

ATHOL HIGH SCHOOL



PROGRAM OF STUDIES 2016-2017

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ATHOL HIGH SCHOOL ADMINISTRATIVE DIRECTORY

**ATHOL HIGH SCHOOL
ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT
2363 MAIN STREET
ATHOL, MA 01331**

2016-2017 ATHOL-ROYALSTON REGIONAL DISTRICT ADMINISTRATION

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TBD, Assistant Superintendent	Telephone # 978-249-2400
Jeff Ferranti, Director of Special Education	Telephone # 978-249-2403

2016-2017 ATHOL HIGH SCHOOL ADMINISTRATION

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2016-2017 ATHOL HIGH SCHOOL BUILDING LEADERSHIP

Kathy Colmenares, Guidance Department Chair	Telephone # 978-249-2436
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Amanda Pagar Wein, Adjustment Counselor



ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT

ATHOL HIGH SCHOOL

2363 Main Street Athol, Massachusetts 01331

www.atholhigh.org

Mr. Mitchel G. Aho, Principal

Mr. David P. King, Assistant Principal

Tel. 978-249-2435 Fax 978-249-2422

January, 2016

Dear Students and Parents/Guardians:

Please review the information contained in the 2016-2017 Program of Studies carefully as you prepare to help your student select courses for the next school year. It is important that you put thought into the course selection process so that your student's schedule puts him or her on a path to attain their future goals while appealing to their personal interests.

Please pay careful attention to the graduation requirements outlined on page 12, as well as the preparing for the future table on page 14. These resources will assist you in making informed decisions. I encourage all students to challenge themselves. If you are unsure of which course level to take, I urge each student to take the more challenging level. You want to make sure that you do not limit your options for tomorrow by making haphazard decisions today.

Also, please make sure when you are completing your course selection sheets that you rank your elective choices in order of preference. The Program of Studies outlines the courses that may be offered at Athol High School. The courses that are built into the schedule are based on student interest and teacher availability. The course selection sheets play a vital role in shaping the schedule for the next year; failure to complete them accurately may result in a student schedule that does not meet the needs of the student body as well as it possibly could.

Finally, we are always looking for ways to improve the quality of education we offer here at Athol High School. Please be advised that the Program of Studies reflects the schedule and course offerings that we currently anticipate for next year. As the year goes on, if there are any major changes that develop, we will communicate these changes and the potential impact on your student's schedule in a timely manner.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Mitchel G. Aho".

Mitchel G. Aho
Principal

HOMEWORK POLICY

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement class work and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and interest in learning. Homework reinforces the Athol High School home/school connection.

CORE VALUES AND LEARNING EXPECTATIONS
ATHOL HIGH SCHOOL STATEMENT OF CORE VALUES

Athol High School is committed to providing the academic, civic and social foundation for students to become life-long learners and productive, creative and healthy citizens of a 21st century global society. We strive for students to understand the value of academic excellence, integrity, personal responsibility, self-discipline, and a strong work ethic.

ATHOL HIGH SCHOOL LEARNING EXPECTATIONS

Academic

Students will be able to:

Carefully and critically read for understanding and application.

Write effectively in a variety of forms.

Use a variety of technologies to appropriately retrieve, synthesize and communicate information.

Collaborate productively in a variety of learning environments.

Analyze, interpret, and evaluate problems using a variety of resources and strategies.

Civic/Social

Students will be able to:

Understand and exercise their rights and responsibilities as students and as citizens.

Demonstrate growth of character through personal responsibility, ethical behavior, and personal health and fitness.

Beliefs About Student Learning

At Athol High School we believe learning happens best when students...

- Develop a strong work ethic and sense of academic integrity.
- Take risks to push beyond current knowledge.
- Develop self-confidence, self-respect and dignity.
- Engage in goal setting, self-assessment and reflection.

At Athol High School we believe learning happens best when Athol High School staff...

- Provide an atmosphere of mutual respect.
- Connect learning to the world beyond high school.
- Have clear expectations for student academic performance.
- Provide individual support in and beyond the class period.
- Connect learning between subjects, courses and content areas.
- Inspire students to learn and make learning interesting and engaging.
- Model behaviors, actions and thinking for students.

Athol High School
Learning Expectation Assessment Rubric
Collaborate Productively in a Variety of Learning Environments [Collaboration]

	Advanced	Proficient	Needs Improvement	Deficient
Participation	Consistently accepts and fulfills individual role with group. Extensively contributes knowledge, opinion, and skills.	Frequently accepts and fulfills individual role within group and consistently contributes knowledge, opinion, and skills.	To some degree, accepts and fulfills individual role within group and occasionally contributes knowledge, opinion, and skills.	Rarely accepts and fulfills individual role within group and seldom, if ever, contributes knowledge, opinion, and skills.
Organization	Consistently remains on task, completing work thoroughly. Is consistently punctual with deadlines and demonstrates exceptional preparation and planning.	Frequently stays on task, completing work. Is mostly punctual with deadlines and demonstrates appropriate preparation and planning.	Stays on task at times, but is inconsistent with regard to the meeting of deadlines. Further work in preparation and planning needed.	Does not stay on task and ignores deadlines. Preparation and planning virtually nonexistent.
Respect/Maturity	Consistently values the knowledge, opinions, and skills of all group members and encourages the contributions of all. Is respectful of the work environment. Demonstrates integrity and self-discipline.	Values the knowledge, opinions, and skills of group members. Is respectful of the work environment and demonstrates positive personal behavior.	Sometimes values the knowledge, opinions, and skills of group members. Further demonstration of a respect for the work environment needed.	Does not reflect a value for the knowledge, opinions, and skills of others. Demonstrates a lack of respect for the work environment.
Leadership	Consistently willing to take a leadership role, keeping others on track. Is positive and encouraging with others.	Takes an appropriate role in the group. Supports others by being positive and productive.	Is somewhat positive and productive with others in the group setting.	Detracts from the group dynamic and distracts others in the work setting.
Creativity	Is innovative in the group setting and is keenly aware of the benefits that collaboration can yield.	Demonstrates critical thinking and sees the potential value of individuals working together.	Can sometimes reflect creative ideas that assist the group.	Seldom offers ideas that assist the group in its goals.

Athol High School
Learning Expectation Assessment Rubric
Analyze, Interpret, and Evaluate Problems Using a Variety of Resources and Strategies [Critical Thinking]

	Advanced	Proficient	Needs Improvement	Deficient
Identifying Problems	Identifies and defines multiple and/or complex problems.	Is able to identify and define a problem.	Capable of identifying and defining simple problems.	Incapable or unwilling to identify and define problems.
Brainstorming Strategies	Is able to brainstorm a variety of complex and sophisticated solutions.	Can brainstorm possible solutions.	Generally relies on the easiest or quickest solution.	Unable or unwilling to consider solutions.
Organizing Information	Identifies a variety of potentially important information, gathers highly relevant information and organizes it effectively.	Identifies, gathers, and organizes information that is important to solve a problem.	Has difficulty identifying, gathering, and organizing information important to solving a problem.	Cannot effectively identify, gather, and organize information to solve a problem.
Using Logical Progression	Independently creates and carries to completion complex, multi-step tasks.	Carries out multi-step tasks appropriately.	Can complete some tasks but needs frequent monitoring and assistance.	Unable or unwilling to take needed steps with a task.
Recognizing Fact from Opinion	Distinguishes subtle differences between fact and opinion, and able to articulate thoughts on why one differs from the other.	Able to use evidence to distinguish fact from opinion.	Can sometimes discern fact from opinion.	Has difficulty discerning fact from opinion.
Use of Reason	Uses sound and thorough reasoning and able to make subtle connections.	Consistently able to use reasoning and to make connections.	Has some difficulty using reasoning and making more obvious connections.	Uses questionable reasoning and unable to make connections.
Appropriate Risk	Chooses most challenging learning experiences and participates in a way that advances critical thinking. Learns from mistakes.	Takes academic risks by welcoming challenge. Participates actively and learns from mistakes.	Avoids academic challenge and often unwilling to engage in tasks.	Unwilling to take on academic challenges.
Select/Test Solutions	Selects, justifies, and evaluates a sophisticated and accurate solution and is able to test, analyze, and adapt that solution.	Selects, justified, and evaluates an accurate solution and is able to test and analyze a possible solution	Has difficulty identifying an accurate solution. Is quick to select or dismiss possible solutions and tends to rely on others.	Unable or unwilling to test any solutions.

Athol High School
Learning Expectation Assessment Rubric
Carefully and Critically Read for Understanding and Application [Reading]

	Advanced	Proficient	Needs Improvement	Deficient
Comprehension	Uses active reading strategies independently, understands abstract concepts, makes sophisticated inferences, and demonstrates a mature understanding of material.	Uses active reading strategies with some support and is able to understand material and find meaning.	With support and/or significant effort, is able to understand most essential elements of material.	Shows limited and/or inaccurate understanding of written text.
Fluency	When applicable, reads aloud with strong and accurate expression, even with sophisticated language.	When applicable, reads aloud with appropriate expression and knowledge of vocabulary.	When applicable, reads aloud with a limited understanding of appropriate expression.	When expected, student is unable to properly articulate the reading of a given text.
Vocabulary	Readily uses advanced knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material.	Uses knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material.	Occasionally uses knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material.	Is unable to access knowledge of prefixes, suffixes and roots to understand vocabulary in unfamiliar material.
Detail/Evidence	Readily identifies relevant and pertinent information necessary to draw appropriate and mature conclusions.	Identifies the relevant and pertinent information necessary to draw accurate conclusions.	Occasionally, or with support, identifies the relevant and pertinent information necessary to draw conclusions.	Rarely identifies the relevant and pertinent information necessary to draw conclusions about a given text.
Essential vs. Non-Essential	Easily and quickly distinguishes relevant aspects of the text, even those subtle in nature.	Accurately identifies pertinent information from the less essential.	With some guidance and/or considerable effort, can distinguish key vs. superfluous information.	Even with considerable support, the reader is unable to identify areas of a given text that are more meaningful than others.
Theme/Main Idea	In a sophisticated manner, identifies author's intent on meaning or message and can articulate thoughts clearly.	Identifies main idea of a text and can speak to author intent.	Can identify author intent or the main idea/message in a work with some guidance.	Despite assistance, cannot understand author intent or the meaning/message of a text.
Point of View/Bias	Possesses knowledge and context of material that allows for a mature analysis of the text with regard to potential bias.	Successfully identifies a writer's point of view and can discern potential writer bias.	Accepts most information as factual and has some difficulty discerning potential author bias.	Is generally unable to identify writer bias, even when abundantly clear.
Making Connections	Is able to draw sophisticated connections between studied texts and other texts, ideas, or events.	Is able to see connections between a studied text and other material, ideas, or events.	Occasionally sees how the ideas of written text connect to other works, ideas, or events.	Has significant difficulty seeing how a studied text has any meaning beyond itself.

Athol High School
Learning Expectation Assessment Rubric
Write Effectively in a Variety of Forms [WRITING]

	Advanced	Proficient	Needs Improvement	Deficient
Purpose	Is keenly aware of the purpose of the writing assignment and makes a conscious effort to engage the reader in a meaningful way. When necessary, the writing is driven by a precise and sophisticated thesis statement.	Has a strong understanding of the writing task and is aware of his or her audience. When required, writing is driven by a clear and arguable thesis statement.	Reflects a limited understanding of the purpose of the writing task. When needed, the thesis statement is either incomplete or overly vague.	Does not demonstrate an understanding of the purpose of the writing task and/or cannot articulate ideas in a sufficiently clear manner.
Organization	Goes beyond a formulaic approach to the planning of the writing (unless otherwise directed) and organizes ideas in a thoughtful and effective manner. Arrangement of ideas leaves a powerful impression on the reader.	Uses a clear and effective organizational approach. Ideas are easily followed. It appears as though careful planning took place prior to the writing.	Reflects a lack of proper planning and organization needed to convey information effectively.	Ideas are haphazardly presented and little to no planning is evident.
Development	Provides detailed evidence and careful explanations to support ideas. When expected, relevant research is presented and sources are documented properly.	Uses sufficient support and development for the assigned task. When expected, research is presented and sources are documented.	Does not provide adequate details or development to fully support the purpose of the writing. When expected, research is lacking or documentation of sources is poor.	Does not provide ideas or evidence to support purpose of the writing.
Coherence	Expresses ideas logically and/or creatively (depending on the purpose of the assignment) and presents thoughts in an impressive manner, staying focused throughout.	Expresses ideas effectively and clearly, leaving the reader with a clear understanding of the ideas presented. A clear consistency of purpose is present in the writing.	Leaves a reader with questions regarding the thoughts that are presented. Goes off-topic at various points in the writing.	Expresses ideas haphazardly, leaving the reader with considerable confusion.
Fluency	Is sophisticated in the use of language, using words and phrases accurately and powerfully.	Selects and uses words and phrases accurately and effectively.	Is understandable, but lacks precision and clarity in the use of language.	Writes without control or command of language.

Athol High School
Learning Expectation Assessment Rubric
Understand and Exercise Their Rights and Responsibilities as Students and as Citizens
[Responsibility]

	Advanced	Proficient	Needs Improvement	Deficient
School Rules and Expectations	Always adheres to the rules outlined in the student handbook.	Nearly always adheres to the rules outlined in the student handbook.	Generally adheres to the rules outlined in the student handbook.	Rarely adheres to the rules outlined in the student handbook.
Understanding of Course and/or Teacher Expectations	Always adheres to course expectations as outlined by the teacher.	Nearly always adheres to course expectations as outlined by the teacher.	Generally adheres to course expectations as outlined by the teacher.	Rarely adheres to course expectations as outlined by the teacher.
Involvement in the School Community	Is actively involved in the school community, making important contributions and/or demonstrating leadership.	Is involved in the school community through participation in organizations and activities.	Will on occasion get involved in school groups or activities, but is often on the periphery of meaningful involvement.	Rarely, if ever, makes any attempt to be involved in any school groups or activities.
Citizenship	Is actively involved in the community, making important contributions and/or demonstrating leadership.	Is involved in the community through participation in organizations and activities.	Will on occasion get involved in the community, but is often on the periphery of meaningful involvement.	Rarely, if ever, makes any attempt to be involved in the community.

Athol High School
Learning Expectation Assessment Rubric
Demonstrate Growth of Character through Personal Responsibility, Ethical Behavior, and Personal Health and Fitness [Character]

	Advanced	Proficient	Needs Improvement	Deficient
Personal Responsibility	Demonstrates an admirable level of integrity and is a role model for others.	Demonstrates integrity and makes appropriate decisions.	Occasionally makes decisions that could be regarded as questionable or misguided.	Is chronic in his or her misbehavior, making decisions that can be construed as destructive to themselves and/or others.
Ethical Behavior	In the school and in the community, the student would be regarded as a model individual with regard to decision-making and behavior.	Is generally regarded as a quality individual, based on the behaviors that he or she exhibits in the school and in the community.	Occasionally makes questionable decisions that have a negative effect on the individual and others in the school and in the community.	Regularly makes questionable decisions that have a negative effect on the individual and others in the school and in the community.
Personal Health and Fitness	Consistently engages in behavior that promotes positive physical and emotional health.	Typically engages in behavior that promotes positive physical and emotional health.	Engages in behavior that negatively affects the quality of the individual's personal health or the health of others.	Clearly engages in behaviors that place the individual and others at significant health risk.

Athol High School
Learning Expectation Assessment Rubric
*Use a Variety of Technologies to Appropriately Retrieve, Synthesize, and Communicate
Information [Technology]*

	Advanced	Proficient	Needs Improvement	Deficient
Knowledge of Technological Hardware	Understands and is able to use technological equipment appropriately and independently and only requires support in cases of malfunction.	Understands and is able to use technological equipment appropriately and rarely needs support.	Has a limited understanding of the technology that is used and may need support.	Does not understand the technology that is required for a given assignment and regularly needs support.
Use of Software/Internet Programs	Understands and is able to use software independently and only requires support in cases of malfunction.	Understands and is able to use software appropriately and rarely needs support.	Has a limited understanding of the software that is used and may need support.	Does not understand the software that is required for a given assignment and regularly needs support.
Access and Use of Information	Is sophisticated in the manner in which he or she searches for information and can skillfully determine the quality of the information that is found. When required, student is able to document information properly.	Is able to properly search for accurate information and can discern quality research from irrelevant or suspect information. When required, student can acknowledge sources correctly.	Searches for information but has difficulty determining which sources and information are appropriate for a given purpose. Has difficulty acknowledging sources correctly.	Cannot properly search for information for a given purpose. Has little ability to properly document information.
Responsible Behavior	Complies with the safe, responsible, and ethical rules regarding the use of technology.	Mostly complies with the safe, responsible, and ethical rules regarding the use of technology.	Inconsistently complies with the safe, responsible, and ethical rules regarding the use of technology.	Rarely complies with the safe, responsible, and ethical rules regarding the use of technology.

CLASS SCHEDULE AND STUDENT COURSE LOAD

Athol High School operates on a six period schedule. The daily schedule consists of five classes approximately 50 minutes in length and one class approximately 80 minutes in length. The schedule rotates over a seven day cycle so that all courses have the opportunity to make use of the extended block. One period is fixed at the end of the day to facilitate coordination with outside institutions and businesses to help promote dual enrollment and internship opportunities. There will also be a thirty minute advisory period that will meet once per cycle.

Students are expected to carry a full load of six courses. Most core subject area courses will meet for one period for the entire year. Courses meeting for one period for the entire year will count as one credit. Most elective courses will meet for one period for one semester. Courses that meet for one period for a semester will be worth one-half (0.5) a credit.

Part of the extended block each day will be designated as an intervention block. During this period of time we ask that teachers do not present new material. The purpose of this time is to allow for teachers to provide targeted instruction, students to receive interventions, and periodic group meetings as needed. Teachers may use this time to complete laboratory activities or provide extended time for testing. Additionally, teachers may prohibit students from leaving their room during this time if the student is not making satisfactory progress in the class.

GRADUATION & PROMOTION REQUIREMENTS

The following graduation requirements outline the course specific expectations for all students beginning in the 2015-2016 school year. In addition to these, students in the classes of 2016, and 2017 must earn additional elective credits as outlined in the promotion chart on the following page. Finally students are required to fulfill a community service component. Information regarding the community service requirement is located in the section below.

GRADUATION REQUIREMENTS

Subject	Credits/Hours
English	4.0 Credits (Including one course offering from each grade level)
Math	4.0 Credits
Science	3.0 Credits (Including Biology)
Social Studies	3.0 Credits (Including World History, US History I, & US History II)
Physical Education	1.5 Credits (Including PE/Health I & II)
Electives	4.5 Credits
<i>Community Service</i>	<i>20 Hours*</i>
Total	20 Credits

*This number represents 5 hours per year and may be prorated for transfer students

Students must also meet the Competency Determination requirements set forth by the Commonwealth of Massachusetts in addition to the AHS graduation requirements. Currently the required Competency Determination is met by achieving passing scores on three MCAS exams in the areas of Mathematics, English/Language Arts, and Science/Technology & Engineering.

PROMOTION REQUIREMENTS

	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Graduation	21 Credits	20 Credits	20 credits	20 Credits
Senior	15	14	14	14
Junior	9	8	8	8
Sophomore	4	4	4	4

COMMUNITY SERVICE

In addition to the credit requirements above, students must fulfill a community service requirement to graduate. Students must complete five community service hours for each year that they attend Athol High School beginning with the 2014-2015 school year. The community service requirement for each class is listed below:

	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Community Service Hours	15 Hours	20 Hours	20 Hours	20 Hours

To receive credit for your community service hours a completed community service form must be turned into the office. Once the form is verified, the hours will be recorded.

COURSE LEVELS AND WEIGHTING

All students are encouraged to challenge themselves academically. As students build their high school transcripts, the level of courses that they take will play a role in determining what options are available to them. Students who wish to attend college should be taking at least college preparatory (CP) courses. Students are encouraged to take as many honors and advanced placement (AP) courses as possible to help gain admission to competitive colleges.

There are four levels of courses offered at Athol High School:

Advanced Placement (AP): AP courses are rigorous courses that follow the guidelines set forth by the College Board. Students enrolled in AP courses have the opportunity to earn college credits based on their scores on AP exams. Students must be aware that AP courses have specific requirements; students should look at prerequisites for courses and plan accordingly. All of these courses require some independent summer preparation and students are required to take the AP exams in May. There is a fee associated with each AP exam set by the College Board that must be paid by the deadline set by Athol High School. However, **no student should refrain from taking an AP course due to cost.** Please see the principal if the AP exam cost is an issue. An AP Contract will need to be signed by both the student and the parent prior to starting the course.

Honors (H): Honors courses are more rigorous courses than college preparatory classes. These classes are designed to challenge students and potentially prepare them for AP courses.

College Preparatory (CP): College preparatory classes align to the appropriate state and/or national standards in order to provide students with the necessary knowledge and skills to succeed in college.

Standard (STD): Standard courses align to the appropriate state and/or national standards but focus on key standards in order to build a foundation for students in the particular area. Standard courses also include those electives not recognized as college preparatory by the NCAA clearinghouse.

GRADE POINT AVERAGE AND CLASS RANK

The level of courses a student completes and the grades earned in those courses are used to determine the student's Grade Point Average (GPA). A student's GPA is a critical item that is commonly used for college admissions and for scholarship awards. A student's class rank is determined by comparing their cumulative weighted GPA to the other members of the student's class. The following table illustrates the corresponding weighted GPA values for each grade and course level:

The weighted GPA values according to earned grades and course level:

Letter Grade	Numerical Equivalent	Advanced Placement	Honors	College Preparatory	Standard
A+	98-100	5.3	4.8	4.3	4
A	93-97	5	4.5	4	3.7
A-	90-92	4.7	4.2	3.7	3.4
B+	86-89	4.3	3.8	3.3	3
B	83-85	4	3.5	3	2.7
B-	80-82	3.7	3.2	2.7	2.4
C+	76-79	3.3	2.8	2.3	2
C	73-75	3	2.5	2	1.7
C-	70-72	2.7	2.2	1.7	1.4
D+	66-69	2.3	1.8	1.3	1
D	63-65	2	1.5	1	0.7
D-	60-62	1.7	1.2	0.7	0.4
F	0-59	0	0	0	0

The weighted GPA is calculated at the end of every semester using the following method:

1. Determine the appropriate weighted GPA value for each course from the table above.
2. Multiply the weighted GPA value for each course by the number of credits earned for the course.
3. Total the products from step 2.
4. Divide by the total number of course credits attempted.

PREPARING FOR YOUR FUTURE

In addition to fulfilling graduation requirements, it is important to select courses that will prepare you for the future goal.

The following table illustrates the typical courses that a student may take for their intended future goals:

Goal	Two-Year College Work Military	Four-Year College	Selective Four-Year College AP College Credit
ENGLISH			
Freshman	CP English 9	CP English 9 or Honors English 9	Honors English 9
Sophomore	CP English 10	CP English 10 or Honors English 10	Honors English 10
Junior	CP English 11	CP English 11	AP English Language and Composition
Senior	CP English 12	CP English 12 or Honors English 12	AP English Literature and Composition

Goal	Two-Year College Work Military	Four-Year College	Selective Four-Year College AP College Credit
MATHEMATICS			
Freshman	CP Algebra I	CP Algebra I or Honors Algebra I	Honors Geometry
Sophomore	CP Geometry	CP Geometry or Honors Geometry	Honors Algebra II
Junior	CP Algebra II	CP Algebra II or Honors Algebra II	Honors Pre-Calculus or AP Statistics
Senior	CP Trigonometry & Advanced Topics or CP Statistics	CP Trigonometry & Advanced Topics or Honors Pre-Calculus or CP Statistics or AP Statistics	AP Calculus AB or AP Statistics
SCIENCE			
Freshman	CP Ecology	CP Ecology	Honors Biology
Sophomore	CP Biology or CP Science and Technology	CP Biology or CP Chemistry	Honors Chemistry
Junior - Senior	CP Science and Technology or CP Geology	CP Chemistry or CP Physics or an AP Science offering	AP Physics C or AP Biology or AP Chemistry
HISTORY			
Freshman	CP World History	CP World History or Honors World History	Honors World History
Sophomore	CP US History I	CP US History I or Honors US History I	Honors US History I
Junior - Senior	CP US History II	CP US History II	AP United States History

MASSCORE

The Massachusetts Department of Elementary and Secondary Education have developed a recommended program of studies for students to follow. The Massachusetts High School Program of Studies (MassCore) is intended to help the state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The recommended program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. MassCore also encourages 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. Physical Education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. It is strongly recommended that all students select their courses in an effort to meet the MassCore requirements.

COLLEGE ENTRANCE REQUIREMENTS

High school course selections may limit or enhance college entrance opportunities. Students are urged to take as demanding a load as possible in high school. Selective colleges will want to know the difficulty of courses as well as the grades earned in those courses. Private four-year colleges may establish their own admission criteria. Students are encouraged to explore colleges that they may be interested in attending to review the course, grade point average, and standardized test score requirements. The requirements for four-year state colleges and two-year colleges are summarized below.

FOUR-YEAR STATE COLLEGE ENTRANCE REQUIREMENTS

The admissions standards for UMass and the state universities emphasize a strong academic high school background so that students enter college ready to learn. The minimum standards for state college acceptance are listed below. These standards are minimums; each campus may choose to consider additional factors in its admissions decisions.

Academic Course Requirement

Sixteen college preparatory courses (each course is equivalent to a year-long high school class) are required:

The 16 required college preparatory courses are:

English	4 years
Mathematics	4 years (Algebra I & II, Geometry/Trigonometry, or comparable coursework including mathematics during the final year of high school)
*Sciences	3 years (drawn from Natural Science and/or Physical Science and/or Technology/Engineering, including 2 courses with laboratory work)
Social Sciences	2 years (1 year of U.S. History)
Foreign Languages	2 years (in a single language)
Electives	2 years (choose from subjects listed above or from the Arts & Humanities and/or Computer Sciences)

Sciences

Effective for the freshman class entering fall 2017: Science, 3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work. Technology/Engineering courses must be designated as science courses (taken for science credit) by the high school.

Minimum Required Grade Point Average (GPA) Requirement

The GPA must be achieved based on *all* college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. ***The required minimum weighted high school GPA is 3.0 for the four-year public campuses. Grades earned in courses that are not college preparatory may not be used to calculate the weighted GPA.***

SAT Score Requirement

Applicants who meet the GPA requirement must still submit SAT or ACT test scores for consideration if they are applying to a state university or UMass within three years of high school graduation. Applicants who do not meet the GPA requirement must use the sliding scale for admission.

SAT sliding Scale (used when GPA is lower than the minimum required GPA)

If an applicant's GPA falls below the required minimum, a sliding scale will apply. This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMass.

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state universities and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

Sliding Scale for Freshman Applicants to UMass

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)
2.51-2.99	950 (20)
2.41-2.50	990 (21)
2.31-2.40	1030 (22)
2.21-2.30	1070 (23)
2.11-2.20	1110 (24)
2.00-2.10	1150 (25)

NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UNIVERSITY OF MASSACHUSETTS CAMPUS.

Sliding Scale for Freshman Applicants to a State University

V&M Exceed Italics)	Weighted High School GPA	Combined SAT-I Must Equal or (ACT Equivalent in
	2.51-2.99	920 (19)
	2.41-2.50	960 (20)
	2.31-2.40	1000 (21)
	2.21-2.30	1040 (22)
	2.11-2.20	1080 (23)
	2.00-2.10	1120 (24)

TWO-YEAR STATE COLLEGE ENTRANCE REQUIREMENTS

Most two-year colleges do not have the same requirements as four-year colleges. The following are the common differences between four and two year college.

Most two-year colleges have:

- Open enrollment – usually any high school graduate can attend
- No SAT/ACT requirements – a placement test (Accuplacer) is given
- No foreign language pre-requisite
- No specific math requirements, although students are expected to have completed Algebra II

ATHLETIC ELIGIBILITY

Athol High School Eligibility:

In addition to meeting MIAA requirements, Athol High School students must also meet the following minimum academic requirements

- **Fall Sports Eligibility:** To be eligible for the fall marking period, students are required to have earned at least five credits in the previous academic year. **Winter and Spring Sports Eligibility:** a student must secure passing grades in at least five courses for the marking period preceding or during participation.

College Eligibility:

Students who wish to compete athletically at the Division I or II level must gain eligibility through the NCAA clearinghouse. Please see your guidance counselor or the athletic director for more information regarding the NCAA clearinghouse or refer to their website: www.eligibilitycenter.org

ADD-DROP PERIOD

The add-drop period is the first 5 days of the semester for a semester-long class and the first 10 days of school for a year-long class. During this time students may request course changes to better meet their graduation requirements or interests, if graduation requirements have been met. After the add-drop period there must be a significant extenuating circumstance and administrative approval for students to make a course change.

REPORT CARDS & PROGRESS REPORTS

Report cards will send home with students four times during the year. Progress reports will be sent home with each student midway through each quarter.

ATHOL HIGH SCHOOL HONORS ACADEMY

Students who meet selection criteria may apply to take part in the honors academy. The purpose of the honors academy is to deliver a rigorous curriculum that incorporates service learning projects and college level coursework to ensure that each student is not only prepared for college, but also prepared to gain acceptance into and excel at prestigious universities. Students will be invited to apply based on their seventh grade MCAS scores. If you have questions regarding the honors academy, please see the principal.

ATHOL HIGH SCHOOL ALTERNATIVE PROGRAM

Prerequisite: Requires referral by administration and/or a student's school based team.

The Athol High School Alternative Program provides education to students who struggle to make progress toward graduation in the traditional high school environment and who are at risk to drop out. Students participate in online classes through Apex Learning and are required to attend school three days a week from 2-4pm. While present at school, the students have support with their courses from AHS teachers and paraprofessionals. Students are also expected to work on their coursework outside of school. Each student has an individualized learning plan and can earn credits toward graduation by completing their online classes. Students can also earn credit through community based work and internship experiences. **This program is currently limited to 10 students.**

DUAL ENROLLMENT

Dual enrollment is when a student is enrolled in both Athol High School and a community college in order to take college level courses. Students who meet eligibility requirements as determined by age and a qualifying score on the Accuplacer exam may have an opportunity to take college-level courses offered by local community colleges for a nominal fee as determined by the college. These courses vary based on interest and instructor availability and may take place at Athol High School. Courses worth three college credits may also be used for one Athol High School credit if requested by the student.

FULL-TIME DUAL ENROLLMENT

The full-time dual enrollment program is available to 11th and 12th grade students who wish to attend a community college on a full-time basis, concurrently earning college and high school credits. A three-credit college course equals a one-credit high school course. Students who are approved for this program must meet specific criteria as outlined by Athol High School and the community college. All students must carry a full course load each semester and meet all AHS graduation requirements. All schedules must be approved in advance by the student's guidance counselor, and the student is responsible for submitting a college transcript to AHS each semester. Dual enrollment students are eligible to attend all AHS functions, participate in sports, and belong to clubs as long as they meet the requirements, meetings, practices and game schedules. In addition, students are responsible for keeping up with school announcements and deadlines. All costs including books, fees, tuition and transportation are the responsibility of the student.

INDEPENDENT STUDY

Independent study opportunities are available for extenuating circumstances. In an independent study the student is responsible for completing course work independently under the supervision of a faculty member. If a student would like to complete an independent study, then they should speak to an administrator, guidance counselor, or faculty member. Once the request is made, the following steps will be followed:

1. The student's request will be routed to the principal.
2. The principal will make an initial determination as to whether or not there is an available instructor who is competent to supervise the student in the particular area of study the student has requested.
3. If such an instructor is available, the student and the instructor will then plan a course of study that will be submitted to the principal for approval before the work can actually begin. This will specifically outline course objectives, course requirements, length of course, grading, etc.
4. Transcripts will reflect this type of program by listing the field of study after the words "Independent Study." Example: Independent Study - American literature.

INTERNSHIP

The School to Career Internship program places students with area businesses or agencies as well as on campus for internships that earn students Athol High School academic credit. The following process will be followed for suitable placement.

Student Sign-Up: Interested seniors need to fill out an application and make an appointment to meet with their guidance counselor or the internship counselor to discuss possible internship placement.

Basic Interview: The student will meet with the internship counselor to discuss and clarify the student's understanding of the requirements, benefits, and goals for participation in the internship program.

Schedule Availability: The student's guidance counselor will check the student's schedule to coordinate necessary courses to meet graduation requirements with potential schedule openings for an internship.

Follow Up Session: Based on goals information from the basic interview, the student and the internship counselor will discuss a specific internship site interview with a potential mentor and finalize plans for placement.

Contract: Upon agreement, the student, the student's parents, the internship counselor and site supervisor mentor will sign a contract which details the job description and requirements for the internship. The credit for the internship will be determined by the guidance department and will be based on the school's academic credit standards.

*Due to many factors such as limited internship sites in the community, the inability to fit an internship

into a student's schedule, or inappropriate site matches, not all students who request an internship are guaranteed a placement.

In the event that an internship does not get scheduled for a student on the first application, the student may repeat the placement process for another site.

All students who participate in the placement process will have gained experience in utilizing career planning skills that will be beneficial for future job, college or military interviews and productive career decision-making.

COURSE OFFERINGS

The following table lists the course offerings for the 2015-2016 school years in order to highlight the level, length, and credits. For a complete description of the course please refer to the course descriptions sections. Also, please be advised that not all of these courses will necessarily run next year. Courses will be selected to run based on student course requests and teacher availability.

English Language Arts

Course #	Level	Title	Grades	Length	Credits
011	CP	English 9	9	Full-Year	1.0
012	Hon	English 9	9	Full-Year	1.0
021	CP	English 10	10	Full-Year	1.0
022	Hon	English 10	10	Full-Year	1.0
031	CP	English 11	11	Full-Year	1.0
044	AP	AP English Language and Composition	11	Full-Year	1.0
041	CP	English 12	12	Full-Year	1.0
042	Hon	English 12	12	Full-Year	1.0
043	AP	AP English Literature and Composition	12	Full-Year	1.0
056	CP	Creative Writing	9-10	Semester	0.5
051	Std	Journalism	11-12	Semester	0.5
023	Std	ELA Strategies	9-12	Semester	0.5

World Language

Course #	Level	Title	Grades	Length	Credits
115	CP	Spanish I	9-12	Full-Year	1.0
116	CP	Spanish II	9-12	Full-Year	1.0
117	Hon	Spanish III	10-12	Full-Year	1.0
118	Hon	Spanish IV	10-12	Full-Year	1.0
120	CP	Latin I	9-12	Full-Year	1.0
121	CP	Latin II	9-12	Full-Year	1.0
122	Hon	Latin III	10-12	Full-Year	1.0
124	Hon	Latin IV	10-12	Full-Year	1.0
126	CP	American Sign Language I	9-12	Full-Year	1.0
127	CP	American Sign Language II	9-12	Full-Year	1.0

Mathematics

Course #	Level	Title	Grades	Length	Credits
216	CP	Algebra I	9	Full-Year	1.0
220	Hon	Algebra I	9	Full-Year	1.0
218	CP	Geometry	10	Full-Year	1.0
219	Hon	Geometry	9-10	Full-Year	1.0
221	CP	Algebra II	10-12	Full-Year	1.0
222	Hon	Algebra II	10-12	Full-Year	1.0
228	CP	Statistics	11-12	Full-Year	1.0
224	Hon	Pre-Calculus	11-12	Full-Year	1.0
223	CP	Trigonometry & Advanced Topics	11-12	Full-Year	1.0
229	AP	AP Statistics	11-12	Full-Year	1.0
227	AP	AP Calculus AB	12	Full-Year	1.0
250	Std	Math Strategies	9-12	Semester	0.5

Science & Technology

Course #	Level	Title	Grades	Length	Credits
331	CP	Ecology	9	Full-Year	1.0
311	CP	Biology	10	Full-Year	1.0
313	Hon	Biology	9-10	Full-Year	1.0
312	CP	Science and Technology	10-12	Full-Year	1.0
316	CP	Chemistry	10-11	Full-Year	1.0
318	Hon	Chemistry	10-11	Full-Year	1.0
314	CP	Geology: Earth Systems & Structures	11-12	Full-Year	1.0
341	CP	Physics	11-12	Full-Year	1.0
342	Hon	Physics	11-12	Full-Year	1.0
325	Hon	Anatomy and Physiology	11-12	Full-Year	1.0
327	AP	AP Physics C: Mechanics	11-12	Full-Year	1.0
323	AP	AP Biology	11-12	Full-Year	1.0
320	AP	AP Chemistry	11-12	Full-Year	1.0
333	Hon	Electrical Engineering	11-12	Full-Year	1.0
350	CP	Introduction to Python Programming	11-12	Semester	0.5

Social Studies

Course #	Level	Title	Grades	Length	Credits
411	CP	World History	9	Full-Year	1.0
405	Hon	World History	9	Full-Year	1.0
452	CP	United States History I	10	Full-Year	1.0
454	Hon	United States History I	10	Full-Year	1.0
453	CP	United States History II	11	Full-Year	1.0
472	AP	AP United States History	11	Full-Year	1.0
430	CP	American Government	10-12	Semester	0.5
424	CP	Psychology	11-12	Semester	0.5

426	CP	Sociology	11-12	Semester	0.5
427	CP	Youth & Law	11-12	Semester	0.5
474	CP	Economics	10-12	Semester	0.5
425	CP	Civics	9	Semester	0.5

Business

Course #	Level	Title	Grades	Length	Credits
514	CP	Accounting 1	9-12	Full-Year	1.0
567	Std	Office Productivity-Word & Powerpoint	9-12	Semester	0.5
568	Std	Office Productivity-Excel & Publisher	9-12	Semester	0.5
502	Std	Personal Finance	9-12	Semester	0.5
053	Std	Red Raider Productions	9-12	Semester	0.5

Art

Course #	Level	Title	Grades	Length	Credits
720	Std	Visual Arts Foundations	9-12	Semester	0.5
722	Std	Printmaking	9-12	Semester	0.5
724	Std	Ceramics/Relief	9-12	Semester	0.5
725	Std	Sculpture	9-12	Semester	0.5
721	Std	Drawing	9-12	Semester	0.5
726	Std	Human Form	9-12	Semester	0.5
727	Std	Painting	9-12	Semester	0.5
732	Std	Digital Mixed Media	9-12	Semester	0.5
737	Std	Filmmaking	9-12	Semester	0.5
798	Std	Wood Technology	12	Semester	0.5

Music

Course #	Level	Title	Grades	Length	Credits
713	Std	Concert Band	8-12	Semester	0.5
716	Std	Concert Choir	9-12	Semester	0.5
714	Std	Jazz Band	9-12	Semester	0.5
749	Std	Intro to Music	9-12	Semester	0.5
717	Std	Music Theory	9-12	Semester	0.5
715	Std	Music Production	10-12	Semester	0.5

Physical Education

Course #	Level	Title	Grades	Length	Credits
928	Std	Health & Physical Education I	9	Semester	0.5
929	Std	Health & Physical Education II	10-12	Semester	0.5
960	Std	Team Sports	10-12	Semester	0.5
961	Std	Lifetime Fitness	10-12	Semester	0.5
962	Std	Personal Training, Fitness & Nutrition	10-12	Semester	0.5

Special Education

Course #	Level	Title	Grades	Length	Credits
950	Std	Futures Physical Education	9+	Semester	0.5
091	Std	Futures Mathematics	9+	Semester	0.5
094	Std	Futures Social Studies	9+	Semester	0.5
096	Std	Futures Science	9+	Semester	0.5
092	Std	Futures English	9+	Semester	0.5
010	Std	Pre-Vocational Training	9+	Semester	0.5
095	Std	Vocational Training	12+	Semester	0.5
097	Std	Functional Living	9+	Semester	0.5
061	Std	Fundamentals of Reading I	9-12	Semester	0.5
081/9	Std	Fundamentals of English 9	9	Full-Year	1.0
081/10	Std	Fundamentals of English 10	10	Full-Year	1.0
081/11	Std	Fundamentals of English 11	11	Full-Year	1.0
081/12	Std	Fundamentals of English 12	12	Full-Year	1.0
215	Std	Fundamentals of Algebra I	9	Full-Year	1.0
217	Std	Fundamentals of Geometry	10	Full-Year	1.0
202	Std	Fundamentals of Algebra II	10-11	Full-Year	1.0
076	Std	Fundamentals of Biology	9-10	Full-Year	1.0
090	Std	Academic Support	9-12	Semester	0.5
101	Std	Strive	9-12	Semester	0.5
***	CP	Inclusion Class – Offered in required core courses based on enrollment	9-12	Full-Year	1.0

Dual Enrollment, Internship & Virtual High School

Course #	Level	Title	Grades	Length	Credits
996	CP	Internship*	11-12	Semester	0.5
991/992	CP/AP	Dual Enrollment*	11-12	Semester	1.0
909	CP/H/AP	VHS Online Courses*	9-12	Semester	1.0

**Course and internship selection requires approval*

Honors Academy

Course #	Level	Title	Grades	Length	Credits
100	Hon	Honors Academy**	9-11	Full-Year	NC

***Students in the honors academy will have this non-credit course appear on their transcript to indicate their participation and completion of the honors academy requirements*

COURSE DESCRIPTIONS

ENGLISH

The following English courses are required:

English 9 or English 9 Honors
English 10 or English 10 Honors
English 11, or AP English Language and Composition
English 12 or English 12 Honors, or AP English Literature and Composition

011	CP	English 9	9	Full-Year	1.0
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This course emphasizes the development of reading, writing, viewing, speaking, and listening skills. It also includes instruction in research and study skills. Students read from various literary genres (novels, short stories, poetry, non-fiction and drama), complete frequent writing exercises, use reference sources, and produce periodic oral presentations. Students will complete a persuasive essay that involves research and documentation.

012	Hon	English 9	9	Full-Year	1.0
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Summer Assignment Required

This course emphasizes the development of reading, writing, viewing, speaking, and listening skills. It also includes instruction in research and study skills. Students read from various literary genres (novels, short stories, poetry, non-fiction and drama), complete frequent writing exercises, use reference sources, and produce periodic oral presentations. Students must also maintain a journal. Students will complete a persuasive essay that involves research and documentation. In addition, the student is responsible for completing a summer reading assignment prior to the start of classes.

021	CP	English 10	10	Full-Year	1.0
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Prerequisite: English 9

This course focuses on the continued development of the student's reading and writing skills and provides a thematic approach to the study of literature. Students will be expected to write compositions, write book reviews and literary analyses, and continue to develop viewing, speaking, listening and vocabulary skills. Readings will include mythology, the Bible, a Shakespearean play, and a variety of poetry, drama, novels, and essays.

Students will complete a poetry paper that utilizes research and documentation.

022	Hon	English 10	10	Full-Year	1.0
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Prerequisite: English 9

Summer Assignment Required

This course focuses on the continued development of the student's reading and writing skills and provides a thematic approach to the study of literature. Students will be expected to write compositions, write book reviews and literary analyses, and continue to develop viewing, speaking, listening and vocabulary skills. Readings will include mythology, the Bible, a Shakespearean play, and a variety of poetry, drama, novels, and essays. In addition, the student is responsible for completing a summer reading assignment prior to the start of classes. Students will complete a poetry paper that utilizes research and documentation.

031	CP	English 11	11	Full-Year	1.0
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Prerequisite: English 10

This course will continue to build on reading, viewing, speaking, listening and writing skills learned in previous courses, with a particular emphasis on writing. All aspects of writing a research paper will be thoroughly explored, culminating in the production of a fully documented research paper. American literature will provide the basis for most reading and writing assignments. Students will be expected to use higher order thinking skills and demonstrate logical development of ideas.

044	AP	AP English Language and Composition	11	Full-Year	1.0
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Prerequisite: English 10

Summer Assignment Required

Students will experience a college-level curriculum that follows Advanced Placement guidelines in the area of language and composition. The course will emphasize the study of a wide array of literary texts, as well the practice of varied writing forms. Students will be required to take the AP Language and Composition exam in the spring.

041	CP	English 12	12	Full-Year	1.0
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Prerequisite: English 11

This course is designed to reinforce and refine English language arts skills already learned in English 11. Writing will include autobiographical essays, critical reactions for a variety of purposes, creative writings and research-based project. Quality in terms of content, organization, and mechanics will be expected. Vocabulary development and speaking skills will be addressed. World literature will provide the basis for reading selections. Readings will be discussed with the purpose of encouraging students to reach more sophisticated critical judgments.

042	Hon	English 12	12	Full-Year	1.0
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Prerequisite: English 11

Summer Assignment Required

This course is designed to reinforce and refine English language arts skills already learned in English 11. Writing will include autobiographical essays, critical reactions for a variety of purposes, creative writings and research-based project. Quality in terms of content, organization, and mechanics will be expected. Vocabulary development and speaking skills will be addressed. World literature will provide the basis for reading selections. Readings will be discussed with the purpose of encouraging students to reach more sophisticated critical judgments. In addition, the student is responsible for completing a summer reading assignment prior to the start of classes.

043	AP	AP English Literature and Composition	12	Full-Year	1.0
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Prerequisite: English 11 or AP English Language and Composition

Summer assignment required

Students will experience a college-level curriculum that follows Advanced Placement guidelines in the area of literature and composition. The course will emphasize the in-depth study of canonized literary texts, as well the practice of critical essay writing. Students will be required to take the AP Literature and Composition exam in the spring.

056	CP	Creative Writing	9-10	Semester	0.5
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This course will involve the study and analysis of personal narrative, memoir, poetry, short story and drama genres. After the reading and analysis of each form, students will compose original pieces which will be performed or published for the class. Students are expected to offer substantial editorial support for one another.

051	Std	Journalism	11-12	Semester	0.5
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Students in this course will learn the history, principles, and ethics of journalism, and they will learn to write in various journalistic formats (news, editorial, sports, review, etcetera). Students will also study and discuss current events and will analyze various aspects of the media. The class is also responsible for the production of the on-line student newspaper, Little Red School House. Students may take this course more than once with instructor permission.

023	Std	ELA Strategies	9-12	Semester	0.5
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Students will be placed in ELA strategies through the use of data or through a team decision. This course will focus on addressing basic ELA skills and supporting students in their primary English class. This course does not count as an English course for graduation.

WORLD LANGUAGES

115	CP	Spanish I	9-12	Full-Year	1.0
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Students will be introduced to the culture that is called the Hispanic world. Emphasis will be placed on achieving significant progress in the four major areas of language acquisition; reading, writing, listening, and speaking. Students will master basic communication techniques on the beginning level of the language, with the goal of continuing their studies to the highest level offered.

116	CP	Spanish II	9-12	Full-Year	1.0
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Prerequisite: Spanish I

Students will strengthen communication skills through more complex exercises in listening comprehension and oral expression. Writing exercises, cultural readings, and grammar study will be constant throughout this course.

117	Hon	Spanish III	10-12	Full-Year	1.0
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Prerequisite: Spanish II

Students will complete their study of all Indicative verb tenses, with the goal of entering into the realm of the Subjunctive, and poetry will be used as an instructional vehicle for verb mastery. All basic grammatical structures and vocabulary will also be covered. Students will be expected to memorize substantial amounts of material and be capable of recollecting said material in the skills of reading, writing, speaking and listening.

118	Hon	Spanish IV	10-12	Full-Year	1.0
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Prerequisite: Spanish III

This course rewards students who have successfully completed the pre-requisites because its focus is not grammatical but socio-political and literary. Although the subjunctive may be addressed in a remedial manner, prior grammatical knowledge and communicative skills will be utilized to explore specific topics of the Hispanic experience in the United States.

120	CP	Latin I	9-12	Full-Year	1.0
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Emphasis will be on the comprehension of the Latin language through practice in reading. The main objective of this course is to develop mastery in reading gradually more challenging Latin passages. At the same time, through the readings, the student will acquire an understanding of the social and political history of the Romans, especially during the first century AD.

121	CP	Latin II	9-12	Full-Year	1.0
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Prerequisite: Latin I

This course continues the study of Latin through at least Stage 13 of the Cambridge Latin Course. Included as an integral part of the course is an understanding of English word origins and making comparisons between Latin and English grammar and sentence structure. Connecting various Roman cultural topics to the modern world is also discussed.

122	Hon	Latin III	10-12	Full-Year	1.0
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Prerequisite: Latin II

This course continues the Cambridge Latin Course through at least Stage 24. The students will be challenged by more complex readings and more difficult grammatical structures, including participles, subjunctive verbs, and several noun case uses. Cultural topics include the Romanization of Britain and the city of Alexandria, Egypt; students will also occasionally read and analyze translations of ancient literature. Applying Latin word roots to enhance English vocabulary is also an essential part of the course.

124	Hon	Latin IV	10-12	Full-Year	1.0
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Prerequisite: Latin III

This course will begin with an intensive review of grammatical concepts and translation, so that students will masterfully transition to reading authentic Latin passages from ancient Roman authors such as Caesar, Cicero, Catullus, Horace, and Ovid. Roman literature in English translation will also be read and analyzed occasionally. Application of Latin and Greek roots to enhance English vocabulary is also stressed.

126	CP	American Sign Language I	9-12	Full-Year	1.0
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This course is an introduction to American Sign Language (ASL) and Deaf culture. The goal is to develop students' receptive and expressive ASL skills at the basic conversational level and to introduce students to aspects of Deaf culture and history. Everyday communication is the centerpiece of each lesson. Topics revolve around sharing information about oneself and environment. Grammar is introduced in context, with an emphasis on developing question and answering skills. Conversational strategies are learned to help maintain a conversation. Learning is fostered through dialogues, directed practice, videotapes, and readings. Interactive activities provide practice of skills. Cultural information taught throughout class allows students to

interact with the Deaf community in a way that is respectful and aware. Conversation (function) lessons introduce vocabulary and key grammar structures in context of key dialogues. Skill lessons focus on introducing numbers, fingerspelling, spatial elements, and other supporting skills. Cultural lessons focus on behaviors that enable students to act in linguistically and socially acceptable ways. Storytelling lessons focus on building narrative skills.

127	CP	American Sign Language II	9-12	Full-Year	1.0
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Prerequisite: American Sign Language I

This course is a continuation of Introduction to American Sign Language I. The goal is to provide students with the skills to communicate in a wider array of situations, to further develop their language fluency and to advance their level of comprehension of ASL in culturally appropriate ways. Special attention is paid to expressive and receptive skills. Learning is fostered through dialogues, directed practice, videotapes, and readings. Interactive activities provide practice of skills. Functional lessons introduce vocabulary and key grammar structures through the use of key dialogues or narratives. Skill building lessons focus on practicing detailed language features that support students' general ASL production, such as various number types, expanded fingerspelling practice, space and semantic use of agreement or spatial verbs, use of negation signs. Comprehension lessons use stories to expand students' skills to process and figure meanings from larger chunks of signed information. Culture lessons focus on behaviors and knowledge that enable students to act in appropriate linguistic and social ways, and to gain more cultural insight on the Deaf community. Storytelling lessons cover different essential language elements to tell stories successfully.

MATHEMATICS

216	CP	Algebra I	9	Full-Year	1.0
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This is a first course in algebra for college-bound students. Topics include identifying and using number patterns, operations with real numbers, properties of numbers, order of operations, first-degree equations and inequalities, linear and quadratic functions, factoring, graphing, solving word problems, exponents, probability and statistics, systems of equations and polynomials.

220	Hon	Algebra I	9	Full-Year	1.0
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Prerequisite: Teacher Recommendation

This accelerated course in algebra is designed for college bound students. Fundamental and advanced properties of number patterns, operations with real numbers, properties of numbers, order of operations, first-degree equations and inequalities, linear and quadratic functions, factoring, graphing, solving word problems, exponents, probability and statistics, systems of equations and polynomials will be explored. Students successfully completing this course will be encouraged to take both Geometry and Algebra II the following year.

218	CP	Geometry	10	Full-Year	1.0
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Prerequisite: Algebra I or Teacher Recommendation

This course is designed to help the student have a better understanding of the nature of mathematical systems and an appreciation of the basic structure of geometry. The fundamental properties of plane, analytic and solid geometry are introduced. It will develop powers of spatial visualization. Emphasis is placed on definitions, basic postulates and theorems and the use of deductive reasoning. Algebra is used

as a tool to help understand and develop geometric concepts. Students will also be introduced to such topics as coordinate geometry, trigonometry and transformations.

219	Hon	Geometry	9-10	Full-Year	1.0
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Prerequisite: Teacher Recommendation and (1) Algebra I taken at the High School or (2) Scoring proficient in the Algebra I placement exam.

This accelerated course in geometry is designed to help the student have a better understanding of the nature of mathematical systems and an appreciation of the basic structure of geometry. Fundamental and advanced properties of plane, analytic and solid geometry are introduced. Honors Geometry will develop powers of spatial visualization. Strong emphasis is placed on definitions, basic postulates and theorems and the use of deductive reasoning. Algebra is used as a tool to help understand and develop geometric concepts. Students will also be introduced to such topics as coordinate geometry, trigonometry and transformations.

221	CP	Algebra II	10-12	Full-Year	1.0
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Prerequisite: Geometry or Teacher Recommendation

This is a second course in algebra for college-bound students. It is designed to build upon the concepts learned in Algebra I and to help students understand algebra as a study of the real and complex number systems. Furthermore, the concept of functions as they relate to mathematics is a main theme for the study of algebra and a clear understanding of this concept is a primary goal. Topics include matrices, probability and statistics, linear, quadratic, logarithmic and trigonometric functions, as well as the introduction of conic sections and sequences and series. The TI-83 or TI-84 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use.

222	Hon	Algebra II	10-12	Full-Year	1.0
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Prerequisite: Geometry or Teacher Recommendation

This course is taught at an accelerated pace and is intended for the college-bound student with a solid background in Algebra I. The topics covered in this course will include systems of numbers, matrices, probability and statistics, polynomial and rational expressions, linear equations and inequalities, coordinate geometry, relations and functions, quadratic functions, systems of sentences, real exponents, logarithmic functions, conic sections, sequences and series, and trigonometric functions. The TI-83 or TI-84 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use.

228	CP	Statistics	11-12	Full-Year	1.0
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Prerequisite: Algebra II

This introductory course is designed for the college-bound student with a strong interest in probability and statistics. Topics covered in the course include the normal distribution, scatter plots, correlation, least-squares regression, designing experiments, probability, control charts, binomial distributions, test of significance, and confidence intervals. The TI-83 or TI-84 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use.

224	Hon	Pre-Calculus	11-12	Full-Year	1.0
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Prerequisite: Algebra II

This is an advanced course in pre-calculus for college-bound students with a strong interest and ability in mathematics. The topics covered in the course will include numbers systems, functions, trigonometry, sequences, series, limits, algebraic functions, exponential and logarithmic functions, vectors, systems of linear equations, conic sections and an introduction to calculus. The TI-83, TI-84, or TI-89 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use.

223	CP	Trigonometry & Advanced Topics	11-12	Full-Year	1.0
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Prerequisite: Algebra II

This course is designed to introduce students to the various branches of mathematics in which they may proceed as well as strengthen their understanding of the basic structure of mathematics. Included are topics in statistics, probability, linear and quadratic equations, trigonometry, and sequences and series. The TI-83 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use.

229	AP	AP Statistics	11-12	Full-Year	1.0
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Prerequisite: Algebra II

This advanced course is designed for the college-bound student with a strong interest in probability and statistics. Topics covered in the course include the normal distribution, scatter plots, correlation, samples and experiments, probability, binomial and geometric distributions, test of significance, confidence intervals, Chi-square, and analysis of variance. Students who enroll in this course are required to take the AP Statistics Exam. The TI-83 or TI-84 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use. No final exam is given for this course. However, all students are required to take the Advanced Placement Statistics exam in May.

227	AP	AP Calculus AB	12	Full-Year	1.0
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Prerequisite: Pre-Calculus

This advanced course is designed for the college-bound student with a strong interest and ability in mathematics. The focus of the course will be on the topics of limits, derivatives and integration. The TI-89 graphing calculator will be used extensively in this course and the school does not provide a calculator for each student. The school will have a limited number of T1-83 graphic calculators available for student use. No final exam is given for the course. However, all students are required to take the Advanced Placement Calculus exam in May.

250	Std	Math Strategies	9-12	Semester	0.5
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Students will be placed in Math Strategies through the use of data or through a team decision. This course will focus on addressing basic math skills and supporting students in their primary math class. This course does not count as a math course for graduation.

SCIENCE

331	CP	Ecology	9	Full-Year	1.0
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This full year 9th grade science class focuses on understanding the interactions between organisms and both the living and non-living components of their environment. By studying ecology we will gain a greater understanding and appreciation of our natural world. Ecology will involve laboratory experiences where we will have the opportunity to measure and gather information about organisms and their environment. Topics in ecology will include: (1) Human influences on the environment (2) Terrestrial and aquatic ecosystems (3) Populations (4) Species Interactions and (5) Biodiversity

311	CP	Biology	10	Full-Year	1.0
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All students are required to pass the MCAS exam in biology in order to receive a high school diploma. This standard college preparatory level course is specifically designed to help pass the biology MCAS exam. The course will rely heavily on laboratory experiences. This course will follow the learning standards set up by the Massachusetts Department of Elementary and Secondary Education. Topics include: 1) The chemistry of life 2) Structure and function of cells 3) Genetics 4) Human anatomy and physiology 5) Evolution and biodiversity 6) Ecology and 7) Experimental design.

313	Hon	Biology	9-10	Full-Year	1.0
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All students are required to pass the MCAS exam in biology in order to receive a high school diploma. This vigorous honors college preparatory course is for the student who is conscientious and willing to devote a significant amount of extra time outside of the classroom. This challenging class will also help pass the biology MCAS exam. The course will rely heavily on very demanding laboratory exercises. Honors Biology will follow the learning standards set up by the Massachusetts Department of Elementary and Secondary Education. Topics include: 1) The chemistry of life 2) Structure and function of cells 3) Genetics 4) Human anatomy and physiology 5) Evolution and biodiversity 6) Ecology and 7) Experimental design.

312	CP	Science and Technology	10-12	Full-Year	1.0
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This full year class will help students learn how to use the scientific method to solve problems. Students will make observations, raise questions, formulate hypotheses and then design and conduct scientific investigations. Projects will include the design, building and testing of a bridge and a tower. Snap circuits will be used to understand electricity and how we communicate with each other. Computer assisted Vernier probes will be used to help analyze the results. The Massachusetts Curriculum Frameworks in Science and Technology/Engineering will be used to guide our instruction.

316	CP	Chemistry	10-11	Full-Year	1.0
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Co-requisite: Algebra II.

This challenging college preparatory class is designed to focus on the building of science and math skills necessary to succeed at the college level. Taking chemistry in college is necessary if you want to go into many fields including those of health and engineering, environmental and earth science, as well as any of the traditional science fields of chemistry, biology and physics. Nursing, physical therapy, as well as being a technician or a doctor are all fields that require a strong background in chemistry. For this reason,

chemistry is considered a “gateway class.” Completing a course in high school chemistry greatly improves your chances of success in science courses you will take in college. This college preparatory level class covers the structure composition and interaction of matter, atomic theory, stoichiometry, and phase changes, intermolecular forces, gas laws, and solution chemistry. This lab course will utilize laboratory exercises to support, augment and emphasize course topics. A comfortable working knowledge of basic algebra is necessary for problem solving.

318	Hon	Chemistry	10-11	Full-Year	1.0
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Co-requisite: Algebra II or higher level math class

This rigorous honors level class will cover the same topics found in College Prep Chemistry, but at a faster pace and in greater detail and depth. Additional topics will include acids and bases, equilibrium reactions and electro-chemistry. This lab course will utilize laboratory exercises to support, augment and emphasize course topics. A solid working knowledge of algebra is necessary for problem solving.

314	CP	Geology: Earth Systems & Structures	11-12	Full-Year	1.0
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Prerequisite: Biology and Algebra 1

Geology is full year applied science course based on the principles of physics, chemistry and biology. This course is designed for the student who is interested in learning about how the earth became the planet it is today. Specific unit topics include: (1) Minerals and rocks (2) The rock cycle (3) Earthquakes and volcanoes (4) Weathering and erosion and (5) Geologic time and maps.

341	CP	Physics	11-12	Full-Year	1.0
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Co-requisite: Algebra II

This challenging college preparatory class is designed to focus on the building of science and math skills necessary to succeed at the college level. The course deals with the general subject area of Newtonian mechanics. Individual topics will include kinematics, Newton’s Laws of Motion, energy, power, linear momentum, circular motion, gravity and kinetic theory. Laboratory experiences and problem solving will be used to gain an in-depth understanding of important concepts.

342	Hon	Physics	11-12	Full-Year	1.0
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Co-requisite: Algebra II

This accelerated course in physics is designed for college bound students. This algebra-based course corresponds to the first semester of college physics for students majoring in the biological sciences and related areas. Strong emphasis is placed on solving a variety of challenging problems. This course covers the same material as “AP Physics C Mechanics” but does not require the use of calculus.

325	Hon	Anatomy and Physiology	11-12	Full-Year	1.0
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Prerequisite: Biology

A challenging full year course focused on the study of the human body. Topics will include (1) Nutrition (2) Circulation and gas exchange (3) The immune system (4) Osmoregulation and excretion (5) Hormones and the Endocrine System and (6) Neurons, synapses and signaling. The course will offer laboratory experiences including a fetal pig dissection. Students who are interested should have a strong background and interest in biology.

327	AP	AP Physics C: Mechanics	11-12	Full-Year	1.0
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Prerequisite: Algebra II

This full year course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. Topics covered in “Physics C Mechanics” include kinematics, Newton’s laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation and oscillations and gravitation. Students will be expected to take the AP Physics C exams given by the College Board in May.

323	AP	AP Biology	11-12	Full-Year	1.0
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***Prerequisites: Biology or Honors Biology and College Prep or Honors Chemistry**

AP Biology is designed to be identical to a first year freshman course in college. Topics covered in the course will include: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, structure and function of plants and animals and ecology. Students will be expected to take the AP exam given by the College Board in May.

* Chemistry prerequisite may be waived for students who demonstrate proficiency in the subject matter by successfully completing the summer assignment prior to the first day of school.

320	AP	AP Chemistry	11-12	Full-Year	1.0
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Prerequisites: Algebra II and College Prep Chemistry or Honors Chemistry.

AP Chemistry is designed to be identical to a first year freshman course in college. AP Chemistry is a demanding in-depth continuation of the college preparatory chemistry class. Topics covered in the course will include: stoichiometry, aqueous and solution chemistry, thermochemistry and chemical thermodynamics, bonding principals, gas laws, acids and bases, kinetics, equilibrium reactions, electrochemistry and organic chemistry. Students will be expected to take the AP exam given by the College Board in May.. If successfully passed, the exam can be used for college credit.

333	Hon	Electrical Engineering*	11-12	Full-Year	1.0
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Co-requisite: Algebra II or higher level math class

This course combines electronic theory and applications with the mathematical principles necessary to solve a wide range of circuit problems. It is designed for students with a serious interest in engineering. Topics will include A/C and D/C circuit analysis, logarithms in electronics, math for digital electronics, and an introduction to statistics in electronics.

***NCAA approval as a science course pending.**

350	CP	Intro to Python Programming	11-12	Semester	0.5
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Pre-requisite: Algebra II

This semester long programming class will serve as an introduction to Python programming. In this class students will learn to use computational approaches to problem solving. Math skills through Algebra II must be in place because Python Programming requires both mathematical and logical aptitude. Note that Python Programming does not count as a science course for graduation.

SOCIAL STUDIES

411	CP	World History	9	Full-Year	1.0
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World History is a freshman course covering Europe, the Middle East, Africa, Asia, and Central America. Students will study the period of colonialism, economics, politics, social and cultural issues up through the modern times. Students will study the geography, cultures, political systems of each area of the world.

405	Hon	World History	9	Full-Year	1.0
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This course covers a wide range of topics from the enlightenment in Europe to the Cold War Era. Along the way special focus will be given to the rise and fall of the great ancient empires. In addition to this development and evolution belief systems and their impact on the social, political, and economic on societies and their interactions will be explored. Finally, the earliest global exchange networks will be studied to determine the positive and negative effects of this increasingly interconnected world. This course will seek to develop critical reading and analysis skills, with special emphasis placed on the decoding of primary source readings.

452	CP	United States History I	10	Full-Year	1.0
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United States History I is a chronological study of American History from the revolutionary period to reconstruction. Topics will include the constitution, amendments, wars, science and technology, political systems, religion, ideology, economics and social and cultural issues. Several short papers are required.

454	Hon	United States History I	10	Full-Year	1.0
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Honors United States History I is a chronological study of American History from 1775 to 1876. This includes the American Revolution, constitution, nationalism, sectionalism, Civil War and Reconstruction. Several papers and presentations will be required. This course will seek to develop critical reading and analysis skills, with special emphasis placed on the decoding of primary source readings.

453	CP	United States History II	11	Full-Year	1.0
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Prerequisite: United States History I

U.S. History II is a chronological study beginning with the Industrial Revolution to the present. This includes political, economic, ideology, religion, arts, technology, economics, and social issues from post reconstruction to the present. Several short papers will be required.

472	AP	AP United States History	11	Full-Year	1.0
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Prerequisite: U.S. History I

As an Advanced Placement course, this course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems in U.S. History. Students will learn how to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. This course will seek to develop critical reading and analysis skills, with special emphasis placed on the decoding of primary source readings. All students take the College Board Advanced Placement Examination.

430	CP	American Government	10-12	Semester	0.5
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American Government is designed to enable students to learn how to actively participate in the American political system and to make intelligent decisions when presented with alternatives. Current political issues will be addressed as well as the structure of American government itself. Voter registration will be offered as part of this course. In addition, student attendance of at least one municipal meeting and a written summary are required.

424	CP	Psychology	11-12	Semester	0.5
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This is an introductory course in psychology, which is the study of human behavior and mental processing. Topics covered include personality, motivation, learning, intelligence, mental disorders, treatment, and human development. Psychology is a valuable course for all the major career areas and for gaining a better understanding of life skills.

426	CP	Sociology	11-12	Semester	0.5
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Sociology is the study of social life, social change, and the social causes and consequences of social behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

427	CP	Youth & Law	11-12	Semester	0.5
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The course is intended to familiarize a student with the components necessary for a career in criminal justice. Many concepts and practices related to law enforcement, the courts, and corrections will be addressed. It will be necessary for the student to complete simple legal documents and applications. Presenters to the class who are experts in the field include police officers, forensics officers, judges, and corrections officers.

474	CP	Economics	10-12	Semester	0.5
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Economics is the study of the production and consumption of goods and the transfer of wealth to produce and obtain those goods. Economics explains how people interact within markets to get what they want or accomplish certain goals. Since economics is a driving force of human interaction, studying it often reveals why people and governments behave in particular ways. Two main types of economics: macroeconomics and microeconomics will be examined. Microeconomics focuses on the actions of individuals and industries, like the dynamics between buyers and sellers, borrowers and lenders. Macroeconomics, on the other hand, takes a much broader view by analyzing the economics activity of an entire country or the international marketplace.

425	CP	Civics	9	Semester	0.5
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This semester course provides a comprehensive framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students will be provided with a thorough understanding of or nation's system of government. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Finally, students will become familiar with contemporary issues that face our nation, so that they will make the wise decisions upon our nation's future depends.

BUSINESS

514	CP	Accounting 1	9-12	Full-Year	1.0
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Prerequisite: Algebra I

Does your future include a degree in business, finance, marketing, management, or even cosmetology? Would you like to own your own business some day? If you answer yes to any of these questions, an accounting course will likely be required and necessary. This course covers activities related to the accounting cycle of a proprietorship, partnership, and corporation. Students will prepare balance sheets, record journal entries, post to ledgers and perform other accounting procedures that will serve as a background for employment in office jobs and preparation for studying accounting in college. Toward the end of the semester, students will be introduced to an automated accounting system to perform accounting procedures.

567	Std	Office Productivity-Word & Powerpoint	9-12	Semester	0.5
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Students will learn to create professional-looking documents, ranging from letters, memos, research papers, brochures, business cards, resumes, and other documents using Microsoft Office Word 2007. Students will also learn how to use Microsoft PowerPoint that will provide them with the ability to create presentations that are exciting and engaging. Students will learn to consider their target audience and then plan a dynamic, engaging presentation with-appropriate background themes, graphics, transitions, animation and sound. They will also use picture tools to position, size and enhance images including Smart Art, WordArt and the insertion of tables and charts from Excel or Word.

568	Std	Office Productivity-Excel & Publisher	9-12	Semester	0.5
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Microsoft Excel is the standard spreadsheet application for both the business world and personal use. Whether you manage your own finances, run a business or a large organization, this course will give you the basic skills you need to use Excel to do your calculations. Students will record data, create charts, utilize mathematical equations and learn time-saving features and tips for using Excel effectively. Students will also learn to transform their ideas into visually professional and appealing publications and websites for a business or home using Microsoft Office Publisher 2007. This course has no prerequisites and is recommended for freshmen and sophomores.

502	Std	Personal Finance	9-12	Semester	0.5
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Students will learn the strategies of developing S.M.A.R.T financial goals and how to create realistic and measurable short and long-term financial objectives. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, simulate managing personal checking accounts including writing checks and balancing accounts. Students will also learn about managing credit properly and how to avoid the dangers of excessive debt. Other topics included are bankruptcy, investment strategies including savings accounts, mutual funds and the stock market. The class will also explore the increasingly important subject of identity theft and how it relates to personal financial management. After completing the course, students will have developed a sound understanding of the key components and strategies in effectively managing their financial future.

053	Std	Red Raider Productions	9-12	Semester	0.5
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Prerequisite: Office Productivity-Word & Powerpoint OR Demonstrated Proficiency with Word & Powerpoint. (Note: Students may not take this class more than once.)

Red Raider Productions is a multimedia, technology-based inter-disciplinary productions course. Students in Red Raider Productions will be responsible for the production of the school yearbook and student, family and community communication. Students enrolled in this course will apply communication skills, both written and visual, and use technology to create and market a real-world product of historic value. Students in this course learn about and produce a real life product that will reflect our school community and society today. Today's yearbooks record events through articles, contemporary layout and design, headlines, options, graphics, and photos. Students provide picture-perfect memories, as well as accurate historical records. Another primary element is the emphasis on public relations, marketing and promotions, with Athol High School and its programs and students as the subject. All students will be expected to fund raise and solicit advertising support for the yearbook and to work with faculty and the administration to identify promotions and productions opportunities that celebrate the accomplishments of the AHS students and the school.

VISUAL ARTS

All studies require the skillful use of materials, processes and techniques, and organizing the elements and principles of design with thoughts, ideas or concepts in creating visual expression.

720	Std	Visual Arts Foundations	9-12	Semester	0.5
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This introductory course provides students with an opportunity to apply basic skills and concepts learned to both two-dimensional and three-dimensional assignments. Discipline areas covered include, but are not limited to: drawing, painting, printmaking, silk screening, ceramics and sculpture.

722	Std	Printmaking	9-12	Semester	0.5
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This course focuses on a more in-depth study of the art of printmaking. The history of printmaking as well as various printmaking techniques will be studied.

724	Std	Ceramics/Relief	9-12	Semester	0.5
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In the area of ceramics, students will utilize various techniques, i.e.: pinch, slab and coil techniques, in clay construction. A concentration on surface decoration, i.e.: textural, under glaze, wax resist, stamp effects and scaffito relief, will be explored. In the area of relief, students will explore raising areas from flat surfaces using various mediums to create pieces of art. These two topics will be studied separately as well as together producing projects demonstrating the knowledge and understanding of said topics both separately as well as combined.

725	Std	Sculpture	9-12	Semester	0.5
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This course teaches students how to convey ideas and images in a three-dimensional form using various mediums, i.e.: clay, paper and found objects. Sculptural history will also be explored through research and discussions/lectures.

721	Std	Drawing	9-12	Semester	0.5
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In this course, pencil, charcoal, pastels, pen and ink, scratchboard, relief and multi-media combinations will be used to explore all aspects of drawing. The history of drawing will also be explored through research and discussions to create a solid drawing foundation.

726	Std	Human Form	9-12	Semester	0.5
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In this course, working with proportions and ideas to form both two-dimensional renderings and three-dimensional forms will be explored. Students will work with drawing the human form realistically, symbolically, and in abstraction. Portraits, cartoons, masks and sculptures are among the works that will incorporate the visual components of the human form.

727	Std	Painting	9-12	Semester	0.5
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This course focuses on building an awareness of identifying and working with special depth, composition and intent. A background from a historical perspective will be the basis for oil painting along with more detailed observations in relation values, intensities and edges. Acrylics, watercolors and calligraphy will also be studied and explored. Painting exercises lead to working from life, and moving into individual interests.

732	Std	Digital Mixed Media	9-12	Semester	0.5
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Prerequisite:

Students will be required to have a digital camera and portable jump drive.

This course will explore incorporating computers and digital media into artwork. Students will explore digital photography, short film, digital painting, image manipulation, graphic design and scanning in conjunction with creating pieces of artwork as well as public displays.

737	Std	Filmmaking	9-12	Semester	0.5
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Filmmaking course will be the study of all that is, but not limited to, the making of a movie. Students will be studying various genres of films and directors as well as script writing, character development, set construction, wardrobe, lighting, etcetera. The final project will consist of a student-produced short film. This course will work in conjunction with music, English and history disciplines.

798	Std	Wood Technology	12	Semester	0.5
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This is an introductory course in woodworking technology. It includes the following: safety in the shop, drawing and planning a project. This course teaches the fundamentals of woodworking. You'll learn how to safely operate all shop machines and the proper use of hand and portable power tools. Emphasis will be placed on the designing, planning and selection phases used to construct a quality wood product. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering, and Technology.

MUSIC

713	Std	Concert Band	8-12	Semester	0.5
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Prerequisite: Grade 8 band or teacher recommendation

Students will participate in a variety of concert and marching band performances throughout the year. Attendance is required at all home football games, parades, and concerts. Students will be encouraged to

participate in local, district, and state-wide music festivals and competitions. Any student having no prior experience playing a band instrument, but who desires to enroll in the course, should contact the band director before enrolling.

716	Std	Concert Choir	9-12	Semester	0.5
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Prerequisite: None

This course is designed for students who have a desire to sing and study the fundamentals of choral music, including: posture, breathing, tone production, diction, music reading, and solfege. Chorus members will perform both traditional and contemporary choral music in three required school concerts and other school related functions.

714	Std	Jazz Band	9-12	Semester	0.5
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Prerequisite: Concert Band

Students will study and perform classic and contemporary jazz music and are required to perform in three concerts and various co-curricular programs throughout the year. All members must be enrolled in Concert Band.

749	Std	Intro to Music	9-12	Semester	0.5
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Students must provide their own guitar.

In the first term of this class, students will learn how to use various audio equipment, produce a radio commercial, learn the history of Rock 'n' Roll, research a musician, learn about the four instrument families, and watch various musicals. In the second term, students will be introduced to the guitar. This portion is designed for beginners and will focus on developing guitar performance skills through reading music, playing, music listening, and daily practice. Each student must supply his/her own guitar.

717	Std	Music Theory	9-12	Semester	0.5
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This general music course is an introduction to music and musicianship for students who have the desire to learn about the elements of music. Topics include musical notation, melody, harmony, rhythm, composition, music listening and analysis, ear training, music literature, and music history.

715	Std	Music Production	10-12	Semester	0.5
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Prerequisite: Students must completed an example of another music course and be familiar with musical terminology made familiar in those courses.

Music Production is a course that introduces students to multiple aspects of the technological side of music making. This class will guide students through the process of creating and manipulating sounds through the use of Digital Audio Workstations. Students will analyze elements of electronic music present in today's culture and compose their own electronic music.

PHYSICAL EDUCATION & HEALTH

928	Std	Health & Physical Education I	9	Semester	0.5
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This is a mandatory semester course that meets on a rotating basis for freshmen. In order to receive credit for Physical Education/Health, you must pass both the physical education and health components. This course will address most standards of the Massachusetts Health/P.E., Curriculum Frameworks and also The Presidential Challenge Fitness Test. The students are provided opportunities for co-educational skill

development strategy implementation, as well as rules and regulations in a wide variety of sports and games. There will be emphasis on lifetime and carryover activities including personal fitness and a wellness approach to life beyond high school. The Health Education component offers subjects such as consumer health, substance abuse, mental health and sexuality education.

929	Std	Health & Physical Education II	10-12	Semester	0.5
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Prerequisite: Health & Physical Education I

This is a mandatory semester course that meets on a rotating basis for 10-11th grade students. In order to receive credit for Physical Education/Health, you must pass both the physical education and health components. This course will follow the Massachusetts Frameworks and the student will also take the pre and post Presidential Fitness Test which is a requirement. The class will continue with exercise, recreational activities, Project Adventure, and team building curriculum. The health education component will include current events and up-to-date subjects that affect our students emotionally and socially. Topics will include disease and their signs and symptoms, substance abuse and misuse, mental health issues and self-help responsibilities and dangers of risk behaviors. The class will also cover the systems of the body and the Training Active Bystander curriculum.

960	Std	Team Sports	10-12	Semester	0.5
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Prerequisite: Health & Physical Education I

This course is offered to 10-12th grade students. Students will learn a variety of rules, skills, fundamentals and strategies in multiple team activities. Safety and sportsmanship will be emphasized. Activities include but are not limited to basketball, volleyball, flag football, soccer, diamond games, ultimate frisbee, lacrosse, and other team sports. Presidential Challenge Fitness will be administered in pre-test and post- test form.

961	Std	Lifetime Fitness	10-12	Semester	0.5
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Prerequisite: Health & Physical Education I

This course is offered to 10-12th grade students. Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual and dual sport activities, as well as more advanced Project Adventure activities; safety and sportsmanship will be emphasized. Activities include, but are not limited to badminton, pickle ball, archery, table tennis, Frisbee golf, Project Adventure elements, and other individual and dual sports. Presidential Challenge Fitness will be administered in pre-test and post-test form. The class will also include a 15 hour first aid and CPR certification program.

962	Std	Personal Training , Fitness & Nutrition	10-12	Semester	0.5
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Prerequisite: Health & Physical Education I

This course is offered to 10-12th grade students. Within the class both beginning and advanced levels will be offered to students. This course is designed for students to learn proper lifting techniques, spotting methods, weight room safety and workout routines. Activities will include, but are not limited to, a multitude of lifts utilizing free weights and machine weights, as well as an emphasis on conditioning and fitness. The course will include some classroom sessions focused on health and nutrition. Presidential Challenge Fitness will be administered in pre-test and post-test form.

SPECIAL EDUCATION

950	Std	Futures Physical Education	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

This course is offered to students in the Futures program. A variety of skills, rules, fundamentals and strategies will be taught for a variety of individual and team sport activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to basketball, soccer, volleyball, badminton, toning, emphasis on balance, eye-hand coordination through the use of Kinects and other modification if necessary for individual, dual and team activities. Presidential Challenge Fitness will be administered in pre-test and post- test form with modifications if appropriate.

091	Std	Futures Mathematics	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

A study of basic and consumer math skills will be the focus of this course. Topics include review of basic computational skills, use of a calculator, percentages, fractions, decimals, measurement, estimation skills, banking, and pre-algebra skills. This class will address the needs of the students based on their IEP goals.

094	Std	Futures Social Studies	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

This course will cover various systems of U.S. government, including local, state and federal. This course will also cover units in U.S. and World History. Students will be instructed in how to actively participate in government, especially at the local level. This class will address the needs of the students based on their IEP goals.

096	Std	Futures Science	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

This course will offer topics in anatomy, botany, ecology and current environmental issues. There will be some lab work required as well as experiential learning activities included outside the classroom. This course will address the needs of the students as identified in a students' IEP.

092	Std	Futures English	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

A study of basic language skills used in daily life will be the main context of this course. Students will be working on improving grammar skills, reading comprehension, paragraph development, increasing vocabulary skills, and accessing reference materials. This class will address the needs of the students based on their IEP goals.

010	Std	Pre-Vocational Training	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

This class allows students to begin to explore available careers and develop skills needed to join the work force. Students will discuss topics pertaining to work place hygiene, safety, language, appropriate dress, salary, taxes, job interviews, filling out applications, the benefits of working, help wanted advertisements and creating a resume. This is an in-school program. This class will address the needs of the students based on their IEP goals.

095	Std	Vocational Training	12+	Semester	0.5
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Prerequisite: Individualized Education Program

This course is geared more towards those students who have completed four or more years at Athol High School and have fulfilled all academic requirements. Students work with a vocational coordinator to gain hands-on vocational training through both in-house internships, as well as community-based experiences. Students are encouraged to try various jobs in the community as they determine likes and dislikes. This class will address the needs of the students based on their IEP goals.

097	Std	Functional Living	9+	Semester	0.5
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Prerequisite: Individualized Educational Program

A study of basic skills needed for everyday living situations will be the focus of this course. Some of the topics include time management, personal hygiene, health and nutrition, money, problem solving, budgeting, community safety, public transportation and use of telephone and computer skills. Students will participate in meal planning, grocery shopping, serving, and clean up. Students also participate in the management and daily operations of Café 219. This class will address the needs of the students based on their IEP goals.

061	Std	Fundamentals of Reading I	9-12	Semester	0.5
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Prerequisite: Individualized Education Plan

This course is a reading intervention course designed to help struggling readers build on decoding, encoding, reading fluency and comprehension. Students will use a variety of explicit and systematic phonics and instructional programs to help them build vocabulary and word fluency. Students will learn the principles of syllabification, segmentation, and the syllable types closed and vowel consonant e. They will understand word roots as well as prefixes and suffixes and how they are used in our language system. This class will address the needs of the students based on their IEP goals.

081/9	Std	Fundamentals of English 9	9	Full-Year	1.0
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Prerequisite: Individualized Education Program

This course will study a variety of genres including the short story, poetry, non-fiction, the novella and plays, writing mechanics, a study of grammatical rules and descriptive writing will also be examined. This course is designed to follow the English curriculum frameworks with modifications to meet relevant Individual Educational Program goals.

081/10	Std	Fundamentals of English 10	10	Full-Year	1.0
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Prerequisite: Individualized Education Plan

This course is designed to continue to develop the student's skills in reading, writing, and analyzing literature. Students will practice identifying literary devices, and exploring how they are effective in guiding the reader toward theme. Students will continue to work on writing skills using graphic organizers, templates, and several open-ended questions that will be applied to the literature they are reading. This course is designed to follow the English curriculum frameworks with modifications to meet relevant Individual Educational Program goals.

081/11	Std	Fundamentals of English 11	11	Full-Year	1.0
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Prerequisite: Individualized Education Plan

This course will continue to build on reading, writing, speaking, listening, and understanding literary techniques. Students will gain a better understanding of perspective in literature, and complete several essay papers using research techniques and documentation to support their ideas. There will be an emphasis on research and documentation in this course. Students will practice drawing inferences from literature, and higher-order thinking will be expected. This course is designed to follow the English curriculum frameworks with modifications to meet relevant Individual Educational Program goals.

081/12	Std	Fundamentals of English 12	12	Full-Year	1.0
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Prerequisite: Individualized Education Plan

This course will reinforce literary techniques and continue to improve reading, writing, speaking and listening skills. Students will continue to recognize, apply, and analyze literature. Students will be expected to write critical reaction papers to selected pieces, and apply proper citation methods and supporting evidence. Readings will be explored and discussions will focus on higher order thinking skills and drawing inferences from selections, including understanding perspective. This course is designed to follow the English curriculum frameworks with modifications to meet relevant Individual Educational Program goals.

215	Std	Fundamentals of Algebra I	9	Full-Year	1.0
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This course is designed to follow the Mathematics curriculum frameworks with modifications to meet relevant Individual Educational Program goals. This course provides reinforcement of foundation skills and covers topics including identifying and using number patterns, properties of numbers, operations with real numbers and polynomials, order of operations, algebraic expressions, first-degree algebraic equations and inequalities, linear and quadratic functions, solving word problems, graphing, exponents and roots, factoring, and probability and statistics.

217	Std	Fundamentals of Geometry	10	Full-Year	1.0
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Prerequisite: An Algebra I course

This course is designed to follow the Mathematics curriculum frameworks with modifications to meet relevant Individual Educational Program goals. This course is designed to reinforce foundation skills and help the student have a better understanding of geometric concepts and applications. The fundamental properties of plane, analytic and solid geometry are introduced. It will develop powers of spatial visualization. Emphasis is based on definitions, basic postulates and theorems, and the use of deductive reasoning. Algebra is used as a tool to help understand and develop geometric concepts. Students will be introduced to such topics as coordinate geometry, transformations, properties of triangles, polygons and circles, surface area and volume, right angles and trigonometry.

202	Std	Fundamentals of Algebra II	10-11	Full-Year	1.0
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Prerequisite: An Algebra I and Geometry course

This course is designed to follow the Mathematics curriculum frameworks with modifications to meet relevant Individual Educational Program goals. This is a second course in algebra. It is designed to build upon and reinforce the foundation skills and concepts learned in Fundamentals of Algebra I or Algebra I and to help students understand algebra as a study of the real and complex number systems and the concept of functions. Topics include matrices, probability and statistics, linear, quadratic, logarithmic and trigonometric functions, and an introduction to conic sections and sequences and series. The TI-83 or TI-

84 graphic calculator will be used in this course and the school does not provide a calculator for each student.

076	Std	Fundamentals of Biology	9-10	Full-Year	1.0
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Prerequisite: Individualized Education Program

This course will examine the biological makeup of plants, animals, and microorganisms. It will include relationships in the environment, as well as environmental issues that affect our world today. Laboratory activities and various “hands-on” activities will be required. This course is designed to follow the science curriculum frameworks with modifications to meet the Individual Education Program goals.

090	Std	Academic Support	9-12	Semester	0.5
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Prerequisite: Individualized Education Program or 504 plan

Academic Support is a course to provide accommodations to students to support meeting the goals of their Individualized Education Program. Students should bring their assigned work from other classes to the class for assistance and reinforcement as needed. Access to necessary tools is available, i.e., computers, spell check, calculators, etcetera. Monitoring of progress is provided by the teacher. Study strategies and organizational skills will also be addressed.

101	Std	Strive	9-12	Semester	0.5
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Prerequisite: Individualized Education Program or 504 plan

The Strive program is a course to provide behavioral accommodations to students to support meeting the goals of their Individualized Education Program. Students will work on improving their behavior through the development of behavior intervention plans and corresponding rewards or restrictions based on student performance towards their behavioral goals. Monitoring of progress is provided by the teacher. Coping skills and making healthy choices will be covered in this class as well.

996	CP	Internship	11-12	Semester	0.5
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The School to Career internship at Athol High School will promote exploration and skill building in the areas of self awareness, future planning, career development, and personal responsibility through a contracted internship placement within the high school or area communities. The experience is designed to enhance and demonstrate the relevancy of the student's academic world to the world of work and to establish a foundation for enabling students to make good decisions about career choices.

991/992	CP/AP	Dual Enrollment*	11-12	Semester	1.0
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Prerequisite: Requires approval

Students who meet eligibility requirements as determined by age and a qualifying score on the Accuplacer exam may have an opportunity to take college-level courses offered by local community colleges for a nominal fee as determined by the college. These courses vary based on interest and instructor availability and may take place at Athol High School. Courses worth three college credits may also be used for one Athol High School credit weighted the same as an AP course, if requested by the student.

909	CP/H/AP	VHS Online Courses*	9-12	Semester	1.0
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Prerequisite: Requires approval

“Virtual High School (VHS) is a non-profit organization that collaborates with schools to offer online, content-rich, credit-bearing high school courses to students across the country and around the world.” There are a limited number of district-paid courses for students’ use. Courses are taken during the school day as part of a student’s schedule in the school library, monitored by the school librarian. Each student and parent/guardian must sign a contract agreeing to the participation requirements. Each course is taught by a certified teacher contracted with VHS, and the grading of the course is done by the VHS teacher. One credit will be awarded for the successful completion of the course and will be weighted according to the level of the course as one of the following, per the Athol High School weighting system: College preparatory (CP), honors, or Advanced Placement (AP). All courses with the exception of AP courses are semester-long. Students taking AP (year-long) courses are expected to take the AP exam for a fee in the amount determined by the College Board.

HONORS ACADEMY

100	Hon	Honors Academy	9-11	Full-Year	NC
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Students in the Honors Academy would have this non-credit course appear on their transcript to indicate their participation and completion of the Honors Academy requirements.