

ATHOL HIGH SCHOOL



PROGRAM OF STUDIES ***2022-2023***

Table of Contents

Add-Drop Period.....	20
AHSAdministrative Directory.....	3
Alternative Program.....	21
Athletic Eligibility.....	20
Business.....	42
Class Schedule & Student Course Load.....	13
College Entrance Requirements.....	17
Community Service.....	14
Core Values and Learning Expectations.....	5
Course Descriptions.....	28
Course Levels & Weighting.....	15
Course Offerings Table.....	23
Dual Enrollment/College Courses.....	21
English.....	28
Full-Time Dual Enrollment.....	21
Grade Point Average & Class Rank.....	15
Graduation Requirements.....	13
Health Career Opportunity Program.....	21
Homework Policy.....	13
Independent Study.....	21
Internship.....	21
Massachusetts Seal of Bilingual Proficiency.....	22
Masscore.....	16
Mathematics.....	31
Music.....	45
Physical Education & Health.....	48
Preparing For Your Future.....	16
Promotion Requirements.....	16
Report Cards & Progress Reports.....	20
Rubrics.....	6
Science.....	34
Social Studies.....	40
Special Education.....	50
Strive.....	52
Student/Parent Letter.....	4
VisualArts.....	43
Virtual High School Online Courses.....	53
World Language.....	31

ATHOL HIGH SCHOOL ADMINISTRATIVE DIRECTORY

ATHOL HIGH SCHOOL

ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT

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ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT

ATHOLHIGH SCHOOL

2363 Main Street Athol, Massachusetts 01331

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Mr. David P. King, Principal
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Tel. 978-249-2435 Fax 978-249-2422

Dear Students and Parents/Guardians:

Please review the information contained in the 2022-2023 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 them 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 13. 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 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 master 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 black ink that reads "David P. King".

David P. King
Principal

CORE VALUES AND LEARNING EXPECTATIONS
ATHOLHIGH SCHOOLSTATEMENT 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.
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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 five period schedule.

Students are expected to carry a minimum of 5.0 credits at all times throughout the year, in addition to an Advisory class. Courses meeting for one period for the below designated length of time will receive the following credits. AP (Advanced Placement), DE (Dual Enrollment)

- AP Full-year: 3.0 credits (1.5 per semester)
- Full-year: 2.0 credits
- DE Semester: 1.5 credits
- Semester: 1.0 credit
- Quarter: 0.5 credit

Advisory is a credit bearing graduation requirement which will be Pass/Fail. Students will be led through curriculum and activities related to College & Career Readiness, Social Emotional Learning, and Academic Success.

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 theAthol High School home/school connection.

GRADUATION & PROMOTION REQUIREMENTS

The following graduation requirements outline the course specific expectations for all students. 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	Minimum of 5.0 Credits, must take grade-specific English course every year
Math	Minimum of 6.0 Credits, must take grade-specific math course every year
Science	Minimum of 4.0 Credits:, must include 3 lab based courses
Social Studies	Minimum of 3.0 Credits, must include 2 credits of US History and 1 credit of World History

Physical Education	2.5 Credits (Including PE/Health I & II)
Electives	Varies
Advisory	4.0 Credits
<i>Community Service</i>	<i>Class of 2023 - 10 Hours**</i> <i>Class of 2024 - 15 Hours**</i> <i>Class of 2025 - 20 Hours**</i> <i>Class of 2026 - 20 Hours**</i>
Total	38 Credits

**This number represents 5 hours per year and may be prorated for transfer students. Additional modifications have been made due to the COVID-19 pandemic.

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

Graduation	38 Credits
Senior	28 Credits
Junior	18 Credits
Sophomore	9 Credits

Students in the classes of 2023, 2024, and 2025 will have their credits prorated to meet promotion and graduation requirements.

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 for a total of 20 hours. Please note the adjustments for the Class of 2023 and 2024 due to the effects of the COVID-19 pandemic.

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 multiple levels of course designation that students can earn 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.

Dual Enrollment/College Courses (DE): Dual enrolled or college level courses which are accessible to all students that meet the placement requirements will be weighted as AP courses.

Honors (H): Honors courses or Honors designation are more rigorous 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/Dual Enrolled Course	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 GPAs are 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. We highly recommend you connect with your guidance counselor to plan accordingly for your future.

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.

For more information on Masscore visit the following website:

<https://www.doe.mass.edu/ccte/ccr/masscore/>

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 minimum undergraduate admissions standards for the state universities and UMass campuses were established for several primary reasons: first, to emphasize the importance of successfully completing a rigorous academic course of study in high school (example MassCore, a recommended program of studies that includes specific numbers and types of courses across academic subjects); second, to ensure that students are well prepared to begin college courses and their path to degree; and third, to increase consistency of undergraduate admissions across the state universities and UMass campuses.

Again, these standards are minimum requirements. Eligibility for undergraduate admission is not an entitlement of admission for any applicant; as such, meeting the minimum standards does not guarantee admission, since admissions officers consider a wide range of factors when reviewing students' applications, and the state universities and UMass campuses can establish additional requirements. For information about any additional requirements, please contact the admissions office at the institution(s) to which the student is interested in applying.

Note: These standards do not apply to the community colleges, which implement open admissions and enrollment policies. For additional information about admissions policies at the community colleges, please contact the admissions office at the institution(s) to which you are interested in applying.

FRESHMAN APPLICANTS

The admissions standards for freshmen applicants at Massachusetts 'public four year institutions have three primary components:

1. Successful completion of required academic courses in specific subjects; and
2. A minimum average and weighted grade point average (GPA) earned in high school level academic courses; and
3. The submission of SAT or ACT scores

Academic Course Requirement

All freshman applicants are required to successfully complete the following courses in each academic subject over their four years of high school. Applicants are required to have completed 17 courses. This reflects the required completion of four courses of mathematics in high school including mathematics in the senior year.

English	4 courses
Mathematics	4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school
Sciences	3 courses (from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work
History /Social Sciences	3 Courses (Including US History1, US History 2 and World History. ***AP US History can replace US 2 and AP World History can replace World History.
Foreign Languages	2 courses (in a single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Note: comparable courses are defined as coursework that is equal to or beyond the content defined in the Massachusetts Curriculum Frameworks.

If a high school designates a course as a comparable mathematics course or designates a science course as a science laboratory course, college admissions officers must accept that the course meets the above requirements. Technology and Engineering courses should be identified and High School transcripts should clearly indicate that the course(s) are mathematics or science courses.

MINIMUM GPAREQUIREMENT

The minimum average GPAfor freshman applicants, weighted for accelerated (Honors andAdvanced Placement) courses, is 3.0 for both the state universities and the UMass campuses. Calculating the weighted GPAis a process conducted by admissions offices and does not reflect policies and practices in place in high schools.

This GPAis based on all academic courses completed and grades received for courses in which the student is currently enrolled (for example, mathematics courses in which the student is enrolled during the senior year of high school).

SAT/ACT SCORE REQUIREMENTS FORAPPLICANTS

All freshman applicants who are within three years of their high school graduation may be asked to submit their SAT scores (for Critical Reading and Mathematics) orACT scores.

In conjunction with the College Board, the Department of Higher Education has included new sliding scale tables for the State Universities and the University of Massachusetts to align the NEW SAT scores with a sliding weighted GPAandACT score. Offices of admissions will review these OLD SAT scores and NEW SAT scores with weighted GPAandACT according to the appropriate OLD SAT or NEW SAT sliding scale table.

All freshman applicants (including international) who meet the minimum average weighted GPA of 3.0 and are within three years of their high school graduation may be asked to submit their SAT scores or ACT scores. International freshman students may be exempt if it is not possible to take these tests due to extreme hardship.

For freshman applicants (including international) who do not meet the minimum weighted 3.0 GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

NOTE: AN APPLICANT WITH A HIGH SCHOOL MINIMUM WEIGHTED GPA BELOW 2.0 MAY NOT BE ADMITTED TO A STATE UNIVERSITY OR UMASS UNDERGRADUATE CAMPUS.

SAT SCORE SLIDING SCALE TABLE FOR UNIVERSITY OF MASSACHUSETTS

	ACT Score	
2.51 - 2.99	1030	20
2.41 - 2.50	1070	21
2.31 - 2.40	1110	22
2.21 - 2.30	1140	23
2.11 - 2.20	1180	24
2.00 - 2.10	1220	25

SAT TOTAL SCORE SLIDING SCALE TABLES FOR STATE UNIVERSITIES

Campuses Weighted Average GPA	Combined NEW SAT Score (Evidenced Based Reading & Writing and Mathematics)	ACT Score
2.51 - 2.99	990	19
2.41 - 2.50	1030	20
2.31 - 2.40	1070	21
2.21 - 2.30	1110	22
2.11 - 2.20	1140	23
2.00 - 2.10	1180	24

All freshman applicants who meet the minimum average weighted GPA requirement of 3.0 and are within three years of their high school graduation must submit their SAT scores (for critical reading and mathematics) or ACT scores.

Applicants from a high school outside of the US who meet the minimum average weighted GPA requirement of 3.0, and are within three years of their high school graduation, must also submit required SAT or ACT scores unless it is not possible to take these tests due to extreme hardship.

For freshman applicants who do not meet the minimum weighted GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

If an applicant from a high school outside of the US does not meet the GPA requirement of 3.0, s/he must submit required SAT or ACT scores unless it is not possible to take these tests due to extreme hardship.

NOTE: AN APPLICANT WITH A HIGH SCHOOL MINIMUM WEIGHTED GPA BELOW 2.0 MAY NOT BE ADMITTED TO A STATE UNIVERSITY OR UMASS UNDERGRADUATE CAMPUS.

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 prerequisite
- No specific math requirements, although students are expected to have completed Algebra II

ATHLETIC ELIGIBILITY

Athol High School Eligibility:

In addition to meeting MIA 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 75% of their classes in addition to a designation of Pass in Advisory 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 from the start of the course. During this time a student may request a course change 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 be sent home with students four times during the year. Progress reports will be sent home with each student midway through each quarter. Both of these reports are available on the student and parent portals.

ATHOL HIGH SCHOOL ALTERNATIVE PROGRAM

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

See your Dean of Students for more information regarding this program.

DUAL ENROLLMENT/COLLEGE COURSES

Dual enrollment is when a student is enrolled in both Athol High School and a local college in order to take college level courses. Students who meet eligibility requirements as determined by age and additional multiple measures may have an opportunity to take college-level courses offered by local colleges. These courses vary based on interest and instructor availability and may take place at Athol High School.

HEALTH CAREER OPPORTUNITY PROGRAM

The North Central Massachusetts Health Career Opportunity Program (HCOP) is a Mount Wachusett Community College dual-enrollment program at Athol High School that prepares students for careers in the allied health fields. HCOP aims to expose participating students to a wide variety of allied health professions, which begins with in-depth career exploration and exposure to professionals with a broad range of healthcare experiences. Students participating in HCOP receive four free dual-enrollment college courses, including Career Planning, College Writing I, Statistics, and Introduction to Psychology. These courses are taught by MWCC professors at Athol High School during regular school hours, and the courses are transferable with a grade of "C" or higher to state colleges and universities, and many private institutions as well. In addition to the free dual-enrollment courses, students receive individual academic counseling and tutoring support, and those students matriculating in a health field at MWCC after graduation will receive a \$1,500 scholarship to be used for educational costs.

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/agencies and/or on campus for internships. Students can earn Athol High School academic credit for participating in internships. The following process will be followed for suitable placement.

Student Sign-Up: Interested juniors (eligible for on campus internships) and 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 identified goals and 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.

MASSACHUSETTS SEAL OF BILITERACY

Athol High School offers the opportunity for students to earn the Massachusetts' State Seal of Biliteracy. It recognizes high school graduates who attain proficiency in two or more languages by high school graduation. The Massachusetts Seal of Biliteracy takes the form of a seal that appears on the transcript and diploma of the graduating senior. This recognition may be presented to colleges and future employers. It is intended to give credit to applicants for the attainment of high-level skills in languages, prepare students with skills that will benefit them in the labor market and global society as well as strengthen and honor the multiple cultures and languages in our community.

The criteria to receive a Seal of Biliteracy are as follows:

- Meet all graduation requirements.
- Achieve proficient or advanced in ELAMCAS.
- ACCESS scores may be used to satisfy the English language criteria for English Learners if students fulfill the requirements of an Educational Proficiency Plan (for a score between 455 and 472 on the English Language Arts MCAS). These students must demonstrate English proficiency on ACCESS with an overall score of at least level 4.2 and a composite literacy scores of at least level 3.9
- Achieve a 4 or 5 on Advanced Placement language exam or intermediate high on state approved language proficiency exam or portfolio if language exam is not available. The AP exam is usually administered in spring of the student's junior year.

To pursue the Seal of Biliteracy, students should contact their guidance counselor, language teacher, or English language director before October 15 of their junior year.

COURSE OFFERINGS

The following table lists the course offerings for the 2022-2023 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/Hon	English 9 (Term 2-4)	9	3 Quarters	1.5
100	CP	Freshman Seminar	9	Quarter	0.5
009	CP	English Extension as required	NA	NA	NA
056	CP	Creative Writing	9-12	Quarter	0.5
051	CP	Journalism	9-12	Quarter	0.5
021	CP/Hon	English 10 (Term 1-3)	10	3 Quarters	1.5
031	CP	English 11	11	Semester	1.0
043	AP	AP English Literature and Composition	11-12	Full-Year	3.0
044	AP	AP English Language and Composition	11-12	Full-Year	3.0
041	CP	English 12	12	Semester	1.0
737	CP	Filmmaking & Video Production	9-12	Quarter	0.5

World Language

Course #	Level	Title	Grades	Length	Credits
115	CP	Spanish I	9-12	Semester	1.0
116	CP	Spanish II**	9-12	Semester	1.0
117	Hon	Spanish III	10-12	Semester	1.0
118	Hon	Spanish IV	10-12	Semester	1.0

**assessment required for 9th grade students

Mathematics

Course #	Level	Title	Grades	Length	Credits
216A	CP/Hon	Algebra IA	9	Semester	1.0
216B	CP/Hon	Algebra IB	9	Semester	1.0
218	CP/Hon	Geometry	9-10	Semester	1.0
200	CP/Hon	Integrated Algebra/Geometry	9-10	Semester	1.0
221	CP/Hon	Algebra II	10-11	Semester	1.0
226	Hon	Pre-Calculus (Algebra III/Trig)	11-12	Semester	1.0
228	CP	Probability & Statistics	11-12	Semester	1.0
502	CP	Personal Finance	11-12	Semester	1.0
229	AP	AP Statistics	11-12	Full-Year	3.0
229VHS	AP	VHSAP Statistics	11-12	Full-Year	3.0
227	AP	AP CalculusAB	12	Full-Year	3.0
227VHS	AP	VHSAP CalculusAB	12	Full-Year	3.0

Science & Technology

Course #	Level	Title	Grades	Length	Credits
329	CP/Hon	Environmental Science	10-12	Semester	1.0
311	CP/Hon	Biology	9-10	Full-Year	2.0

311B	CP/Hon	Genetics & Heredity	10-12	Semester	1.0
331	CP	Evolution & Ecology	10-12	Semester	1.0
316	CP/Hon	Chemistry	10-12	Semester	1.0
341	CP/Hon	Physics	10-12	Semester	1.0
324	AP	AP Environmental Science	NA	Full Year	3.0
324VHS	AP	VHSAP Environmental Science	10-12	Full Year	3.0
327	AP	AP Physics 1	11-12	Full Year	3.0
325	Hon	Anatomy and Physiology	11-12	Semester	1.0
360	CP	Precision Measurement Instruments	11-12	Quarter	0.5
328VHS	AP	VHSAP Computer Science Principles	10-12	Full-Year	3.0
320	AP	AP Chemistry	11-12	Full Year	3.0
320VHS	AP	VHSAP Chemistry	11-12	Full-Year	3.0
323VHS	AP	VHSAP Biology	10-12	Full-Year	3.0
309	CP	Forensics	11-12	Quarter	0.5
350	CP/Hon	Programming [†]	10-12	Quarter	0.5
327VHS	AP	VHSAP Physics 1	11-12	Full Year	3.0

[†]*Does not count as a laboratory science for graduation.*

Social Studies

Course #	Level	Title	Grades	Length	Credits
452	CP/Hon	United States History I	9-10	Semester	1.0
472	AP	AP United States History	10-12	Full-Year	3.0
430	CP	American Government	10-12	Quarter	0.5
453	CP	United States History II	11-12	Semester	1.0
424	CP	Psychology	11-12	Quarter	0.5
426	CP	Sociology	11-12	Quarter	0.5

411AP	AP	AP World History	11-12	Full-Year	3.0
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Business

Course #	Level	Title	Grades	Length	Credits
568	Std	Office Productivity 1 (Word/PP)	9-12	Quarter	0.5
567	Std	Office Productivity 2 (Excel/Pub)	9-12	Quarter	0.5
514	CP	Accounting 1	10-12	Semester	1.0

Art

Course #	Level	Title	Grades	Length	Credits
720	Std	Art 1: Visual Arts Foundations	9-12	Semester	1.0
721	CP	Art 2: Drawing and Advance Mark Making	9-12	Semester	1.0
724	Std	Ceramics 1	9-12	Quarter	0.5
724B	Std	Ceramics 2	9-12	Quarter	0.5
725	Std	Sculpture	9-12	Quarter	0.5
727	CP	Painting	10-12	Quarter	0.5
723	Hon	Art 3: Portfolio and College preparation	11-12	Semester	1.0

Music

Course #	Level	Title	Grades	Length	Credits
713	CP	Concert Band	9-12	Full-Year	2.0
714	CP	Jazz Band (Afterschool 2 hr per wk)	9-12	Full-Year	2.0
716	Std	Concert Chorus	9-12	Full-Year	2.0
701	Std	Beginner Guitar Class	9-12	Quarter	0.5
748	Std	Music Theory	9-12	Quarter	0.5
749	Std	Music Technology	9-12	Quarter	0.5
750	Std	Music Appreciation	9-12	Quarter	0.5

Physical Education

Course #	Level	Title	Grades	Length	Credits
928	CP	Health & Physical Education I	9-10	Semester	1.0
929	CP	Health & Physical Education II	10-12	Semester	1.0
960	Std	Team Sports	10-12	Quarter	0.5
961	Std	Lifetime Fitness	10-12	Quarter	0.5
962	Std	Personal Training, Fitness & Nutrition	10-12	Quarter	0.5
957	Std	Sports Management	11-12	Quarter	0.5

Special Education

Course #	Level	Title	Grades	Length	Credits
091A	Std	Futures Mathematics	9+	Full-Year	2.0
094A	Std	Futures Social Studies	9+	Semester	1.0
092A	Std	Futures English	9+	Full-Year	2.0
010	Std	Pre-Vocational Training	9+	Semester	1.0
097	Std	Functional Living	9+	Semester	1.0
061	Std	Reading I	9-12	Semester	0.5
062	Std	Reading II	9-12	Semester	0.5
090	Std	Academic Support	9-12	Semester	1.0
101	Std	Strive	9-12	Full-Year	2.0
***	CP	Inclusion Class – Offered in required core courses based on enrollment	9-12	Full-Year	1.0
095	Std	Vocational Training	12+	Semester	1.0

Dual Enrollment/College Courses, Internship & Virtual High School

Course #	Level	Title	Grades	Length	Credits
909	CP/H/AP	Online Courses*	9-12	Varies	0.5-3.0
996A	CP	Internship*	11-12	Semester	1.0

MWCC 30	AP	MWCC SPC 113. Speech	11-12	Semester	1.5
MWCC 21	AP	MWCC ENG 101. College Writing	11-12	Semester	1.5
MWCC 12	AP	MWCC MAT 143. Statistics	11-12	Semester	1.5
MWCC 28	AP	MWCC SOC 103. Introduction to Sociology	11-12	Semester	1.5
MWCC 44	AP	MWCC PSY 105. Introduction to Psychology	11-12	Semester	1.5

****Course and internship selection requires approval***

Courses Not Currently Offered

**These courses may be made available at a future time.*

Course #	Level	Title	Grades	Length	Credits
Science 330	CP/Hon	Intro Physics	NA	NA	NA
Science 314	CP	Geology: Earth Systems & Structures	NA	NA	NA
Science 323	AP	AP Biology	NA	NA	NA
Social Studies 411	CP	World History	NA	NA	NA
Social Studies 427	CP	Youth & Law	NA	NA	NA
Art 732	Std	Digital Mixed Media	NA	NA	NA
Art 722	Std	Printmaking	NA	NA	NA
Music 713A	Std	Marching Band/Pep Band	NA	NA	NA
Music 710	Std	Ensemble Class	NA	NA	NA
Music 700	Std	ACappella Ensemble	NA	NA	NA
Music 702	Std	Woodwind Class	NA	NA	NA
Music 703	Std	Brass Class	NA	NA	NA
Music 704	Std	Percussion Class	NA	NA	NA
Special Ed 950A	Std	Futures Physical Education	NA	NA	NA
Special Ed 076A	Std	Futures Biology	NA	NA	NA

COURSE DESCRIPTIONS

ENGLISH

The following English courses are required:

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

011	CP/Hon	English 9	9	Term 2-4	1.5
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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. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

009	CP	English Extension	NA	NA	NA
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Prerequisites: Students will be assigned 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.

056	CP	Creative Writing	9-12	Quarter	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	CP	Journalism	9-12	Quarter	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 an on-line student newspaper. Students may take this course more than once.

021	CP/Hon	English 10	10	Term 1-3	1.5
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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. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

031 CP English 11 11 Semester 1.0

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.

043 AP AP English Literature and Composition 11-12 Full-Year 3.0

**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.

044 AP AP English Language and Composition 11 - 12 Full-Year 3.0

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 Semester 1.0

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.

737 CP Filmmaking & Video Production 9-12 Quarter 0.5

The Filmmaking and Video Production course will cover an introduction into the world of filmmaking and video production. Students will learn about making P.S.As, short student films, and weekly video productions. The student will learn about the pre-planning involved with film production: script development, production planning, story boarding and set design. They will also learn about onset production processes. This course will culminate with instructions into areas of Post-production: editing, sound/digital effects and online uploading. Each student will be responsible for researching and writing a paper about a filmmaker of their choosing.

WORLD LANGUAGES

115	CP	Spanish I	9-12	Semester	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. Incoming students may bypass Spanish I directly into Spanish II with the successful completion of the Spanish II Acceleration Assessment Exam.

116	CP	Spanish II	9-12	Semester	1.0
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Prerequisite: Spanish I or assessment for grade 9 students

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. Incoming students may bypass Spanish I directly into Spanish II with the successful completion of the Spanish II Acceleration Assessment Exam

117	Hon	Spanish III	10-12	Semester	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	Semester	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.

MATHEMATICS

200	CP	Algebra Extension	NA	NA	NA
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Prerequisites:As required based on assessment data.

answer and open response questions. Emphasis is on five categories: Algebra and Functions, Numbers and Quantity, Statistics and Probability and Geometry. This course is for those students whose assessment data indicates they need additional support to be successful in Algebra and Geometry.

221 CP/Hon Algebra II 10-12 Semester 1.0

Prerequisite: Geometry

This course in algebra is designed to help the student have a better understanding of the nature of mathematical systems. 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. All students in this course will be eligible to receive honors credit. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

31

226 CP/Hon Pre-Calculus 11-12 Semester 1.0

Prerequisite: Algebra II

This is college preparatory course designed for the college-bound student. The topics covered in this course will include numbers systems, functions, trigonometry, sequences, series, limits, algebraic functions, exponential and logarithmic functions, vectors, systems of linear equations, and conic sections. The TI-83, TI-84, or TI-89 graphic calculator will be used extensively in this course. Students are encouraged to obtain one of these calculators, however the school will have a limited number of TI-83 graphic calculators available for student use.

228 CP/Hon Probability & Statistics 11-12 Semester 1.0

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. All students in this course will be eligible to receive honors credit. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

502 CP Personal Finance 11-12 Semester 1.0

Understanding and managing personal finances are key to one's future financial success. Personal Finance presents essential knowledge and skills to help students prepare to begin making their own financial decisions as they move on to college, getting a job right after high school, or moving out to live on their own.

229 AP AP Statistics

11-12 Full-Year 3.0

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. No final exam is given for this course. However, all students are required to take the Advanced Placement Statistics exam in May.

This course connects practical mathematical concepts to personal and real world experiences including: calculating gross and net pay and payroll taxes, budgeting, maintaining a checking account, calculating interest on credit cards and loans, and other real world concepts.

In order to prepare students for the workplace, they will be led through a step-by-step process of creating a resume, filling out a job application, I-9, and a W-4. Also covered is an analysis of the interviewing process that will prepare them for any job interview!

Students will also learn the strategies of developing S.M.A.R.T financial goals and researching careers that match their individual goals, skills, and interests. The class will also explore the increasingly important subject of identity theft and how it relates to personal financial management. Studying these topics can prevent them from making bad financial decisions that can result in debt and poor spending habits.

The unit on money management teaches about the benefits of savings and checking accounts as well as the various types of banking institutions. Students will also learn about the cost of credit and debt, the importance of establishing good credit, and how to manage their credit properly.

227 AP AP Calculus AB

12 Full-Year 3.0

Prerequisite: Trigonometry and Algebra III

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. No final exam is given for the course. However, all students are required to take the Advanced Placement Calculus exam in May.

SCIENCE

329 CP/Hon Environmental Science

10-12 Semester 1.0

This full year blended science course will focus on Biology and Earth and Space Science standards. A quarter of the course will focus on the curriculum outlined in our Ecology course, which relates to understanding the interactions between organisms and both the living and non-living components of their environment. The remainder of the course will focus on Earth Sciences where students will gain insight into the environment on earth and the earth's environment in space. This includes presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, where they will explore meteorology, geology,

and astronomy. This entire course will involve laboratory experiences where we will have the opportunity to measure and gather information about organisms and their environment. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

330 CP/Hon Intro Physics NA NA NA

This introductory physical science course examines the physical world around us. Through a variety of experiences students will develop their understanding of the structure, properties, and reactions of matter; forces and motion; and the relationships between matter and energy. Students will build their understanding of the physical sciences through hands-on exploration of the physical world. The physical science course will lay the foundation for further study in the physical, earth, and life sciences. In this course participants will strengthen their math skills and they will apply math skills in the solution of basic physical science problems. Students taking this course will be on track to take the MCAS in physics for their science graduation requirement. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

311 CP/Hon Biology 9 Full-Year 2.0

This year-long course is specifically designed for students in preparation for the June 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. *All students taking this course are required to pass the MCAS exam in biology in order to receive a high school diploma, unless they have passed the physics MCAS.* To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

311B CP/Hon Genetics and Heredity 10-12 Semester 1.0

This is a semester-long course that 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. *All students taking this course are required to pass the MCAS exam in biology in order to receive a high school diploma, unless they have passed the physics MCAS.* To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

316 CP/Hon Chemistry 10-11 Semester 1.0

Co-requisite: Algebra II.

Prerequisite: Passing science MCAS in freshman or sophomore year.

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. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed.

341 CP/Hon Physics 10-12 Semester 1.0

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. To earn honors designation students will complete additional assignments that increase the depth of understanding of the topics listed. *Students who have not already passed the biology or physics MCAS in their freshman year will be expected to take the physics MCAS as a graduation requirement toward the end of the course.*

324 AP AP Environmental Science NA NA NA

Prerequisite: CP/Hon Biology

AP Environmental Science is designed to be both rigorous and demanding. The College Board states that: *“The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.”* Topics in the course will include land and water use, energy resources and consumption, pollution, population studies, and global climate change. Students will be expected to take the AP exam given by The College Board. **As this is an environmental science, students are expected to be able to perform laboratory/fieldwork outside on campus. Dressing appropriately for outdoor conditions is mandatory. Summer work will be required.**

324VHS AP AP(VHS) Environmental Science 10-12 Full-Year 3.0

Prerequisite: CP/Hon Biology

This virtual high school AP Environmental Science course is designed to be both rigorous and demanding. The College Board states that: *“The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.”* Topics in the course will include land and water use, energy resources and consumption, pollution, population studies, and global climate change. Students will be expected to take the AP exam given by The College Board.

327 AP AP Physics 1 11-12 Full-Year 3.0

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. Summer work may be required.

325 Hon Anatomy and Physiology 10-12 Semester 1.0

Prerequisite: Biology and Chemistry. (Chemistry may be taken concurrently.)

A challenging full year course focused on the study of the human body. Topics will include: 1) Basic organization of the human body from cell to physiological system 2) Basic chemistry and biochemistry as it relates to the human body 3) Morphology and physiology of each of the eleven body systems and the role of each system in maintaining homeostasis and 4) How disease affects the human body. This course will offer laboratory experiences including a fetal pig dissection. Students who are interested should have a strong background and interest in biology. Summer work **may** be required.

360 CP Precision Measurement Instruments 10-12 Quarter 0.5

Prerequisites: Passing science MCAS

This course is designed to assist multiple technical training disciplines with the proper operation, calibration, and measuring techniques required for utilizing precision measurement equipment effectively. Both SAE and metric measuring instruments will be covered; including **steel** rules, feeler gauges, precision straight edge, calipers, inside and outside micrometers, angle measurement, small hole gauges, telescoping gauges and dial indicators. This course informs students about future career choices in manufacturing, engineering and other programs.

Note: This course **does not count as a laboratory science. If taken sophomore or junior year, it must be in conjunction with another lab science or a lab science must be taken senior year to achieve a total of 3 lab science credits.*

307	CP	PMI/Multimeter Certification*	NA	NA	NA
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Prerequisites: Passing science MCAS

This course is designed to assist multiple technical training disciplines with the proper operation, calibration, and measuring techniques required for utilizing precision measurement equipment effectively. Both SAE and metric measuring instruments will be covered; including **steel** rules, feeler gauges, precision straight edge, calipers, inside and outside micrometers, angle measurement, small hole gauges, telescoping gauges and dial indicators. The multimeter certification has been designed to expertly train students on the functionality, operations, and troubleshooting of electrical systems and circuitry including resistance, continuity, voltage, within a manufacturing setting.

Note: This course **does not count as a laboratory science. If taken sophomore or junior year, it must be in conjunction with another lab science or a lab science must be taken senior year to achieve a total of 3 lab science credits.*

328VHS	AP	AP(VHS) Computer Science Principles	10-12	Full-Year	3.0
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This virtual high school AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Summer work may be required.

320	AP	AP Chemistry	11-12	Full-Year	3.0
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Prerequisites: Algebra II and CP/Hon 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.

320VHS	AP	AP(VHS) Chemistry	11-12	Full-Year	3.0
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Prerequisites: Algebra II and CP/Hon Chemistry

This virtual high school AP Chemistry course 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.

314 CP Geology: Earth Systems & Structures NA NA NA

Geology is an 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.

331 CP/Hon Evolution and Ecology 10-12 Quarter 0.5

This lab intensive course 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. **Students will be expected to participate in outdoor fieldwork as well as indoor laboratories. Appropriate dress for fieldwork will be required. Summer work will be required.**

323 AP AP Biology NA NA NA

***Prerequisites: CP/Hon Biology or Honors Biology and CP/Hon Chemistry, or prior chemistry knowledge placement test.**

AP Biology is both rigorous and demanding. 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. Summer work will be required.

* Chemistry prerequisite may be waived by permission of the Department Chair.

323VHS AP AP(VHS) Biology 11-12 Full-Year 3.0

***Prerequisites: CP/Hon Biology and CP/Hon Chemistry, or prior chemistry knowledge placement test.**

This virtual high school AP Biology course is both rigorous and demanding. 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. Summer work will be required.

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. Summer reading is an important requirement. Students will be expected to complete a significant amount of reading, writing and independent research.

472 AP AP United States History 10-12 Full-Year 3.0

This course covers the whole of US history with a primary focus on the 20th century. Summer work is required. During the year students will be expected to do a significant amount of reading, writing and independent research. All students are required to take the Advanced Placement US History Exam in May.

430 CP American Government 10-12 Quarter 0.5

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.

453 CP/Hon United States History II 11 Semester 1.0

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.

424 CP Psychology 11-12 Quarter 0.5

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 Quarter 0.5

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

This introductory course will provide students with an opportunity to apply basic art concepts to create both two-dimensional and three-dimensional assignments. Art mediums cover are, but not limited to: drawing, painting, printmaking, ceramics and sculpture. All areas will make a connection to the historical periods or artists involved with the medium used. Each student will be responsible for researching and writing a paper about an artist of their choice.

721 CP Art 2: Drawing and Advance Mark Making 9-12 Semester 1.0

Prerequisite: Art 1

In this course, pencil, charcoal, pastels, pen and ink, scratchboard, relief and multi-media combinations will be used to explore all aspects of drawing. This course is designed to build upon the knowledge learned in Art 1. The history of drawing will also be explored through research and discussions to create a solid drawing foundation. Each student will be responsible for researching and writing a paper about an Illustrator artist of their choosing.

724 Std Ceramics 1 9-12 Quarter 0.5

This introductory ceramics course focuses on 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 sgraffito 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 separately as well as together producing projects demonstrating the knowledge and understanding topics both separately as well as combined. All areas will make a connection to the historical periods of artists involved with the techniques used. Each student will be responsible for researching and writing a paper about a ceramics artist of their choosing.

724B Std Ceramics 2 9-12 Quarter 0.5

This ceramics course requires previous ceramics knowledge as students will utilize previously taught 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 sgraffito 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. Students will be going into much deeper technical processes in Ceramics 2 with a culminating project that demonstrates a deeper understanding and use of these identified techniques.

732 Std Digital Mixed Media NA NA NA

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, graphic design, digital illustration, image manipulation, use of typography and stop motion animation. Students will use traditional preparation art concepts to create digital art works for display and development of a digital portfolio. Each student will be responsible for researching and writing a paper about a digital artist or photographer of their choosing.

725 Std Sculpture 9-12 Quarter 0.5

This course teaches students how to convey ideas and images in a three-dimensional form using various mediums, i.e.: clay, wire, paper mache and found objects. Sculptural history will also be explored through research and discussions/lectures. Each student will be responsible for researching and writing a paper about a sculpture artist of their choosing.

727 CP Painting 10-12 Quarter 0.5

Prerequisite: Art 1

This course will focus on building an understanding of the different mediums of painting. Students will focus on the historical perspectives connected to various mediums of painting, including: oil, acrylic, and watercolor. A focus of building awareness of identifying and creating special depth, values, color intensities, edges and intent in composition. Exercises will focus on painting from observation and lead to student interests and abstraction. All areas will make a connection to the historical periods of artists involved with the medium used. Each student will be responsible for researching and writing a paper about a painter of their choosing.

722 Std Printmaking NA NA NA

Prerequisite: Art 1 & Art 2

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 including Linocut, wood block and silk screening. Each student will be responsible for researching and writing a paper about a printmaker of their choosing.

723 Hon Art 3: Portfolio and College Preparation 11-12 Semester 0.5

Prerequisite: Art 1, Art 2 and a preexisting course specific to the independent study

In this course students will work with student directed mediums, ex Painting, Sculpture, Digital Mixed Media.... The student will work independently to work through building the portfolio. Students will learn how to create a portfolio for college review and admissions. Students will develop artwork that works as a collection and independently to culminate in aAP student showcase.

700 Std A Capella Ensemble NA NA NA

Prerequisite: Students DO NOT have to be in chorus in order to be in this group. Students must have a good sense of rhythm, harmony and pitch. An audition will be required.

This is the singing group that performs with only their voices. Do you like The Pentatonix? This class is available to any student, 9-12, interested in performing songs in an A Capella style, singing cool harmonies and arrangements of popular songs, and provide vocal beats. This is not like chorus. All songs will be from “popular music”.

702 Std Woodwind Class NA NA NA

It is not too late to play a band instrument. This course is designed for students, 9-12, who have never played an instrument before or played in the past and are looking to start up again at an easy level. If you are interested in playing a woodwind instrument such as a flute, clarinet or saxophone, this is the course for you! Students can choose which instrument they wish to learn and the class will be constructed accordingly. Students in this course will eventually end up in band. Take this course and help grow our band!

703 Std Brass Class NA NA NA

It's not too late to play a band instrument. This course is designed for students, 9-12, who have never played an instrument before or played in the past and are looking to start up again at an easy level. If you are interested in playing a brass instrument such as a trumpet, trombone, baritone or tuba, this is the course for you! Students can choose which instrument they wish to learn and the class will be constructed accordingly. Students in this course will eventually end up in band. Take this course and help grow our band!

704 Std Percussion Class NA NA NA

It is not too late to play a band instrument. This course is designed for students, 9-12, who have never played an instrument before or played in the past and are looking to start up again at an easy level. If you are interested in playing a percussion instrument such as snare drums, drum set, etc., this is the course for you! Students can choose which instrument they wish to learn and the class will be constructed accordingly. Students in this course will eventually end up in band. Take this course and help grow our band!

PHYSICAL EDUCATION & HEALTH

928 CP Health & Physical Education I 9-10 Semester 1.0

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 CP Health & Physical Education II 10-12 Semester 1.0

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 issues and self-help disease and their signs and symptoms, substance abuse and misuse, mental health responsibilities and dangers of risk behaviors. The class will also cover the systems

960 Std Team Sports 10-12 Quarter 0.5

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 Quarter 0.5

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, pickleball, 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 Quarter 0.5

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.

957 Std Sports Management 11-12 Quarter 0.5

This course is designed to help the student have a better understanding of community and school athletic officials, coaching theory and strategy for management operations. It introduces the student to values of effective coaching, officiating and sports management programs. Emphasis is placed on coaching and officiating philosophy as well as the students' ability to gain knowledge of the rules in a variety of sports. Sports marketing, business and game operations, media and community relations, grounds and event planning, videotaping and broadcasting preparations, coaching models, volunteer positions and job opportunities, guest speakers, field trips and class projects are examples of course curriculum.

SPECIAL EDUCATION

950A Std Futures Physical Education NA NA NA

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.

091A Std Futures Mathematics 9+ Full-Year 2.0

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.

094A Std Futures Social Studies 9+ Semester 1.0

Prerequisite: Individualized Educational Program

This course will cover various systems of the 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

STEM ADVANCED PLACEMENT ACCESS EXPANSION OPPORTUNITY

Beyond the menu of regular online courses offered through Edgenuity and VHS, Athol High School has been accepted into the **STEM Advanced Placement Access Expansion Opportunity (SAPAO) Program**. This program gives students free access to seven different AP STEM high school courses offered through the VHS online platform. The luxury of taking an online AP course is that these courses provide great flexibility when building your schedule, can be accessed at all times, and provide the student with collaborative and engaging learning opportunities. The available AP STEM courses are as follows:

- AP® Calculus AB ●
- AP® Statistics
- AP® Computer Science Principles ●
- AP® Biology
- AP® Chemistry
- AP® Physics 1: Algebra-Based ●
- AP® Environmental Science

INTERNSHIPS & VIRTUAL HIGH SCHOOL

909 CP/H/AP Online Courses* 9-12 Varies 0.5-3.0

Prerequisite: Requires approval

Athol High School utilizes both Edgenuity and “Virtual High School (VHS) for online course offerings. 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/media center, 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.

996A CP Internship 11-12 Semester 1.0

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 relevance 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.

DUAL ENROLLMENT/COLLEGE COURSES

Students who meet eligibility requirements as determined by age/grade, GPA and Multiple Measures have an opportunity to take college-level courses offered by local colleges. These courses vary based on interest

and instructor availability and may take place at Athol High School. Courses worth at least three college credits may also be used for 1.5 Athol High School credits weighted the same as an AP course.

MWCC 30 AP MWCC Speech (formerly THE113 11-12 Semester 1.5

Prerequisite: MWCC ENG 101

This course introduces students to the basic skills of extemporaneous speaking through preparation and practice. Emphasis is placed on managing speech anxiety, audience analysis and adaptation, organization and outlining skills, research skills, critical thinking and argumentation, visual aids and technology, and effective delivery. Students deliver a minimum of 4 to 5 graded speech assignments. These may include but are not limited to introduction speeches, informative speeches, impromptu speeches, demonstration speeches and persuasive speeches. At least two of the speech assignments will require academic research.

MWCC 2 AP MWCC ENG 101. College Writing I 11-12 Semester 1.5

Prerequisite: MWCC ENG 098, MWCC RDG 098, MWCC FYE 101, or placement

Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged.

MWCC 12 AP MWCC MAT 143. Statistics 11-12 Semester 1.5

Prerequisite: MWCC MAT 092, or placement

This course presents students with an understanding of elementary statistics by familiarizing them with basic concepts of measures of central tendency and variability, regression and correlation, probability, discrete and continuous random variables, the Central Limit Theorem, confidence intervals, and hypothesis testing. A calculator is required. MAT 093 is required for students taking this course who tested into and successfully completed MAT 092 with a grade of C or better.

MWCC 28 AP MWCC SOC 103. Introduction to Sociology 11-12 Semester 1.5

Prerequisite: MWCC ENG 098, MWCC FYE 101, MWCC RDG 098 or placement

Students are introduced to the scientific study of society through basic sociological concepts. Concepts covered will include culture, socialization, social statuses and roles, social inequalities (race, class, gender and age), social institutions (such as family, education, religion, economy, government, politics, media and health), deviance, and social change. In order to create global awareness, students will develop critical thinking skills by making connections between their own lives and the broader social community. Students will be introduced to theoretical perspectives of sociology and use these theories to examine the various topics. Students will also examine and explain systems of stratification; and critically apply the concepts discussed to issues in their lives and the world.

MWCC 4 AP MWCC PSY 105. Introduction to Psychology 11-12 Semester 1.5

Prerequisite: MWCC ENG 098, MWCC FYE 101, MWCC RDG 098 or placement

Students are introduced to the basic concepts and methods of psychology. Course content surveys scientific methods, the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, psychological disorders, and treatment of the body and the TrainingActive Bystander curriculum.

