan, create, and reflect on their work. Students will learn about different styles of photography and practice by taking their own photos with various equipment. Students will utilize editing software such as Adobe Lightroom and Photoshop to enhance their photographs.

### **9-12 Unified Digital Photography**

Unified Digital Photography is a classroom opportunity for students of varying ability levels and backgrounds to come together and explore the fundamentals of digital photography. In this Unified Digital Photography course, students will explore the artistic process, plan, create, and reflect in a group-based setting. We will discuss ways that photographers see the world and then help students compose, shoot, and edit their vision. This course is application only and requires a recommendation from a current physical education teacher.

# Wellness Department

## **Health 9**

Auburn High School's grade nine health curriculum is a one-trimester course that has been aligned with both the updated Massachusetts Comprehensive Health Frameworks and the National Health Education Standards. Focus includes connecting choices and behaviors with all dimensions of wellness, primarily subtopics most significantly influenced during the teen years. Essential topics covered are mental and emotional wellness and self-care, including stress management; substance use, abuse and addiction; healthy vs unhealthy relationships and consent; human sexuality; and media literacy.

## **PE 9 and PE 10**

Over one-trimester students will participate in team and individual sports, Project Adventure/team building activities, lifetime sports and fitness training and assessment. Exposure to these activities will give students the skills and knowledge to create a personal fitness program that they will enjoy and use to keep them physically fit during the course of their lives. Students will learn the skills and safety involved in the activities while also learning their rules and history. Students will be given opportunities for challenge, self-expression, enjoyment, communication and sportsmanship. Continuous feedback will be provided through peer assessment, written quizzes and teacher and student coaching.

## **11-12 Empowering Young Women: Health Issues Facing Contemporary Young Women**

This one-trimester class will offer an in-depth study of health issues affecting young women. The course will focus upon the development and practice of skills necessary to become healthy, independent women. Central issues include women and the media, nutrition, fitness, violence prevention, including self-defense; and relationship building skills. The history of women's health, including effects of the women's movement will be studied.

## **9-12 Child Development**

Students examine the physical, cognitive, and social/emotional development of children from birth to adolescence. Other factors that contribute to childhood growth and development will be studied including parenting readiness, prenatal period, genetics, the family unit, and societal influences on child rearing. Students will also explore and research occupations in the child-care industry.

## **10-12 Unified Wellness**

This one-trimester course provides all students with a unique, inclusive physical education experience. Unified Physical Education brings together a variety of students based on cognitive and physical abilities to improve physical, social, and emotional wellness in an

inclusive co-taught environment. Students will participate in various activities to include fitness, sports, yoga, and other related activities to promote and strengthen the importance of lifelong mental and physical wellness. This course is application only and requires a recommendation from a current physical education teacher.

### **11-12 Outdoor Education**

Students participating in this one trimester course will learn the necessary skills and knowledge to pursue a variety of outdoor recreational activities. A knowledge base that focuses on the physical, social, and emotional benefits of outdoor activities will be developed throughout this course. Activities will include, but are not limited to, target archery, fishing, canoeing, and orienteering. Students will learn through theoretical teaching and practical application

### **11-12 Team Sports**

Students participating in this one-trimester course will successfully demonstrate basic skills of various team sports. The focus of this elective is activity through team sports. The physical, social and emotional benefits of regular participation in team sports will be addressed. Elements of fitness through sport will be taught as well. Students will focus on sportsmanship, citizenship, and leadership throughout the course.

### **11-12 Lifetime Sports**

Students participating in this one-trimester course will focus on improving their skills in activities that lend themselves to lifelong participation. Students will be expected to learn game rules and some game strategies. Lifetime activities may include racquet sports, such as tennis, table tennis, badminton, and pickleball. Backyard games and other low impact sports will also be included as a means to explore lifelong physical activity. Conditioning activities related to improving lifetime sports skills may be included.

### **11-12 Fitness Development**

This is a one trimester course which will focus on cardiovascular health, muscular strength/endurance, and flexibility. Students will leave the course with an awareness of the benefits of participating in each component, and how each specifically affects their lives and bodies. The course will teach students how to create their own personalized exercise plan including aerobic conditioning, weight training, and flexibility. Following the completion of the personal exercise plan students will participate in them each day in class.



# **Section 5:**

## **Alternative Programs**



# Bridge for Resilient Youth in Transition (BRYT) Program

The Bridge for Resilient Youth in Transition, or BRYT, is a program that is offered at Auburn High School that supports students who are transitioning back to school after periods of extended absence. The reasons for absence might include an episode of depression, severe anxiety, concussion, medical illness, or some other acute episode that is temporary but has kept the student from keeping current with their studies.

Under the care of BRYT staff, students are able to return to school and spend their days catching up on schoolwork, discussing items of concern, and assimilating back into school life at a pace comfortable for the student to avoid overwhelming them upon their return to school. The BRYT program at Auburn High School is staffed with teachers and counseling staff in a separate room from the rest of the school. Here, students can continue their recovery, regain their strength and confidence, and ultimately transition back into the general school community.

While students are in BRYT, school staff work in conjunction with all relevant stakeholders in the care of the student. These stakeholders might include parents, caregivers, medical professionals, specialized therapists, or other agency representatives that are pertinent to a particular situation. Families are a part of this process through participating in the intake process, being provided with periodic updates from BRYT staff, and sharing insights regarding their child's progress over an initial period of six weeks. After the six week period, it is the hope of Auburn High School that students are back into the general community and resuming a full course schedule. If this is not possible, discussions are held between parents, the student, BRYT staff, other pertinent parties, and other building based personnel (as needed) in order to determine next steps in a student's care plan.

Auburn High School reviews its students on a biweekly basis to determine who may benefit from BRYT services. Teachers make referrals, a parent may outreach their child's counselor, or information regarding a child in need of assistance may be brought to the attention of school personnel in a different manner. Regardless, BRYT is at Auburn High School to support students. If you are interested in learning more about BRYT and the specific services it offers, please outreach your child's guidance counselor at your convenience.

# Project Enterprise Program

The Enterprise Program is a program of study that supports the school's overall mission statement by supplying students who have experienced difficulty in succeeding in the regular school setting with an alternative education program. The student may or may not be on an Individual Education Plan (IEP) and must demonstrate the ability to conform to the expected norms of a public high school for part or all of the day.

The Enterprise classroom is staffed full-time by a special education teacher, with certified classroom teachers dropping in each period to provide academic instruction and support in the content areas of English, Foreign Language, Math, Science, and Social Studies. In addition, Enterprise students participate in elective courses related to Art, Music, Health and Wellness and Technology.

A school adjustment counselor is also paired with the Enterprise classroom to provide regular counseling and support to students, in addition to co-teaching an Enterprise Support course. As part of Enterprise Support, students work to further develop their skills in areas such as self-regulation, mindfulness, coping strategies, self-reflection, and restorative practices.

Student progress is regularly monitored and discussed by The Enterprise Team and then communicated to families.

## **Placement Criteria Include:**

- The student is experiencing social-emotional and/or behavioral symptoms not due to low cognitive ability, learning disability (although one may exist along with the behavioral problem), teaching style, environmental issues or scheduling problems.
- The student may have demonstrated difficulty with on-task behavior during a given class as a result of their social-emotional and/or behavioral symptoms, which is preventing the student from being successful in the classroom environment.
- The student's behavior due to their social-emotional and/or behavioral symptoms is chronic and pervasive in the school setting and documented attempts to correct and maintain the student in the least restrictive program have been unsuccessful.
- The student requires significantly modified staffing and care to provide regular monitoring of social-emotional and/or behavioral symptoms in both structured and unstructured settings.

- The student may require targeted instruction for the social-emotional and/or behavioral symptoms currently causing the student duress.

**Program Exit Criteria:**

- The student has met targeted social-emotional and/or behavioral goals and demonstrated the ability to maintain appropriate behavior in the regular education classroom for a designated period of time without incident.
- The student's social-emotional/behavioral symptoms have not improved and/or regressed to a point where the student requires an outside placement.
- The student moves out of Auburn or elects to pursue other means to achieve high school completion.
- The student receives an Auburn High School Diploma or Certificate of Completion.

## Virtual High School

**Virtual High School (VHS)** provides students with a unique and alternative learning opportunity to take courses entirely through the internet. VHS classes are teacher facilitated with student-centered activities and discussions. Students will have an opportunity to take unique courses that are not offered at AHS, as well as an opportunity to collaborate with students from other states and countries. Student participation is limited to 25 and courses are taught on a semester basis, with the exception of Advanced Placement courses which are full year courses. Courses will take place in the media center and students will be responsible for completing the work independently. Students will be graded by their VHS instructor who is off campus. Grades will be calculated into the student's grade point average as if they had taken the course at AHS. For additional information, please visit the VHS website at <http://www.govhs.org>. Preference is given to seniors first, and if there is room, juniors interested in the program will be considered. If there are more qualified applicants than spots available, we will enroll students via lottery starting with the seniors. ***Prerequisite: An application and selection process is required to be admitted into this program.***

Courses offered through VHS include, but are not limited to:

**Pre-AP Courses**

Introduction to Biology  
 Introduction to Calculus AB\*  
 Introduction to Chemistry\*  
 Introduction to Computer Science\*  
 Introduction to Economics\*  
 Introduction to English Language and Composition

Introduction to English Literature and Composition  
Introduction to Environmental Science  
Introduction to Physics B  
Introduction to Statistics\*  
Introduction to U.S. History Preparing for College Essays

### **AP Courses**

AP Biology  
AP Calculus AB\*  
AP Calculus BC\*  
AP Chemistry\*  
AP Computer Science A\*  
AP Economics  
AP English Language and Composition  
AP English Literature and Composition  
AP Environmental Science\*  
AP French Language  
AP Government & Politics: U.S.\*  
AP Physics B\*  
AP Physics C AP Psychology  
AP Spanish Language/Spanish V  
AP Statistics\*  
AP U.S. History\*

### **International Baccalaureate**

IB Economics  
IB Information Technology in a Global Society

### **Arts**

American Popular Music  
Art and the Internet: Creating a Virtual Museum Exhibit Art History:  
Renaissance to Present\*  
Caribbean Art History Creating Art History History and Pop Music  
History of Photography\*  
Music Composition and Arranging \* Music Listening and Critique\*

### **Business**

Business and Personal Law\*  
Entrepreneurship: Starting Your Own Business  
Entrepreneurs: Business Owners of the 3rd Millennium  
International Business: An Exploration\*  
Introduction to Statistics\*

Investing in the Stock Market\*  
Learning to Invest in the Stock Market Marketing and the Internet\*  
Personal Finance\*  
Statistics and Business Quality Management

### **Foreign Language**

AP French Language  
AP Spanish Language/Spanish V  
Basic Mandarin: Chinese Language and Culture\*  
Latin 1  
Spanish Culture and 20th Century Hispanic Literature  
Writing in Spanish\*

### **Language Arts**

101 Ways to Write a Short Story\*  
Academic Writing\*  
AP English Language and Composition  
AP English Literature and Composition  
Around the World in 80 Days\*  
Basic Essay Writing Contemporary Irish Literature\*  
Creative Writing for People Who Mean It\*  
Cultural Identity through Literature  
Folklore and Literature of Myth, Magic, and Ritual\*  
Ghoulies, Ghosties, and Long-Legged Beasties\*  
Hearts of Darkness: Meeting Ourselves in Literature Heroes  
Horror, Mystery and Science Fiction Literature\*  
Introduction to English Language and Composition  
Introduction to English Literature and Composition Literacy Skills for the 21st Century  
Mythology: Stories from Around the World\*  
Poetry Writing\*  
Poetry: Contemporary American Poets\*  
Preparing for College Essays  
Reading and Writing the Science Fiction Short Story  
Screenwriting Fundamentals\*  
To Kill a Mockingbird  
Twentieth Century Women Authors Young Adult Literature

### **Life Skills/Health**

Career Awareness for the New Millennium\*  
Employability Skills\*  
Kindergarten Apprentice Teacher  
Parenting in the Twenty-First Century

Perspectives in Health

Preparing for College Admissions and Financial Aid\*

## **Math**

Algebra 2

AP Calculus AB\*

AP Calculus BC\*

AP Statistics\*

Calculus for Business

Integrated Algebra and Geometry

Introduction to Calculus AB\* Introduction to Statistics\*

Math You Can Use in College\*

Mathematical Reasoning and Logic

Number Theory: Patterns, Puzzles and Cryptography\*

Statistics and Business Quality Management\*

## **Science**

Anatomy & Physiology: A Study in Stability

Animal Behavior and Zoology

AP Biology AP Chemistry\*

AP Environmental Science\*

AP Physics B\*

AP Physics C

Astronomy: Stars and the Cosmos

Bioethics Symposium\*

Biotechnology

Chemistry II: Chemicals of Civilization

DNA Technology

Environmental Chemistry

Environmental Science-The World Around Us\*

Epidemics: Ecology or Evolution

Genes and Disease\*

Integrated Mechanical Physics with Logical Reasoning

Introduction to Astronomy

Introduction to Biology

Introduction to Chemistry\*

Introduction to Environmental Science

Introduction to Physics B

Introduction to the Human Body

Meteorology: A Study of Atmospheric Interactions

Nuclear Physics: Science, Technology & Society

Oceanography: A Virtual Semester at Sea

Physics for Inquiring Minds

Pre Veterinary Medicine

### **Social Studies**

American Foreign Policy  
American Multiculturalism  
AP Economics  
AP Government & Politics: U.S.\*  
AP Psychology  
AP U.S. History\*  
Constitutional Law\*  
Criminology  
Current Issues in American Law and Justice  
Democracy in America?  
Digital Geography - More than a Jeopardy Category!  
Eastern and Western Thought\*  
Film and Literature: The European Experience  
Foundations of a Nation: Early American History  
Gods of CNN: The Power of Modern Media  
IB Economics  
IB Information Technology in a Global Society  
Introduction to Economics\*  
Introduction to Sociology\*  
Introduction to U.S. History  
Lewis and Clark's Expedition: An Interactive Journey  
Peacemaking  
Pearl Harbor to the Atomic Bomb  
Practical Law: What You Need to Know About the Law  
Psychology – A Introduction\*  
Service-Learning\*  
Sports and American Society\*  
The Glory of Ancient Rome  
The Golden Age of Classical Greece  
The Holocaust\*  
The Vietnam War\*  
World Area Studies: Ancient and Modern Civilizations  
World Conflict, a United Nations Introduction\*  
World Religions

### **Technology/Tech Ed.**

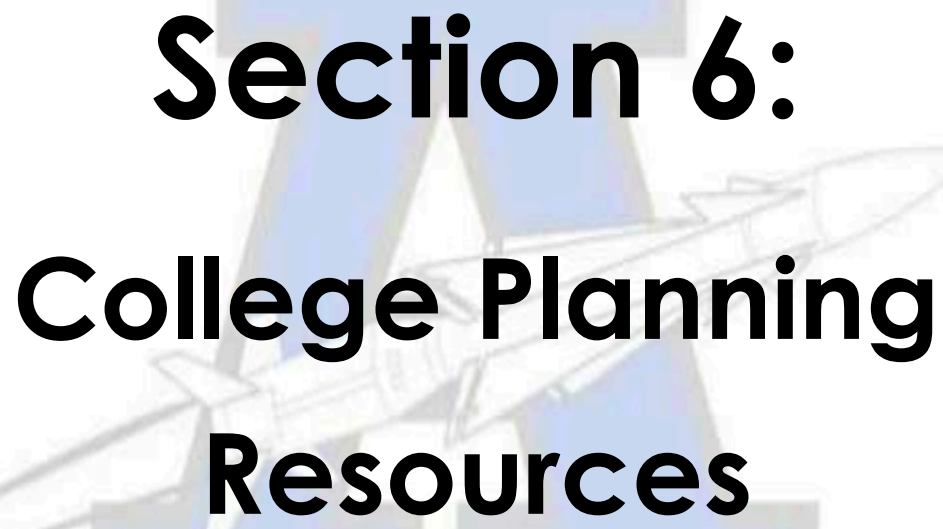
Animation and Effects: Flash MX Basics\*  
AP Computer Science A\*  
CAD

Desktop Publishing: In an Information Age\*  
Digital Geography - More than a Jeopardy Category!  
Engineering Principles  
IB Information Technology in a Global Society  
Introduction to Computer Science\*  
Introduction to Programming in Visual Basic\*  
Technology and Multimedia\*  
Visual Basic\*  
Web Design and Internet Research\*  
Web Design: Artistry and Functionality\*

*\* Multiple sections offered.*

**Please note: Students are only allowed to enroll in a virtual course if it is content that is not presently offered at AHS, or if they are unable to enroll in the related AHS course due to scheduling conflict.**





# **Section 6:**

## **College Planning Resources**

# Preparing for College

## **Preparing for College: Introduction (Middle School)**

- \_\_\_ 1. Do you consider yourself a good student?
- \_\_\_ 2. Do your teachers consider you a good student?
- \_\_\_ 3. Are you well organized? Do you have a notebook with sections or different notebooks for each subject? Do you use a planner to record your assignments each day?
- \_\_\_ 4. Do you use your planner to remind you of work that needs to be done? Do you complete all your homework each night?
- \_\_\_ 5. Do you arrive at each class each day with your books, notebook, and writing utensil?
- \_\_\_ 6. Do you attend school every day? (Do you miss fewer than 3 days of school each marking period?)
- \_\_\_ 7. Do you self-advocate? Do you use your voice? Do you talk with your parents/guardians?
- \_\_\_ 8. Are you working hard to develop a solid foundation in writing and mathematics?
- \_\_\_ 9. Are you typically on the honor roll at AMS?
- \_\_\_ 10. When you have a question or do not understand a lesson, do you ask the teacher to help you? Do you remain after school for extra help? Do you take responsibility for your learning?
- \_\_\_ 11. Have you begun thinking about the world of work and what you would like to do?
- \_\_\_ 12. Do you know the difference between a two year college and a four year college?
- \_\_\_ 13. Do you know the difference between a private college and a public college?
- \_\_\_ 14. Do you know the approximate costs to attend different colleges in Massachusetts?

## **Preparing for College: Grade 9**

- \_\_\_ 1. Have you visited your guidance counselor to get information that will help you select the best courses, based on your career interest or to help you determine a career interest?
- \_\_\_ 2. Are you involved in school clubs or service organizations? Have you identified an organization or program that can help you plan for college?

- \_\_\_ 3. Are you adding 10 new words a week to your vocabulary? Are you and a friend testing each other on new words?
- \_\_\_ 4. Get ready for MCAS – Challenge yourself to be an Adams Scholar based on exemplary scores!
- \_\_\_ 5. Score advanced on the Biology MCAS!
- \_\_\_ 6. Have you completed a four year course plan? Check your plan to make certain that it contains at least the minimum requirements for an Auburn High School diploma.
- \_\_\_ 7. Have you talked with your parents about college? Would you like a big school or small school? Would you like to stay close to home or go far away? What do you think you want to do for a career? Do you want to play athletics or participate in the band or participate in theatrical events in college? Have you talked to your coach, athletic director, counselor, teacher, or principal about how to go about beginning the process?

### **Preparing for College: Grade 10**

- \_\_\_ 1. Are you working or volunteering in a field in which you have some interest? Have you met and talked to someone who works in a career in which you are interested? Do you know the things that are best about your planned career and do you know the things that are least attractive about your planned career?
- \_\_\_ 2. Have you scheduled a test date for taking the PSAT and PLAN?
- \_\_\_ 3. Have you visited your counselor to review your courses and to make certain that you are on track to take required courses?
- \_\_\_ 4. Have you visited the counselor or library to get copies of PSAT and PLAN practice tests?
- \_\_\_ 5. Do you have a schedule of when representatives of different colleges will visit your school? Have you signed-up to meet with college representatives?
- \_\_\_ 6. Do you know your social security number for use on your college and financial aid applications?
- \_\_\_ 7. Are you involved in a college prep program? Will you have an opportunity to spend time on campus studying and preparing for college during the summer?
- \_\_\_ 8. Score advanced on the English and Mathematics MCAS!

## **Preparing for College: Grade 11**

### **Fall**

- \_\_\_ 1. Are you taking an AP course this year?
- \_\_\_ 2. Have you registered to take the Spring SAT, SAT II (subject tests) and ACT?
- \_\_\_ 3. Have you begun reviewing a SAT Preparation book / ACT Preparation Book? You should spend 20 – 30 minutes an evening working on sections of the preparation book. You can get a SAT and ACT Review book from a bookstore, library or the internet.
- \_\_\_ 4. If you are working, are you saving at least one-half of your earnings?

### **Spring**

- \_\_\_ 1. Have you begun narrowing your list of colleges to determine which schools you want to visit? Have you attended a College Night Program where you can collect college publications and talk with admissions representatives about their schools? These are typically held in the fall. You can also make virtual visits by visiting schools online or viewing admissions videos.
- \_\_\_ 2. Have you received or viewed books and applications from schools in which you are most interested? Most schools now publish applications on their websites and even allow you to apply on-line. There is also a common application, which you can view online at [www.commonapp.org](http://www.commonapp.org).
- \_\_\_ 3. Have you requested letters of recommendation from teachers? You should write a resume and share it with teachers who agree to write letters for you.
- \_\_\_ 4. Have you begun looking for scholarships? Get into the Guidance Department and ask.
- \_\_\_ 5. Have you reviewed a copy of the Free Application for Federal Student Aid (FAFSA)? You can find information on federal aid and view forms online at [www.studentaid.ed.gov](http://www.studentaid.ed.gov)
- \_\_\_ 6. Have you discussed a plan for paying for college with your parents/guardians? Plan to attend a Financial Aid presentation where you can learn about the financial aid process and get specific information to help you plan for putting your package together. These are typically offered in January and February.
- \_\_\_ 7. Do you understand early decision, early action, admission and rolling admission? If not, ask!

## **Preparing for College: Grade 12**

### **Fall**

- \_\_\_ 1. If your SAT / ACT score is less than the score needed for admission to schools in which you are

interested, have you signed up to take the SAT / ACT again in November or December?

- \_\_\_2. Have you created a filing system (binder or expandable file with pocket folders) to keep up with your copies of applications submitted (keep either an electronic copy or a paper copy), scholarships for which you apply, and important information received from prospective colleges.
- \_\_\_3. Have you created a planning calendar, which includes your test dates, application deadlines, scholarship application deadlines, and financial aid application deadlines? Create a month by month plan of action that includes activities to complete each week. Don't forget to schedule requests for and submission of letters and transcripts needed by schools to process your application.
- \_\_\_4. Are you focused on your studies, making the best grades possible, in the most challenging courses that you can handle? Remember these are the grades on which colleges will focus first.
- \_\_\_5. Are you all set to submit complete applications for admissions, scholarships, and financial aid? Most students apply to 3 – 6 schools.

### **Senior Year Monthly Strategy**

*Adapted from "Applying to College, A Life Works Guide" by Casey Watts:*

#### **October Tasks**

- ☐ Visit with your counselor to determine exactly how transcripts and applications are mailed.
- ☐ Photocopy all application forms before you fill them out and use the duplicate as a worksheet.
- ☐ Have your counselor, English teacher, parent, principal or other capable adult check your college application essays.
- ☐ Let your counselor know about early decision applications, if you are applying for early decision.
- ☐ Prepare for the November or December SAT / ACT retest (if necessary).

#### **November Tasks**

- ☐ Check with your counselor to make certain that you have completed the forms to submit your SAT I, SAT II and ACT scores to your colleges of choice.
- ☐ Check with the people who have agreed to write your letters to make certain that they have the appropriate forms, stamped envelopes, and reminders about the due dates.
- ☐ Confirm that your transcript has been sent to your colleges of choice.
- ☐ Complete all remaining applications, making copies of everything. File copies accordingly in the

filing system that you create. Keep everything in a designated place in your home.

- ☐ Make arrangements for overnight visits to the colleges in which you are most interested.
- ☐ Write and mail thank you notes to everyone who wrote a letter of recommendation for you.

### **December Tasks**

- ☐ Take the SAT/ACT retest (if necessary).
- ☐ Verify with your counselor that all applications, transcripts, and test scores have been sent to prospective colleges.
- ☐ Complete any unfinished applications. Don't forget to make copies of everything.
- ☐ Check with the prospective colleges to find out which financial aid forms they require.
- ☐ Begin completing and submitting scholarship applications (Guidance has applications). Keep copies.
- ☐ Pick up your Free Application for Federal Student Aid (FAFSA) from your counselor.

### **January Tasks**

- ☐ Complete additional applications for colleges with later deadlines or rolling admissions.
- ☐ Complete and submit the FAFSA and other required financial forms.
- ☐ Check with the colleges' admissions offices to verify they have received all required materials from you.

### **February Tasks**

- ☐ Send a mid-year report to colleges anywhere you have a pending application.
- ☐ Complete submission of all financial aid applications.
- ☐ Send updates to colleges to notify them of additional honors or accomplishments.

### **March Tasks**

- ☐ Register for any Advanced Placement (AP) tests that you want to take before graduation.
- ☐ Watch the mail for your Student Aid Report. Respond immediately if additional information or corrections are required.

- ☐ Contact the Financial Aid offices at the colleges where your application is pending to determine if they require any additional information.
- ☐ Continue applying for state, private, and other scholarship opportunities.

### **April Tasks**

- ☐ Discuss your acceptances and financial aid offers with your family and guidance counselor.
- ☐ Call the financial aid office when you need additional information about the level or types of financial aid offered.
- ☐ Call or write to schools if you want to reject their offers.
- ☐ Decide which offer to accept.
- ☐ Send your deposit to signal your acceptance by the deadline set by the school.

### **May Tasks**

- ☐ Take AP exams (if applicable).
- ☐ Continue to look for scholarships and financial assistance.