Auburn High School Program of Studies

2018 - 2019

“If it does not challenge you, it does not change you.”
Principal’s Message

March 2018

Dear Students:

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

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

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

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

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

Sincerely,

Casey J. Handfield

Casey J. Handfield, C.A.G.S.
Principal
The students, teachers, staff members, administrators, parents, and community members of Auburn High School have collaborated to identify several key values that are most important to our learning community. These values are community, academics, and respect.

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

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

We believe that respect should be mutual between students, parents, teachers, staff, and members of the school community. It is important to recognize that all school members have been shaped by unique experiences that inform their opinions and viewpoints, and these differences are to be valued and appreciated. All members should be encouraged to express themselves and their beliefs and opinions in a supportive and safe environment. We believe that respect for differences, diversity, property, community, time, and work form the foundation of a nurturing community.
Auburn High School has identified the following school-wide expectations for student learning, based upon 21st Century Skills. These learning expectations are designed to reinforce the skills students need to learn and demonstrate throughout their high school experience.

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

**Social:**
- Collaborate effectively as a member of a team.

**Civic:**
- Responsibly participate as a local and global digital citizen.

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

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

**Analysis and Reporting of Learning Expectations Data:**
The learning expectations and rubrics will be presented to students by their individual teachers. Throughout each trimester, teachers will use these rubrics in conjunction with assignments and classroom activities in order to collect data on student achievement. Students will receive feedback on their progress through the trimester, but the data will be formally reported to students and their families on their report card at the end of each trimester, via Power School. In order to receive a rating of “Meets Expectations” or “Exceeds Expectations” in Power School, a student must have achieved at least that rating in all categories of the rubric, otherwise they will receive the rating “Approaching Expectations”. It is a goal of Auburn High School to have all students reach at least “Meets Expectations” in all areas before graduation. In addition to data reporting, teachers and students use the rubric results to evaluate curriculum, instruction, and learning. This process is designed to clarify academic expectations for students and to maintain a continual process of reflection and “decision-making related to [our] curriculum, instruction, assessment, policies, and procedures” (NEASC 5).
Statement Regarding Discrimination

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

Persons with discrimination concerns and/or complaints within Auburn High School should contact the following individuals:

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

Dr. Kathleen Lauzé  
5 West Street  
Auburn, Massachusetts 01501  
(508) 832-7755

**Title IX of the Educational Amendments of 1972 (sexual discrimination)**

Dr. Kathleen Lauzé  
5 West Street  
Auburn, Massachusetts 01501  
(508) 832-7755

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

Mrs. Rosemary Reidy  
5 West Street  
Auburn, Massachusetts 01501  
(508) 832-7755

Auburn High School is an equal opportunity employer.
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</tbody>
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General Information
Auburn School Committee

Mr. George Scobie (Chairperson)
Mr. Wayne Page (Vice-Chairperson)
Mrs. Gail Holloway
Mrs. Dorothy Sutton
Mrs. Jessica Harrington

Parent Groups

Auburn Rockets Booster Club
Friends of Auburn Music Education (FAME)
Auburn High School Site-Based Advisory Council

District / School Administration

Dr. Maryellen Brunelle, Superintendent of Schools
5 West Street, Auburn, Massachusetts 01501
(508) 832-7755

Dr. Kathleen Lauzé, Assistant Superintendent
5 West Street, Auburn, Massachusetts 01501
(508) 832-7755

Mrs. Rosemary Reidy, Director of Pupil Services
5 West Street, Auburn, Massachusetts 01501
(508) 832-7755

Mr. Casey J. Handfield, Principal
99 Auburn Street, Auburn, Massachusetts 01501
(508) 832-7711

Ms. Eileen Donahue, Assistant Principal
99 Auburn Street, Auburn, Massachusetts 01501
(508) 832 – 7712

Mr. Brian Davis, Athletic Director
99 Auburn Street, Auburn, Massachusetts 01501
(508) 832 - 7712

Mrs. Tess Jarvis, Director of Guidance Services
99 Auburn Street, Auburn, Massachusetts 01501
(508) 832 – 7714
School Hours

Auburn High School is in session 7:25 a.m. until 1:50 p.m. daily.

School Cancellation/ Delay/ Early Release

When the Superintendent feels it is necessary to cancel, delay, or end school early because of weather related conditions, or other conditions that make it unsafe for faculty, staff, and students to travel to, or remain in, school, the following methods of communication will be used to alert the school community about a cancellation, delay, or early release:

Radio: WTAG, WSRS, WXLO, WSRO, WBZ

Television: Channels 4, 5, 6, 7 and Cable Access Channel 13

Telephone: An automated phone call will be made to your home.

District Website: http://www.auburn.k12.ma.us

Twitter: @AuburnRockets

One or Two Hour Delay in Starting Time

On a day when weather forces a delay in opening school, there will be an announcement indicating whether it will be a one or two hour delay. Please use the above listed media information to find out.

✓ A one-hour delay means school will begin at 8:25 a.m.

✓ A two-hour delay means school will begin at 9:25 a.m.

When there is a one or two hour delay in start time, school buses will pick up students one or two hours later than the regularly scheduled time. Special Education transportation will also be delayed unless the student is notified otherwise. Dismissal for the day will still commence at 1:50 p.m.
Auburn High School operates on a trimester schedule system. Each trimester is approximately 13 weeks in duration. Students are enrolled in 5 courses per trimester. Below is the typical schedule students follow each day.

**5 Day Rotating Schedule (No Activity)**

<table>
<thead>
<tr>
<th></th>
<th>A DAY</th>
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There are times during the school year when students need to meet for a co-curricular purpose, advisory period or other reason. When an activity period is necessary, the following schedule is utilized to accommodate the activity period.

### 5 Day Rotating Schedule (Activity Schedule)

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<th>A DAY</th>
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Department of Counseling Services
Philosophy

Auburn High School’s Counseling Program will:

✓ Provide a comprehensive program addressing the academic, career and personal growth needs of every student, developmentally and sequentially throughout their high school years.
✓ Be an essential and integral part of the overall educational process and complement the comprehensive curriculum.
✓ Support the National and State Models for school counseling and will promote professional development to implement the National and State standards.

Program Goals

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

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

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

Guidance Curriculum

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

Grade 9
✓ First Year Student Orientation
✓ Four Year Academic Planning
✓ Orientation to Career Program: Personality Assessment
✓ Groups with Peer Leaders: Peer Relationship, Time Management, etcetera
✓ Academic Planning and Course Registration
✓ RediStep PSAT/SAT preparation

Grade 10
✓ Review Academic Planning and Registration
✓ MCAS testing
✓ Career Program: Career Exploration and Research
✓ PSAT testing
Grade 11
✓ Review Academic Planning and Registration
✓ PSAT testing
✓ Standard Test Planning
✓ Post-secondary Planning Night
✓ Career Program: College and Career Search and Planning
✓ Job Shadowing Opportunities
✓ Interviewing Skills

Grade 12
✓ Post Graduate Planning Overview
✓ Post-secondary Applications
✓ Resume and Cover Letter Writing
✓ Job Shadowing Opportunities
✓ Financial Planning / Credit
✓ “Reality Bites” Workshop

Freshman - Senior Seminar (P/F)
This special topics class for students will address the areas of development in the academic, career, and personal/social as published by the American School Counseling Association’s National Model for School Counselors and the Massachusetts Model for Comprehensive School Counseling Programs. Topics will include: The College Application Process (including the college essay, letters of recommendations, interviewing skills), Career Development (including resume and cover letter buildings, in depth skills identification and career pathways), Personal/Social Development (issues of transition beyond high school such as budgeting). This course is taught by a member of the Guidance Department.

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

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

✓ Individual/small group counseling
✓ Consultation
✓ Outside referrals
✓ Preventative intervention
✓ Crisis counseling
**System Support**

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

System support activities include:

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

**School Adjustment Counselor / Psychologists / Counseling Services**

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

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

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

**Naviance Program**

Naviance (also referred to as Family Connection) is the guidance portion of the AHS website (www.auburn.k12.ma.us) that gives students and parents individualized student information and resources for grades 9 – 12. Students and parents receive information at the beginning of the school year to create their own accounts allowing them personal access to the site and their individual information. An e-mail address is required to register for an account which is active for four years. In Naviance, students and parents can plan for the student’s future success through a personality assessment and learning styles inventory that tie in with a career and college search. The college search offers personalized searches and college acceptance and attendance statistics of past AHS graduates. Resources offered are study skills, testing information, financial aid, scholarships, as well as other family resources. In addition, students and parents receive e-mail updates about guidance events and important deadlines. Naviance serves as the basis of the guidance curriculum through a portfolio of student work in areas of personal growth and future planning.
Academic Information

All students will be responsible for completing 110 credits of study to obtain an Auburn High School diploma in accordance with the recommended program of studies suggested by the Massachusetts Department of Elementary and Secondary Education (MassCore). These requirements will include: 4 years of English, 4 years of Math (Algebra, Geometry, Algebra II or the equivalent of this three year sequence), 4 years of Physical Education, 3 years of a lab-based Science (including Biology), 3 years of Social Sciences (including World History, United States History I and II), 2 years of the same Foreign Language, 1 year of Fine Arts (must complete the equivalent of one year but can be in different areas) and five additional "core" courses such as Business Education, Health, and/or Technology. MassCore also encourages students to participate in additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning. Students are also responsible for obtaining a 220 or higher on the English, Math and Science (Biology) portion of the MCAS. Students who score between 220 and 238 on the English and Math MCAS are required by the Department of Elementary and Secondary Education to complete an Educational Proficiency Plan (EPP).

Academic Leveling Process

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

Advanced Placement (AP) classes are college level courses that are based on a prescribed curriculum developed by the College Board. These are highly challenging courses designed to replicate the academic rigor of the college environment. Enrollment in all AP courses requires an application and acceptance into a particular AP program (specific AP applications are available in the guidance office). Students are required to do a great deal of independent work as well as readings and assignments to be completed over the summer months. In the third trimester, students take AP exams based on the core class curriculum. If students obtain the required score on the exam, they may be eligible for advanced college credit at various colleges for the courses they completed in high school. Students are selected for AP study by their current teacher and the receiving AP teacher, and the Department Chair based on certain prescribed criteria in each department of study. If a student is not chosen for Advanced Placement study, they may appeal to the Principal in writing. The Principal’s decision is final.

* Important note regarding AP/Honors textbooks:

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

The following list is the AP/Honors courses offered by Auburn High School. Associated fees for each AP course are below. Again, the fees are the responsibility of the student. If there is a financial hardship, students are encouraged to see their guidance counselor.
<table>
<thead>
<tr>
<th>Course</th>
<th>Required Materials</th>
<th>Approximate Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Literature</td>
<td>Summer Reading Texts (up to 5)</td>
<td>$15 per text</td>
</tr>
<tr>
<td>AP English Language</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP US History</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP World History</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>No required materials. Review guide suggested.</td>
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</tr>
<tr>
<td>AP Chemistry</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP Biology</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>Related supplies for portfolio preparation.</td>
<td>$50 - $80</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>Related materials for test preparation.</td>
<td>$50 - $80</td>
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<tr>
<td>AP Statistics</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
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<tr>
<td>AP Physics</td>
<td>No required materials. Review guide suggested.</td>
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<tr>
<td>AP Physics II</td>
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<tr>
<td>AP Environmental Science</td>
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<td>AP Computer Science</td>
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<tr>
<td>AP Psychology</td>
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<tr>
<td>AP Government/Politics</td>
<td>No required materials. Review guide suggested.</td>
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<td>AP European History</td>
<td>No required materials. Review guide suggested.</td>
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<tr>
<td>AP French Language</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
<tr>
<td>AP Spanish Language</td>
<td>No required materials. Review guide suggested.</td>
<td>$15 - $25</td>
</tr>
</tbody>
</table>

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

**College Preparatory (CP)** classes are designed to offer students a strong college preparatory foundation that will allow them to pursue post-secondary education at a four-year, two-year or technical school.

**Grade Point Average (GPA)**
Make-up courses taken at an approved summer or night school or those provided by a tutor for make-up purposes are included in a student’s GPA. A grade of 65 is the maximum grade that will be included in a student’s GPA. Courses taken at post-secondary schools (i.e. Clark University, Quinsigamond Community College, etc.) are not included in the GPA. Only students who have attended Auburn High
School on a full-time basis in grades nine, ten, and eleven will be included in Auburn High School’s official internal school ranking, determined at the end of grade eleven and placed on the student’s permanent transcript. Transfer students must have completed two full school years (6 trimesters) at Auburn High School during their freshman to junior years to qualify under this requirement. Auburn High School does not calculate class rank for the purposes of reporting to colleges and other outside agencies.

**Course / Level Change Policy**

Students will be allowed to make changes in their schedules, where possible, during the first week of trimester one for the year. During the add/drop period students may only make changes in elective courses and only when those changes do not require a change in any of their core curriculum courses. Level changes may be made during the year, where appropriate, and only with the permission of the student’s guidance counselor, parent, and Department Chair. Unresolvable conflicts will be the decision of the Principal. The Principal’s decision will be final.

Lateral moves (i.e. going from one teacher to another teacher in the same level) will only be considered if the request is in writing and is approved by the Principal. Due to class size and course conflicts, making schedule changes of any kind may not be possible. Students are urged to make the most of their scheduled courses unless a real problem dictates that a change be made. Once the designated add/drop period passes, changes will only be made with the approval of the Principal.

**Withdrawing from a Course**

Students will only be allowed to withdraw from a course during the designated add/drop period or with prior approval from the Principal. Students need to be aware that when changing a course level, their current grade will follow the student to the new course. In addition, if a student elects to withdraw from a course, the course remains on the student’s transcript with a “WP” if passing or a “WF” if failing at the time of withdrawal.

**Choosing a Program of Studies**

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

Considerations for choosing courses:

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

Progress Reports
Formal progress reports are issued at the midpoint of each trimester (approximately 6.5 weeks). Progress reports are used to assist students and parents to formally update the status of their performance in a class, affording students an opportunity to make improvements where necessary prior to the end of the trimester. Parents and students may follow student progress every two weeks on Auburn High School’s Power School portal.

Report Cards
Formal report cards are issued at the end of each trimester. End of year grades are reported on a student’s transcript. Parents and students may view unofficial end of trimester grades on Auburn High School’s Power School portal.

Incomplete Grades
Teachers may issue a student incomplete grades due to an extended absence from school such as a prolonged illness. Students must complete work within two weeks after the end of each trimester in order to receive a grade, otherwise the incomplete grade is changed to the grade earned by the work submitted to date.

Mid-Year / Final Assessment Activities
All academic departments administer departmental mid-year and final exams during a designated exam period at the conclusion of each trimester. Mid-term and final exam grades are factored into the calculation of a student’s final grade. SENIORS are exempt from final exams in single trimester courses if they have achieved an average of “90” or higher for the trimester. SENIORS in single trimester courses who choose to be exempt from their final exam will receive the equivalent average of their first trimester grade as their final exam grade. SENIORS are exempt from their final exams in two and three trimester courses if they have achieved a “90” or better for each trimester as well as their mid-year exam. SENIORS who choose to be exempt from their final exam will receive a final exam grade that is the equivalent average of their trimester grades and mid-year exam.

Make-Up of Missed Work
Students absent from school are allowed the same number of days to make up missed work as the number of days they are absent.

Tutorial Services
Students experiencing difficulties in a course should access help from their teachers by appointment after school and/or before school. The National Honor Society also provides tutorial support for students.

Summer School Policies
Summer school is an opportunity for students to take courses for credit if a student received a failing final grade for the school year. Students can only receive credit for summer school if courses are taken at AHS or an approved accredited high school program.

The criteria for students to take summer school courses for credit are:

✓ 55- 64 regular year final averages (or teacher recommendation).
Lost credit due to absences.

The grading policies for summer school are:
- Students must attend a summer school program at an accredited school.
- Students will receive a maximum grade of 65 on their transcript for credit purposes. This average is what will be factored into a student’s GPA.
- A student's actual summer average will be placed on the transcript with a notation of summer school average.

Honor Roll
Trimester honor rolls are determined and posted after each report card. Students achieving trimester grades of 80 or better receive honors status. Students achieving trimester grades of 90 or better receive high honor roll status.

Graduation Policy
Students are promoted with their graduating class provided they meet graduation requirements by the end of senior year. If graduation requirements are not met, students may be retained an additional year in order to receive an AHS diploma. If students have met local graduation requirements, but not state MCAS requirements, students will have additional opportunities to retake the MCAS test after graduation as designated by the state. Students will receive a certificate of completion in lieu of a diploma until the student has achieved the minimum passing score on the MCAS exam as required by the state of Massachusetts.

Attendance Policy
Information regarding Auburn High School’s attendance policy can be found in the Student Handbook.
While it is the intention of Auburn High School to run the courses listed in the following sections on an annual basis, unforeseen circumstances may necessitate a change in course offerings.

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

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

Auburn High School has suggested guidelines for parents and students to strongly consider as course selections are contemplated and finalized for the upcoming school year. These are guidelines only and not meant to be restrictive. If there is a question or concern, parents and students are encouraged to contact the high school to discuss in more detail. Descriptions of the expectations for each level of study can be found on page 15.

**Grade 8 to Grade 9 Algebra I/II**

Algebra I to **Algebra II Honors** C+ or higher end of year average, teacher recommendation*.

Algebra I to **Intermediate Algebra** C or higher end of year average, teacher recommendation*.

Pre-Algebra to **Algebra I** or **Algebra I, Part I** Students not enrolled in Algebra I during 8th grade, teacher recommendation.

*Students enrolled in Algebra I who desire Algebra II Honors placement and have an end of year grade that falls within the C/C+ range (75-79) are required to have a conversation with their teacher to discuss if their current range of knowledge and skills in Algebra I is sufficient to proceed to Algebra II Honors. If Algebra II Honors is questionable, students have the option of enrolling in Intermediate Algebra in Trimester One, followed by either Algebra II Honors or Algebra II CP, in Trimesters II and III. Please see course descriptions for each class in the Mathematics section located on page 37.

**Grade 8 to Grade 9 Biology**

Science to **Biology 9 Honors** C+ or higher end of year average, teacher recommendation.**

Science to **Biology CP** Students who are not enrolled in Biology 9 Honors.

**Grade 8 to Grade 9 English**

Adv. Language Arts to **English 9 Honors** C+ or higher end of year average, teacher recommendation.**

Language Arts to **English 9 CP** Students not enrolled in English 9 Honors.

**Grade 8 to Grade 9 Social Studies**

History to **AP World History** A- or higher end of year average, teacher recommendation.

History to **World History Honors** C+ or higher end of year average, teacher recommendation.**

History to **World History CP** Students not enrolled in World History AP or Honors.
Grade 8 to Grade 9 Foreign Language

French I to **French II**  
Students who have completed French I, teacher recommendation.

Spanish I to **Spanish II**  
Students who have completed Spanish I, teacher recommendation.

**French I or Spanish I**  
Students who are not enrolled in French II or Spanish II.

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

Course Placement Grades 10-12

It is Auburn High School’s belief that all students should be enrolled in courses that provide individual rigor. To this end, students in grades 10-12 should choose a program of studies in concert with their parents, current teachers, and guidance counselors on a yearly basis that will provide opportunities for students to successfully achieve their post-secondary plans upon graduation.
Department of English
9 English I A/B/(C): Exploring Origins of Literature (H/CP)
This course is a two-trimester or three-trimester introduction to literary genres: poetry, drama (including Shakespeare), non-fiction, short fiction mythology, and a selection of novel titles: The House on Mango Street, Animal Farm, A Time for Dancing, Into the Wild, Curious Incident of the Dog in the Night-time, and How I Live Now. Students use the anthology The Language of Literature, and they will keep Writing Portfolios with content-specific and MCAS-type writing samples.

9/10 Foundational Concepts of English (CP)
This course is an elective course available to students each trimester and serves as a bridge course for students enrolled in co-taught English 9 and English 10. Students will receive specific instruction in the areas of reading comprehension, vocabulary, writing, and research skills that will enhance their co-taught English 9 and English 10 experience.

10 English II A/B: Multicultural Perspectives in Literature (H/CP)
This course is a two-trimester multicultural study of the literary genres introduced in the freshmen year, including poetry, short fiction, drama (Shakespeare), and the novel with an emphasis on cross-cultural perspectives. Novels include: Night, To Kill a Mockingbird, Into Thin Air, Frankenstein, A Tale of Two Cities, Of Mice and Men, and A Christmas Carol. Students use the anthology The Language of Literature, and continue adding to their Writing Portfolios. Prerequisite: English I.
11 English Language & Composition AP (3 trimesters)—Fulfills the requirement of both required English III courses (below). AP English Language and Composition is an intensive three-trimester college-level English course for juniors and seniors. The course promotes understanding of non-fiction and fiction, drawing on historical and contemporary writings for extensive analysis. The course prepares students for the AP English Language and Composition exam. Prerequisite: English II.

11 English III-A: American Voices (H/CP)
This course explores the early years in American Literature and includes the novel, drama (The Crucible), and the extensive study of several American authors, including: Nathaniel Hawthorne, Frederick Douglass, Emily Dickinson, Walt Whitman, and Edgar Allan Poe. Units 1-4 of The Language of Literature are studied. Prerequisite: English II.

11 English III-B: American Experience (H/CP)
This course explores the later years in American Literature and includes the novel, drama, the Feminine Voice, and the extensive study of several American authors, including: Tennessee Williams, Sylvia Plath, Flannery O’Connor, Robert Frost, and Eugene O’Neill. Units 5-7 of The Language of Literature are studied. Prerequisite: English II.

12 English Lit. & Composition (AP) (3 trimesters) - Fulfills the requirement of both English IV courses (below). AP English Literature and Composition is a three-trimester college-level English course for seniors. The course is designed to prepare students for the AP English Literature and Composition exam through the extensive study of literature and composition. Prerequisites: English III-A and English III-B.

12 English IV-A: European Literature (H/CP)
In this one-trimester course, students explore the origins of European Literature. Students examine works from the Anglo-Saxon and Medieval Periods to the English Renaissance, through the Enlightenment and the beginnings of Romanticism. Authors include Chaucer, Spenser, Shakespeare, Pope, and Swift. Prerequisites: English III-A and English III-B.

12 English IV-B: British Literature (H/CP)
In this one-trimester course, students study British Literature as they explore the later years of Romanticism, the Victorians, Modernism, and some emerging Contemporary Literature. Authors include Wordsworth, Byron, Keats, Shelley, Browning, Yeats, and Orwell. Prerequisites: English III-A and English III-B.

9-12 Journalism (CP)
Students in this one-trimester elective have an opportunity to become real reporters of AHS news! They cover stories of interest regarding student life, course offerings, sporting events, and many other school happenings. Their course work involves writing, editing, and publishing stories, newspaper layout and design, and photography.

9-12 Crime Fiction (CP)
Crime Fiction is a one-trimester elective that examines characteristics of mystery fiction and the relationship between mystery fiction and society. Students analyze and interpret selected texts, exploring how authors use the narrative and linguistic conventions of mystery and detective fiction as an
expression of aesthetic, political, and cultural values. Students will also study the unique historical and social contexts in which detective and mystery fiction emerged.

9-12 Public Speaking (CP)
Public Speaking is a course for juniors and seniors that focuses on the skills coinciding with giving speeches, talking in front of an audience, and giving presentations. The goal of this course is to provide skills to students that will be useful while attending their post-secondary school or maintaining a career. The students will practice studying, writing, and giving several different forms of speeches. Many of the assignments provide preparation for academic and professional situations. By the end of the course, students will be able to comfortably speak in front an audience while presenting information in a format and manner that is conducive to the audience.
A number of the most selective colleges and universities recognize the importance of a well-rounded student. Participating in the arts, and having a strong portfolio of evidence, is a great way to demonstrate one’s ability as a high achiever who has a variety of interests and accomplishments beyond the standard academic routine. AHS visual arts courses provide opportunities for students to practice 21st century skills such as research, planning, critical thinking, decision-making, and team participation. In addition to skill-building, the arts can be a fulfilling lifelong practice. Below are some suggested (but not required) sequences for all levels of students who are interested in taking art classes.

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

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

**Considering an Art or Design Career:** Freshman: Introduction to art, Drawing Foundation. Sophomore: 1-2 second level courses. Junior: 1-2 second level courses, Concentration Portfolio or Portfolio Prep. Senior: Portfolio Prep or AP Studio Art (at least one semester of Portfolio Prep is strongly recommended prior to AP Studio Art)

**9-12 Intro to Art/Design (CP) (Level 1) No prerequisite**
In this increasingly visual world, the ability to communicate visually is an important skill. This beginning level course provides a foundation of skills and concepts that are necessary to be visually literate. Learning visual design principles will help students to make any presentation visually appealing, and improve the quality of expressive works. Students will practice making informed judgments about visual art through art making, art criticism, critique and reflection. A variety of art forms such as drawing and sculpture will be introduced. Students will also be exposed to historical and contemporary artworks. At the end of the course, students will participate in hosting an evening art exhibit.

**9-12 Drawing Foundation (CP) (Level 2) Prerequisite: Introduction to Art**
Building on foundational skills and concepts provided in Introduction to Art and Design, Drawing Foundation is an in-depth exploration of drawing. The study of drawing is an excellent way to improve observational, imaginative, and expressive abilities. A variety of materials will be used such as pencil, ink, charcoal, pastels, and mixed media. Students will also be exposed to historical and contemporary drawings. At the end of the course, students will participate in hosting an evening art exhibit. This course is designed for all types of students, but is often a necessary part of college application portfolios for careers such as architecture, graphic design, fine arts, and art education.

**9-12 Handmade Printmaking (CP) (Level 2) Prerequisite: Introduction to Art**
Building on foundational skills and concepts provided in Introduction to Art and Design, this course is an in-depth exploration of handmade printing techniques and their roots in art and industry. Projects will include t-shirt design, art journaling, card-making, and fine arts printing. The study of Printmaking is an excellent way to improve imaginative, and expressive design. A variety of printmaking techniques will be used such as:
- Screen-printing (t-shirts, etc.)
- Relief printing: Stamping, linoleum block printing (carve image, stamp on paper)
- Collagraph: Collaged surface that is inked and stamped
- Monoprinting: Image painted onto surface and stamped
At the end of the course, students will participate in hosting an evening art exhibit.

**9-12 Painting (CP) (Level 2) Prerequisite: Introduction to Art**
Building on foundational skills and concepts provided in Introduction to Art and Design, Painting is an in-depth exploration of painting techniques, and their roots in historical painting styles. The study of Painting is an excellent way to improve observational, imaginative, and expressive design. A variety of materials will be used such as acrylic, watercolor, inks, and mixed-media. A study of basic drawing skills prior to this course is strongly encouraged. At the end of the course, students will participate in hosting an evening art exhibit.

**9-12 Sculpture (CP) (Level 2) Prerequisite: Introduction to Art**
Building on foundational skills and concepts provided in Introduction to Art and Design, Sculpture is a concentrated course in 3-D Design. A variety of materials will be used such as recyclables, paper mache, wire, air-dry clay, and plaster. Students will also be exposed to historical and contemporary sculptures. At the end of the course, students will participate in hosting an evening art exhibit. This class will not focus on ceramics.

**10-12 Ceramics (CP) (Level 2) Prerequisite: Introduction to Art**
Building on foundational skills and concepts provided in Introduction to Art and Design, Ceramics is a concentrated course in the basic techniques of hand building, glazing and firing pottery and sculptures in ceramic clay. Assigned and independent projects will include both functional and sculptural ceramic objects. Students will also be exposed to historical and contemporary ceramics. At the end of the course, students will participate in hosting an evening art exhibit. Ceramics is not available to third trimester seniors.

**11-12 Media Concentration (CP) (Level 3) Can be repeated. Prerequisite: Good academic standing in previous level 2 class of chosen art form.**
This one trimester course is for students who would like to continue exploring the subject of a previously studied course such as Drawing, Printmaking, Painting, or Ceramics II. 50% of projects will be dedicated to creating an independent series of works with a distinct concentration. The remainder of projects will be assigned. Expanded and advanced techniques are learned through self-paced tutorials. Because much of this course focuses on independent projects, it demands a studious work ethic. Study will include research, analysis of examples, experimentation, recording progress, and reflective exercises. At the end of the course, students will host an evening art exhibit. Ceramics concentration is not available to third trimester seniors.

**11-12 Portfolio Prep (CP) (Level 3/4) Prerequisite: Good academic standing in Introduction to Art, Drawing Foundation, one 2nd level course, and instructor permission.**
This two to three trimester long course is suggested for students planning on attending a college that encourages or requires a portfolio of visual studies for careers such as architecture, design, fine arts, and art education. Students will create a minimum of 10 portfolio quality works based on portfolio application requirements. 50% of projects will be dedicated to creating an independent series of works. The remainder of projects will be assigned. Some work outside of the classroom is expected. At the end of the course, students will host an evening art exhibit.

**11-12 Studio Art (Level 3/4) Can be repeated. Prerequisites: Introduction to Art, B or above in previous level 2 class of chosen concentration, and a determined work ethic.**
This course is for students who would like to continue exploring the subject of a previous course such as Ceramics, Drawing, Painting, or Sculpture. Students who wish to complete a college portfolio may also
take this class. At least 50% of the course will be dedicated to creating an independent series of works within a chosen concentration. The remainder of projects will be assigned to expand a breadth of abilities. Advanced techniques are learned through self-paced tutorials. Because much of this course focuses on independent projects, it demands a studious work ethic. Study will include research, analysis of examples, experimentation, recording progress, and reflective exercises. At the end of the course, students will host an evening art exhibit. Studio Art will share classrooms with AP Studio Art.

**12 AP Studio Art (AP)**  
*Prerequisite: A minimum of 2 trimesters of Studio Art including previous prerequisites, or teacher recommendation*

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

**Music and Theater**

**9-12 Concert Band (CP) meets every day**

The Concert Band is open to students in grades 9-12 with prior experience playing a woodwind, brass, or percussion instrument. Students will develop and refine their technique through performing music from a variety of sources. Performances at all concerts/festivals/events/games during the trimester is expected by all members of the ensemble. Members of the concert band are required to participate in Activity Period Band.

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

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

**9-12 Music Theory, Harmony, and Technology (CP)**

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

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

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

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9–12 Music and Theater (CP)
This course will explore the rich world of Musical Theater. In this one trimester course, students will gain hands on experience with stage performance and develop an understanding of how Musical Theater evolved. Topics include Principles of Acting, Improvisation, Scenic Design, Vocal Technique (Singing and Speaking), Costuming and Makeup, and the History of Musical Theater.

9–12 Beginning Keyboarding (CP)
In this class, students with little or no piano experience will learn the basic musical skills involved in playing the piano.

9–12 Keyboard II (CP)
In this class, students with some piano experience will learn the basic musical skills involved in playing the piano. *Beginning keyboard I prerequisite.*

9–12 Beginner Guitar (CP)
Beginner Guitar is designed for the student wishing to learn how to read basic notation and guitar tablature as well as how to perform basic skills in the guitar.

9–12 Guitar II (CP)
Guitar II is designed for the student who has some basic performance skills in guitar and can read basic notation and guitar tablature as well.

10–12 Introduction to Film Scoring (CP)
This course introduces students to the creative process used in linking sound with visual media. Using a variety of compositional techniques, students will explore the dramatic elements of a scene and create soundtracks for video games, commercial ‘jingles’, and short films. *Pre-requisite: Music Theory or permission of the instructor.*

11–12 Music Theory (AP)
This course enables highly motivated students to do college level work in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight singing ability and knowledge of the rhythm, melody, harmony, for and other compositional devices. The successful students will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the advanced placement music theory exam in May.
Department of Technology and Engineering
9-12 Technology Literacy (CP)
This one-trimester course provides students with an understanding of the various types of files available on computers, and the programs that they can use to create and manipulate them. This course also provides students with a deep understanding of Microsoft Office and its various components. Some of the technologies examined include: compression, multimedia, productivity software, audio/visual technologies (e.g. receivers, televisions and cabling). The introduction of IC³ (Computer Core Certification) and MOUS (Microsoft Office User Specialist) is also covered in this course.

9-12 Hardware and Networking (CP)
This one-trimester course allows students to focus on the identification of various types of hardware, and learning how to build and repair computers. Students will become familiar with terminology (e.g. RAM, ROM, L2 cache, etc.) that will help them become more informed consumers. Students also explore networking concepts, including networking standards, wireless networks, and patch cable construction. Students will learn about LANs and WANs; the Internet will also be discussed. From a software perspective, students will learn how to network computers within their homes so they can share files and printers. Router configuration will also be discussed. This basic course will cover Compton’s requirements for the Comp TIA A+ exam.

9-12 Computer Science (H)
This one-trimester course is an introduction to Java programming that provides students with a foundation in programming concepts, building on their experiences in Technology Literacy. Upon successful completion of this course, students will be able to write computer programs in Java, have a firm understanding of data types, program control flow, iteration, objects, classes, arrays, the Software Life-Cycle and basic GUI design. Students will expand on the methods and techniques learned in this course by utilizing advanced concepts and data structures. These concepts will include refinement of GUIs, recursion, linked lists, stacks, queues, hash tables, trees, and heaps. Upon successful completion of the course, students will be well prepared for undergraduate work at the college level.

10-12 Introduction to Web Design (CP)
This two-trimester course introduces students to web design and development (programming) through a hands-on approach. Students will explore such client-side and server-side technologies as HTML, CSS, JavaScript, and ASP. Students enrolled in this class will be responsible for creating, updating, and maintaining the High School’s web site. Server configuration will also be explored. Pre-Requisite: Computer Science I or permission of the instructor.

Graphic Arts and Design I (CP)
This one trimester course explores the Elements and Principles of Design as they apply to Graphic Design. Students learn to use Adobe Photoshop and Adobe Illustrator CS6 as tools to create projects such as movie posters, logos, and CD covers. A strong emphasis on oral and visual presentation is incorporated. Students will be using printing, cutting, and binding equipment that will be demonstrated in a safe manner. District level print projects will also be completed.

Graphic Arts and Design II (CP):
This one trimester course builds on previous knowledge from Graphic Arts and Design I. More advanced techniques in Adobe Photoshop and Adobe Illustrator are introduced, as well as Adobe InDesign CS6. Building a portfolio and real-life applications in the design world are stressed, with a strong emphasis on group critique and feedback. Projects include digitally illustrating superheroes and magazine spreads. Students will be using printing, cutting, and binding equipment that will be demonstrated in a safe manner. District level print projects will also be completed. Successful completion of Introduction to Graphic Arts and Design or Introduction to Art required.
10-12 Advanced Graphic Arts and Design (CP): This two-trimester course is an intensive skill and job building class that creates a portfolio through previous Graphic Arts and Fine Arts knowledge. The entire Adobe Creative Suite CS6 is utilized, with the goal of displaying a portfolio through designing an interactive PDF for each individual student. Projects will include digital illustration and large scale print projects on an individual and group basis. Students will be using printing, cutting, and binding equipment that will be demonstrated in a safe manner. District level print projects will also be completed. Successful completion of Introduction and Intermediate Graphic Arts and Design required.

9-12 IS Desktop Publishing (CP)
Desktop publishing is an independent study course in which students will be creating projects intended for print publication. Students must have completed Introduction to Graphics I (of Art) and Graphic Arts and Design II, in addition to having instructor permission. All work created in this course will be projects of the student’s individual selection using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign (in conjunction with some online formatting tools).

9 - 12 Architectural Design (CP)
This one trimester course is a CAD based drafting program utilizing state of the art AUTOCAD software. Assignments will promote an understanding of construction planning and building practices geared towards residential construction. Students will create a complete set of house plans for a ranch house project that focuses on proper drafting techniques and making construction decisions that meet code requirements. This course will promote career interests in all facets of construction: Architects, Carpenters, Mechanical Trades, Electricians, Engineering, Construction Management, Interior Designers, Landscape Design and CAD Drafting.

9-12 Architectural Engineering (CP)
This one trimester course is a project based environment for students to explore solutions for the world of construction. Design challenges and discussions will focus on structural elements along with promoting sustainability to create building systems for a zero energy home. The eight step engineering design process will guide students develop prototypes to meet the various design challenges. Prototypes will be tested to see how each prototype actually performs. This hands-on course will help students to think critically and demonstrate problems solving skills. Previous experience with Architectural Design is helpful, but not required.

11-12 Bioengineering (CP)
Through hands on, project oriented curriculum, that emphasizes the Engineering Design Process, students will solve biological problems based on a series of projects. Some of the projects include topics such as biomimcry, hydroponics, designing prosthetics, etcetera. Students will be expected to be able to research independently, have excellent group work abilities and great relations in a collaborative environment. Students must have taken biology and should have interest in a careers in science, engineering and/or math. This course is co-taught with the Science Department.

11-12 Environmental Engineering (CP)
A STEM-based course primarily for juniors and seniors, this course will focus on various environmental design techniques and practices such as solar, geothermal, and wind. A cumulative project will be designing a solution to a particular environmental challenge with techniques studied throughout the course. Other topics include environmentally friendly building materials, energy-saving electronics, and passive solar devices. Co-taught with the Science Department, various laboratory studies will be performed throughout the course and a Digital Portfolio will be maintained. Prerequisites include Intro to Wood Tech, Intro to CAD and/or Architectural Design.
9 - 12 Wood Technology I (CP)
This one-trimester course is an entry level in basic woodworking for students with little or no experience. Students in this course will develop skills to properly and safely operate machinery associated with wood technology. The instructor will assign students projects. Upon completion of the mandatory projects students may select a project that meets the approval of the instructor. Student progress will be monitored as they progress from the basic concept through the completion of the assigned project. Students will need to pass safety exams with 100% accuracy to use machinery in class.

10-12 Wood Technology II (CP)
This one-trimester course is based on the successful completion of the preceding woods course. All concepts learned in the preceding woods course will be explored in more detail. Students are expected to do more intricate projects. Students should progress to the point of doing their own set-ups. Pre-requisite: Requires completion of preceding woods course

10-12 Wood Technology III/IV (CP)
This one-trimester course is designed for the student who has developed solid woodworking skills in the preceding Wood Technology courses. Students are expected to complete projects for the school community and be completed in conjunction with individual projects to master advanced woodworking techniques.

9 - 12 Television Production I (CP)
Television Production I is a one-trimester course designed to give students basic instruction and “hands-on” experience in the operation of the various kinds of equipment typically found in a commercial television studio. Students will be directly involved in planning, producing and evaluating programming. Occasionally students will be expected to do some production work after school hours and will be required to work on school-related productions as they demonstrate knowledge of equipment operation and theory through classroom participation and homework.

10 - 12 Television Production II (CP)
Television Production II is a one-trimester course designed to review, expand and apply the basic operational concepts and production techniques introduced in Television Production I. Students will learn how to use digital cameras and how to edit on Macintosh non-linear computer systems. In addition, there is a greater emphasis on expanding and improving such areas as directing, switching, and lighting as well as more advanced camera and lighting techniques. Pre-Requisite: Requires completion of preceding television course.

10-12 Television Production III/IV (CP)
Television Production III/IV is a one-trimester course designed to review, expand, and apply expert operational concepts and production techniques introduced in previous Television Production classes. Students will expand their learning about the professional function of a digital camera and master the editing program Final Cut Pro.

10-12 Editing and Broadcast Journalism (CP)
In this one-trimester class, students will learn to report, produce, and deliver the news for radio, TV, and other broadcast media outlets. In addition, students will learn how to cut and organize footage piece by piece with state of the art editing systems.
**9-12 Introduction to Radio Broadcasting (CP)**

This one-trimester course focuses on the theory and operations of audio broadcast equipment and the control room. Through lectures and supervised labs, this course explores current radio industry trends and practices. Students in this course will also take part in the planning and producing of original radio programs for broadcast over local radio station 1610AM, using both the high school and the Auburn community as resources for broadcast material.
Department of Foreign Languages
9-12 French I (CP)
French I is a two-trimester course, where students in grades 9 through 12 may begin their study of the French language and cultures. Students will concentrate on speaking in the target language, studying vocabulary and grammatical structures, and learning about the cultures and traditions of the many francophone countries in the world.

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

10-12 French III (CP)
French III is a two-trimester course, where students in grades 10 through 12 may continue their study of the French language. Students electing this course must have successfully completed French II. Since the goal of all foreign language students in today’s world is to learn to speak the language at a proficient level of fluency, as well as read and write it, it is recommended that students further their French studies to the highest level possible. In addition to studying vocabulary and grammatical expressions, students will also be exposed to the culture and traditions of the French-speaking world.
11-12 French IV (H)
French IV is a two-trimester course where students in grades 11 and 12 may continue their study of the French language. Students electing this course must have successfully completed French III, and have an adequate command of the basics of the French language. They will now be introduced to more advanced expressions and more complex structures. Students will be expected to demonstrate fluency in French language through classroom discussions, oral reports and summaries, and directed compositions. In order to provide students with an introduction to French literature, selected literary works will be read and discussed in the target language. Vocabulary and grammatical structures will be reinforced through the readings. In addition to the above books, selected readings from the text will be discussed. The text that is used in French IV is the same text used in French III.

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

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

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

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

11-12 Spanish IV (CP)
Spanish IV is a two-trimester course, where students in grades 11 and 12 may continue their study of the Spanish language. Students electing this course must have successfully completed Spanish III, and have an adequate command of the basics of the Spanish language. They will now be introduced to more advanced expressions and more complex structures. Students will be expected to demonstrate fluency in the Spanish language through classroom discussions, oral reports and summaries, and directed compositions. Vocabulary and grammatical structures will be reinforced through the readings.
11-12 **Conversation Through Culture (CP)** - *Open to students enrolled in Spanish 4 or Spanish 5.*

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

**12 Spanish V (AP)**

Spanish V is a three-trimester or full year honors course that continues the study of the Spanish language and culture. This course is conducted in Spanish and students will be expected to demonstrate mastery of the common rules of grammar, verb formation, and usage. Students will be expected to demonstrate improved fluency in the French language through classroom discussions, oral presentations, and essays.
Department of Mathematics
9 Algebra I, Part I (CP)
Algebra I Part I is a three-trimester course that covers the first half of an Algebra I course. After successful completion of this class, the student will take Algebra I Part II the following year, which will complete the second half of an Algebra I course. The content of this course includes fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will learn to solve and graph linear equations, inequalities, absolute value functions, and systems of linear equations. They will explore real-life applications of these concepts. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in-class lessons, the students will be provided with and held responsible for the use of this technology. These calculators allow the student to make connections between real world data, graphs, and the algebraic equation.

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

9-10 Foundational Concepts of Mathematics (CP)
This course is an elective course available to students each trimester and serves as a bridge course for students enrolled in co-taught Algebra I and Geometry. Students will receive specific instruction in areas of algebra and geometry that will enhance their co-taught Algebra I and Geometry experience and maximize their ability to access the co-taught curriculum.

9-10 Intermediate Algebra I (CP)
Intermediate Algebra I is a one-trimester course for those students who have completed a year of Algebra I, but are not yet ready for Algebra 2. More difficult topics from Algebra I will be reinforced with the students. Topics include graphing linear equations, writing linear equations, exponents, quadratic equations, and factoring. After successful completion of this course, students will move on to either Algebra II CP or Honors H depending on student preference and teacher recommendation.

9 Honors Algebra II (H)
This is a two-trimester, freshman course, for the advanced math student. It is a requirement for entrance into a four-year college, and is essential for the student wishing to take AP Calculus while a senior in high school. The topics covered are an extension of those covered in Algebra I. For that reason, it is expected that students have excelled in Algebra I. The Honors Algebra II students will explore topics and applications in greater depth than Algebra II CP students. In this course, students will extend their knowledge of Algebra I to include higher order polynomials, exponential and logarithmic equations, and number patterns. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with and held responsible for the use of this technology. These calculators allow the student to make connections between real world data, graphs, and the algebraic equation.

9-12 Personal Finance (CP)
This is a one-trimester course that provides the student with basic personal financial tools and knowledge. Its contents include setting financial goals, creating a budget, how career choices affect finances, credit, and a look at savings and investments. Students will spend time creating budgets, examining loans and credit cards, learning about tax forms, and methods of saving and investing. Other topics may include how the economy affects each one of us, and planning for the future.

10 Algebra I, Part II (CP)
This is a two-trimester course that covers the second half of an Algebra I course with the addition of a review unit that covers the units from the Algebra I Part I course. The student in this course should have successfully completed the Algebra I, Part I course which covered the first half of an Algebra I course. The contents of this course include fundamental algebraic principles that are found in most standardized testing, including the mathematics section of the Scholastic Aptitude test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will extend their knowledge from the Part I course to include exponential functions, quadratic equations, polynomial, rational, and radical expressions and equations. Calculator use will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, the students will be provided with and held responsible for the use of this technology. These calculators allow the student to make connections between real world data, graphs, and the algebraic equation.
10-11 Geometry (CP)
This is a two-trimester course that is one of the requirements for entrance into a four-year college. The student should have successfully completed an Algebra I course or both Algebra I, Part I and Algebra I, Part II. Its content includes fundamental mathematical principles, which are found in most standardized testing, including the mathematics section of the Scholastic Aptitude Test (SAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students will explore geometric properties and reasoning for polygons, triangles, circles, and spheres. They will apply properties of perimeter, area, and volume as they relate to plane and solid geometric figures. Use of construction will be encouraged where appropriate in the above topics. Some topics will be enhanced through the use of the graphing calculators and geometry software.

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

10 MCAS Prep Math  Course is graded on a pass/fail basis
This is a one-trimester course that will focus on strategies and tips which will allow students to be more successful on the MCAS Math exam. Throughout the course, students will practice multiple choice and open-response questions and will learn strategies which can be applied to these types of questions. Students are placed in this course based on 8th grade standardized test results and/or current teacher recommendation.

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

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

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

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

11-12 Statistics (AP)
AP Statistics is a three trimester course in mathematics that is comparable to a college statistics course. The curriculum reflects the national program developed by secondary school, colleges, and the College Board to prepare for the AP Statistics exam given in May. All students enrolled in the course are required to take the May exam. Through the standardized test, it is possible for students to receive college credit for Statistics. Successful completion of Algebra II by the student and a teacher recommendation are prerequisites. AP Statistics students will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Graphing calculators are required for this course and will be used regularly to reinforce statistical concepts.

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

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

**10-12 Math Analysis (CP)**
This is a one-trimester elective for students who have successfully completed Algebra 1, and Algebra 2. The content of this course includes probability, data analysis and statistics, sequences and series, and a more in-depth look at conic sections. Some topics will be enhanced through the use of graphing calculators. During these in class lessons, students will be provided with and held responsible for the use of this technology. These calculators allow the student to make connections between real world data, graphs, and the algebraic equation.

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

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

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

**12 Calculus BC (AP)**
AP Calculus BC is a three-trimester course in mathematics that is comparable to a calculus course in colleges. The curriculum reflects the national program developed by secondary schools, colleges, and the College Board to prepare students for the AP Calculus BC exam given in May. All students enrolled in the course are required to take the May exam. Through the standardized test, it is possible for students to receive college credit for Calculus I. Successful completion of Pre-calculus by the student and a teacher recommendation are prerequisites. AP Calculus BC students will learn all the topics covered in the Calculus AB course, with additional topics including parametric, polar, and vector
functions and series. Graphing calculators are required for this course and will be used regularly to reinforce the relationships among the multiple representations of functions.
Department of Wellness
**Health 9**
Auburn High School’s grade nine health curriculum is a one-trimester course that has been aligned with both the Massachusetts Comprehensive Health Frameworks and the National Health Education Standards. The program provides students with the knowledge and skills to make informed and responsible decisions and assist him or her in leading healthy lifestyles. Topics covered in the classroom include: wellness, communication skills, social and emotional health including relationships, sex, and family life education, living a substance free lifestyle, violence prevention including sexual harassment and bullying and non-infectious and infectious diseases including STD’s, STI’s, and HIV/AIDS.

**PE 9 and PE 10**
Over one-trimester students will participate in team and individual sports, Project Adventure/team building activities, lifetime sports and fitness training and assessment. Exposure to these activities will give students the skills and knowledge to create a personal fitness program that they will enjoy and use to keep them physically fit during the course of their lives. Students will learn the skills and safety involved in the activities while also learning their rules and history. Students will be given opportunities for challenge, self-expression, enjoyment, communication and sportsmanship. Continuous feedback will be provided through peer assessment, written quizzes and teacher and student coaching.

**11 Wellness Seminar: Health Topics**
This is a one-trimester, discussion-based course, for all grade 11 students. A variety of topics relating to all aspects of health will be covered. The topics will vary and be fluid, focusing upon areas identified as current issues affecting AHS students. Data from the results of Auburn High School’s Youth Risk Behavior Survey will be used to determine such topics; as well as those identified by the student body, Guidance, Administration, and Health services. Objectives include building upon knowledge acquired from the grade 9 health course, as well as providing students will an increased awareness of health issues. The class is designed to encourage critical thinking and skill development necessary for students to meet life-long health needs.

**11-12 Empowering Young Women: Health Issues Facing Contemporary Young Women in Society**
This one-trimester class will offer an in-depth study of health issues affecting young women. The course will focus upon the development and practice of skills necessary to become healthy, independent women. Central issues include: women and the media, nutrition, fitness, violence prevention, including self-defense; and relationship building skills. The history of women’s health, including effects of the women’s movement will be studied. In addition, the course will utilize guest speakers and health promotion activities involving school and community members.

**9-12 Child Development**
Students examine the physical, cognitive, and social/emotional development of children from birth to adolescence. Other factors that contribute to childhood growth and development will be studies including parenting readiness, pre-natal period, genetics, the family unit, and societal influences on child rearing. Students will also explore and research occupations in the child-care industry.

**11-12 Outdoor Education**
Students participating in this one trimester course will learn the necessary skills and knowledge to pursue a variety of outdoor recreational activities. A knowledge base that focuses on the physical, social, and emotional benefits of outdoor activities will be developed throughout this course. Activities will include, but are not limited to, target archery, fishing, canoeing, and orienteering. Students will learn through theoretical teaching and practical application.
11-12 Team Sports
Students participating in this one-trimester course will successfully demonstrate basic skills of various team sports. The focus of this elective is activity through team sports. The physical, social and emotional benefits of regular participation in team sports will be addressed. Elements of fitness through sport will be taught as well. Students will focus on sportsmanship, citizenship, and leadership throughout the course.

11-12 Cooperative Games
Students participating in this one-trimester course will focus on the benefits of teamwork to successfully overcome challenges. Students will have opportunities to increase their communications skills, become effective at group problem-solving, and learn the important roles of leadership and followership. These opportunities will be through physical and mental challenges that require cooperation, teamwork, trust, decision making and creative problem solving.

11-12 Lifetime Sports
Students participating in this one-trimester course will focus on improving their skills in activities that lend themselves to lifelong participation. Students will be expected to learn game rules and some game strategies. Lifetime Activities may include racquet sports, such as tennis, table tennis, badminton, and pickle ball. Archery, golf, volleyball, and snowshoeing will be included based on the time of year. Conditioning activities related to improving lifetime sports skills may be included.

11-12 Sports and Fitness
In this one-trimester class students will participate in sports and fitness activities with the focus on improving game skills and personal fitness. This elective will focus on lifetime sports, fitness training, and fitness activities.

11-12 Fitness Development
This is a one trimester course which will offer an in-depth study of the four components of fitness. The course will focus on cardiovascular health, muscular strength/endurance, flexibility, and body composition. Students will leave the course with an awareness of the benefits of participating in each component, and how each specifically affects their lives and bodies. With this knowledge, students will create and participate in their own personalized exercise plan.
Department of Science
9 Biology (H)
This two-trimester laboratory course is designed for 9th grade students who have shown an interest and aptitude for this subject by achieving a minimum of a B+ average in previous science and math courses. Freshmen wishing to enroll in this course must take a competitive entrance test and obtain a recommendation from their present science and math teachers as well as their guidance counselor. The laboratory component of the course is designed to give each student hands-on experience to better understand the characteristics and mechanisms of the biological concepts discussed in class. Each student will be expected to keep an organized notebook of all class work and laboratory experiences. Class participation both orally and written is a must. All students are expected to complete an independent research project. In addition, this course explores concepts in more depth and encompasses a larger scope of material than other Biology sections. Students are expected to work more independently and to complete course related outside readings. This may include 1 or 2 books (with assignments). Upon completion of Honors Biology, students should have the skills and knowledge necessary to progress to Honors Chemistry, Physics and AP Science courses.

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

### 9-10 MCAS Biology (CP)
This three-trimester course covers the same curriculum as Biology CP and Honors and provides MCAS preparation for students who have been identified as needing extra help in preparing for successful completion of the MCAS Biology exam in June. The course is equivalent to 2 trimesters of Biology for graduation.

### 10-12 Aquatic Biology (CP)
This one-trimester, course covers the study of ecology and behavior of plants, animals, and microbes living in marine, brackish, and freshwater (lakes, ponds, rivers, creeks, and wetlands) ecosystems. This course will address these topics through discussions of readings and articles relating to current events, viewing of videos and documentaries, laboratory investigations, research projects and presentations. **Prerequisite: successful completion of biology.**

### 9-12 Survey of Astronomy (CP)
This one-trimester course will give students an introduction to the basic tools and terms of astronomy. Topics that will be covered in the course include: the phases of the moon; the planets of our solar system and their moons; formation and destruction of stars and galaxies; comets, meteors and steroids; basic navigation of the night sky. All students are encouraged to attend a minimum of three night classes where objects studied in class will be viewed.

### 11-12 Biology (AP)
AP Biology is an academically, rigorous, three-trimester, college-level course designed to be the equivalent of a college level Biology I and II course. This course is designed to enable students to develop advanced inquire and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. The course follows the guidelines set forth by the College Board and due to the depth, breadth, and speed in which topics are covered, the student should be well-motivated and prepared to work hard in and out of the classroom. The key concepts and related content that define the revised AP Biology course and exam are organized around a few underlying principles called the four Big Ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems. It is required that every student takes the College Board AP Biology Examination given in May of each year.

### 11-12 Chemistry (AP)
This course is designed to give students the opportunity to learn upper level chemistry. Students will gain laboratory skills and a laboratory notebook will be kept with detailed information from experiments. Students will learn concepts that build and expand on upon their knowledge from their first year of Chemistry, but also learn new more advanced concepts that would typically be covered in a first-year college chemistry course. Topics include atomic structure, intermolecular forces and bonding, chemical reactions, solutions, kinetics, thermochemistry and thermodynamics, equilibrium, and acid-base chemistry.

### 10-11 Chemistry (H)
Honors Chemistry is a two-trimester course open to sophomores and juniors, who have demonstrated strong science ability. Recommendations for Honors Chemistry will be given to Biology students who
have obtained a B or better average and have shown the skills and work ethic necessary to succeed in an honors level course. Honors Chemistry provides an understanding of the composition of matter and the changes it undergoes. Applications of concepts are explored in the laboratory component of the course. The Honors Chemistry course explores concepts in more depth and encompasses a larger scope of material than the college Chemistry course. Upon completion of Honors Chemistry, students should have the skills and knowledge necessary to progress to Advanced Placement Chemistry. Students are expected to reinforce and explore concepts learned in the laboratory exercises. The students will become familiar with and be able to use the laboratory equipment. The variety of labs performed will give students opportunities to use original and creative thought to solve problems and to express results and conclusions in well-organized written lab reports.

10-11 Chemistry (CP)
Chemistry is a two-trimester course open to sophomores and juniors, who have demonstrated strong science ability and who have successfully completed Algebra I. Chemistry provides an understanding of the composition of matter and the changes it undergoes. Applications of concepts are explored in the weekly laboratory component of the course. Students are expected to reinforce and explore concepts learned in the laboratory component of the course. The students will become familiar with and be able to use the laboratory equipment. The variety of labs performed will give students opportunities to use original and creative thought to solve problems and to express results and conclusions in well-organized written lab reports.

10-12 Zoology (CP)
This one-trimester course covers the study of major taxa of the animal kingdom and provides an introduction to animal anatomy, physiology, ecology and evolution. We will learn to describe the diversity of animal life and the fascinating adaptations that enable animals to inhabit nearly all conceivable ecological niches. Lab work involves dissection of selected, representative specimens. Basic techniques in the use of the microscope and dissection will be taught. Pre-requisite: Successful completion of biology.

10 -12 Comparative Physiology for AP sciences (H)
This course will cover the chemistry and biology that connects the function (physiology) with structure (anatomy) for biological organisms. Physiological concepts of energy and matter transfer, homeostasis, feedback systems, interconnectedness of body systems and survival mechanisms will be explored throughout the plant and animal kingdoms. This course is recommended for students in grades 10, 11 or 12 who will or are currently taking AP Biology or AP Chemistry.

9-10 Body Systems – (CP)
This single trimester, laboratory science course is designed to be an exploration of human anatomy and physiology. It is a course which covers all the systems of the body through lab experiences, case studies, and projects. Success in this course requires that a student be willing to prepare for class by completing all assigned reading materials, devote the necessary time for memorization of anatomical terms, and complete any dissections assigned. All students are expected to do all reading assignments, keep a classroom notebook, and maintain a lab notebook.

11-12 Anatomy and Physiology I (CP, H)
This advanced level two-trimester laboratory science course is designed to cover the same material, in scope and depth that would be covered in a College Anatomy/Physiology I course. It is a rigorous course of study that challenges a student who is interested in pursuing a career in medical, athletic or art
studies. Success in this course requires that a student be willing to prepare well for class by reading all materials assigned, devote the necessary time for memorization of anatomical terms and complete an anatomical study of a fetal pig. All students are expected to do all reading assignments, keep a classroom notebook and a lab notebook. They are expected to complete all assigned case histories and term projects.

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

11-12 Environmental Science (AP)
AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Considerable emphasis is placed on field investigations as well as on laboratory study. Students will practice techniques for ecosystem monitoring both in the local environment and in a more pristine watershed. Students will take the AP Environmental Science Examination upon completion of the course. The study of Environmental Science focuses on three main areas; conservation and protection of natural resources, environmental educational and communication, and environmental research.

11-12 Physics (H)
Physics is a two-trimester lab science covering kinematics and dynamics of a particle, work, energy, momentum, harmonic motion, gravitation and circular orbits; Wave motion, interference, standing waves, the Doppler Effect; Electric charge, Coulomb's law, electric field and potential, current, resistance, DC circuits; Magnetic force, electromagnetic induction. Homework is required, as well as two lab reports per term and selected research projects. This course meets the university lab science entrance requirements and is critical for any student who is intending to enter any field in math, science or engineering. Upon completion of the course, students will show a high-level understanding of physical concepts through written and oral responses and use mathematical equations to solve physical problems. A college preparatory course in physics is differentiated from a regular course in physics by the breadth and complexity of material covered during the course. Students would benefit by taking trigonometry or Pre-calculus.

11-12 Physics (CP)
Physics is a two-trimester course that does not emphasize mathematics as much as the other physics classes. Math is used as a tool but is not the focus of the class. Topics covered include: motion, forces, energy, heat, sound, light, electricity, magnetism, and the structure of matter and the universe. This course includes laboratory activities equal in difficulty and frequency to those of the typical Regents Physics class.

11-12 AP Physics I (Algebra Based)
AP Physics is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

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

**11-12 Forensics (CP)**
This one-trimester course is open to students who have passed biology and chemistry. The course uses case histories and crime scenes to challenge students to develop critical thinking and problem-solving skills. They will use these skills to apply previously learned biological and chemical knowledge to new situations.

**11-12 Science and Society I/II (CP)**
These two one-trimester, Junior-Senior electives are designed for those students who are not pursuing a college program in the sciences or in allied health areas. There are no specific pre-requisites for these courses. Each course will cover several topics (some controversial) where science and society interact and life decisions will have to be made. Each class will create a forum where students learn information gathering, methods of decision-making, and techniques of expressing their decisions. Throughout each course students will read the newspaper, watch news/news programs, read a book, watch movies, prepare reports and seminars, design pamphlets and fact sheets, read and analyze case studies, and debate. Students may take Science and Society II prior to Science and Society I.

**11-12 Biotechnology (CP)**
Open to students who have passed biology and chemistry, this course introduces students to the latest research techniques used in the development and commercialization of biological knowledge. Students will learn how to use research lab equipment such as micropipettes, serological pipettes, gel electrophoresis, etc. Students will learn how to do DNA fingerprinting, work in a sterile environment, grow and manipulate bacterial cells, and several other assay techniques.

**11-12 Bioengineering (CP)**
Through hands on, project oriented curriculum, that emphasizes the Engineering Design Process, students will solve biological problems based on a series of projects. Some of the projects include topics such as biomimcry, 3D printing, hydroponics, designing prosthetics, designing a game for the blind, learn to build a Google site in which all evidence of work be maintained. Students will be expected to research independently, have excellent collaborative abilities and great relations in an interpersonal working environment. Students must have taken biology and should have interest in a careers in science, engineering and/or math. A passing grade in biology and basic computer and Google doc skills are helpful.

**11-12 Environmental Science (CP)**
Environmental Science is a full year five credit multidisciplinary course that draws from all the sciences, as well as other fields, to help students better understand the relationship between human and the world in which we live. Environmental Science is considered an applied science. It applies the principles of sciences such as chemistry, biology, astronomy, physics, hydrology, atmospheric sciences and geology. The study of Environmental Science focuses on three main areas; conservation and protection of natural
resources, environmental educational and communication, and environmental research. This is laboratory and field-based science class.

**11-12 Environmental Engineering (CP)**
A STEM-based course primarily for juniors and seniors, this course will focus on various environmental design techniques and practices such as solar, geothermal, and wind. A cumulative project will be designing a solution to a particular environmental challenge with techniques studied throughout the course. Other topics include environmentally friendly building materials, energy-saving electronics, and passive solar devices. Various laboratory studies will be performed throughout the course and a Digital Portfolio will be maintained. Prerequisites include Intro to Wood Tech, Intro to CAD and/or Architectural Design.

**9-12 Astronomy I (CP)**
This one-trimester course will give students an introduction to the basic tools and terms of astronomy. Topics that will be covered in the course include: the phases of the moon; the planets of our solar system and their moons; formation and destruction of stars and galaxies; comets, meteors and asteroids; basic navigation of the night sky. All students are encouraged to attend at least one night class where objects studied in class will be viewed.

**11-12 Astronomy 2 (CP)**
This course expands upon concepts learned in Astronomy 1. Students will engage in discussion and activities on cosmology, imaging across the electromagnetic spectrum, the physics of stars and black holes, the formation of celestial objects, and the physics of space travel. Students will be required to demonstrate their understanding using well written scientific language as well as mathematical models. Astronomy 1 is a prerequisite for this course.

**9-12 Sports Science/Kinesiology (CP)**
This course will examine the basics of human anatomy and the physiology of movement, biomechanics and motor control, fitness and health, and psychosocial aspects of sports and athletic events. This course will address these topics using many mediums including the reading and discussion of current articles, viewing videos and documentaries on sports science related topics, laboratory workshops when applicable, research projects, and presentations from local guest speakers that are involved in the kinesiology/sports science profession. Biology A and B must be completed to take this course.

**11-12 Fundamentals of Audio and Music Engineering (CP)**
This one trimester course will explore the basics of audio design for live sound and recording through the fundamentals of acoustics and the art of listening. Principles of audio-processing such as editing, signal processing, EQ, compression, reverb, and mastering will be explored through the use of a DAW. (Digital Audio Workstation). Students will explore basic microphone techniques and learn how to set up a variety of live and studio environments.
Department of Social Studies
9 World History II (CP, H)
In this two-trimester course students study the rise of the nation state in Europe, the Enlightenment and French Revolution and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th – century political reform in Western Europe and imperialism in Africa, Asia and South America. They will examine the causes and consequences of the great military and economic events of the past century, including World War I, the rise of fascism, World War II, the Cold War and the Russian and Chinese revolutions.

9 World History (AP)
Using college textbooks and primary source materials, students study the history of the world from 8000 B.C.E. to the present over the course of three-trimesters. Students in this course are expected to take the AP examination in May. A student who successfully passes this examination may be given college credit or be released from a required course by the college of their choice. AP World History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and events throughout World History. By looking at history through the overarching themes of Community and Control, they will explore the past while finding its relevance to the present. The emphasis will always be on the “big picture,” using a global perspective to look at the ways in which people and societies have been connected through time. The program prepares students for intermediate
and advanced college courses by making demands equivalent to those made by full-year introductory college courses.

9-12 Historiography (CP)
Historiography seeks to understand the ways in which history has been written by exploring what shapes historical works. Historiography considers influences on works of history like what methods and sources were chosen and why, who was the intended audience, and why certain sources or topics are ignored in certain historical accounts. Essential questions include: What is History? What are historical facts? What is the relationship between past and present? What are current issues concerning the writing and teaching of history? How do views on the role and interpretation of history relate to the methods and sources that historians use? Why is history rewritten? These are the kinds of questions that students will consider in the fifteen week course, focusing on conceptual issues surrounding the writing of history. Students enrolled in the 4-credit Historiography will choose a topic of their choice, such as a comparative analysis of several books and/or articles on the same topic; or an in-depth study of some approach to history, such as women's/gender studies, "history from below," oral history; or historiographical issues in teaching history. In examining these issues, students will also deal with methodological concerns and changing approaches to historical analysis.

9-12 Introduction to International Relations and Diplomacy (CP)
This course is designed to provide an orientation to the activities of various international organizations such as United Nations, as well as providing an understanding of the modalities of international diplomacy. Although emphasis will be placed on the United Nations, students will also learn about groups such as: The League of Nation, The African Union, the European Union, and the Organization of American States. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. Students taking this class will develop leadership skills, and invaluable written and oral skills that conform to the parliamentary procedures used in the United Nations. Students will be required to give oral presentations in class and should be prepared to write “position papers” on a given topic. Students will be required to stay after school once a week.

10 United States History I (H)
This course is a two-trimester course that prepares students for AP United States History in grade 11. United States History I is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history from 1492 - 1900. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship.

10 United States History I (CP)
This course is a two-trimester course that surveys the major developments in the country’s history from the development of colonial America Revolutionary era through the modern industrial revolution. Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students will study the basic framework of American democracy and the basic concepts of American government, such as popular sovereignty, federalism, establishment of political parties and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War and the consequences of the Civil War through Reconstruction. Students will examine the development of major industries and wealth during the Gilded Age and their contribution to America’s rise to becoming a world power. Students will read
primary source documents as ways to improve their understanding of history, to perform authentic research and to complete research papers and other assignments.

10-12 Introduction to Psychology and Sociology (CP)
This one-trimester course surveys the major theories and key figures in the development of modern Psychology and Sociology. The most prominent figures such as Freud, Horne, Piaget, Kohlberg, Maslow, Sarte, Adler, Kubler-Ross, Gardner, Jung and others will be explored as well as the early theorists who established the foundation of the Behavioral Science such as Plato, Socrates, Aristotle, Hippocrates, Confucius, and other eastern theories. Finally students will learn the impact of Psychology in the fields of education, criminal justice, medicine, business and more. The students will work in depth with primary source documents as well as technology and media as ways to increase their understanding and demonstrate their comprehension of the subject matter.

10-12 European History (AP)
The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

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

11 United States History II (CP, H)
Starting from the ascent of the United States as a world power in the Spanish-American War, through the events of 9/11, students examine in two-trimesters the major changes that the United States will experience in the 20th century. Topics of study will include Imperialism, World War I, Roaring Twenties, the Great Depression, New Deal, World War II, Cold War, America in the 1950s, the Turbulent 60’s, the Vietnam War, Watergate, Regan Revolution, and the Bridge to the 21st Century.

11-12 Facing History and Ourselves: Choosing to Participate (CP)
Using the extensive resources of the Facing History and Ourselves curriculum, this one-trimester course offers students an opportunity to reflect on the role of the citizen in a democratic society. Starting with a study of the forces that shape identity and the need for all humans to experience a sense of belonging, students will begin to examine the reasons for and the impact of the decisions that we make. Civics
themes related to rights and responsibilities are explored as well as an examination of the four basic roles that citizens often play: victim, perpetrator, bystander and upstander.

11-12 Contemporary Issues and Society (CP)
The main objective of this one-trimester course is to raise student awareness of changes in society, the economy, domestic politics and foreign affairs, the environment, health, science and technology and to understand how those issues affect their lives. The course is designed to start with an analysis of how identity is formed within individuals, groups or nations. Analysis of ideological concepts such as natural law, the Universal Declaration of Human Rights, individual civil liberties and governments that embody or limit these ideals, will provide a basis for examining world powers and issues related to them. In the “information age” students need the media literacy skills to identify propaganda from responsible and viable news sources.

11-12 World Geography (CP)
The purpose of this one-trimester course is to help develop and foster geographical skills that will enable students to better understand how the world around them works, where places are, and why different cultures are unique given their location on Earth. Students will examine the world using the five themes of geography: place, location, region, movement, and human-environment interaction. Students will be able to examine, compare and contrast the physical, political, economic, social, and cultural aspects of various regions throughout the world. Students will be able to label a map of the world, including the 7 continents (North America, South America, Africa, Europe, Asia, Australia, and Antarctica), including specific countries, major cities, landforms, and bodies of water within and around each continent. Students will build upon previous research skills in order to complete a mandatory research project based upon Europe, as well as projects on the United States, Canada, Latin America, Africa, Asia and Australia.

11-12 U.S. Government & Politics (AP)
The main purpose of this three-trimester AP course is to foster an understanding of the American political system in order to create educated and informed citizens and to give students and analytical perspective on government and politics in the United States. The core curriculum is hybrid design combining both the AP U.S. Government & Politics curriculum (including the use of an AP college level text book) with the curriculum created by the Center for Civic Education, a nationally established government institution based out of Washington D.C. The course also aligns itself with the curriculum prescribed by the Commonwealth of Massachusetts state Government frameworks. The program, officially titled “We The People: The Citizen and the Constitution,” provides students with a unique opportunity to immerse themselves into American politics. Students will develop the skills necessary to be active participants in local, state, and national politics through an enriched analysis of the American political system from its foundation to contemporary times.

11-12 AP Psychology
Throughout this two trimester course, students will explore the theories and principles that are the foundation for modern psychology. AP Psychology will encourage students to work independently and in groups to prepare for the AP Psychology exam through understanding the history of psychology, theories of personality, ethics in psychology research, intelligence, behavior and eugenics. Topics to be discussed and researched include research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory, motivation, developmental psychology, personality, social psychology, and abnormal psychology. Students will perform their own research, participate in demonstrations of research methods, and evaluate published studies and authors methodologies. The course will culminate with the students taking the AP exam in May.
Alternative Programs
Project Enterprise Program

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

For a student on an IEP, the team would reconvene, identify the needs of the student and determine if placement in Enterprise is appropriate. For a non-IEP student, a team would convene that would include representatives from Administration, Special Education, Guidance, Enterprise, Regular Education, a parent and the student if necessary. The team will determine behaviors to target, referral needs (evaluation, Functional Behavior Analysis, Behavioral Intervention Plan, community resources), program placement times, goals and exit criteria. The scheduled entrance points for new students into the program are every two weeks during each of the three trimesters of the academic year. However, the principal, on a case-by-case basis will consider emergency placements.

Placement Criteria Include:

✓ The student has demonstrated a pattern of problem behavior that is not due to low cognitive ability, learning disability (although one may exist along with the behavioral problem), teaching style, environmental issues or scheduling problems.
✓ The student may have demonstrated difficulty with on-task behavior during a given class in addition to emotional and/or behavioral problems, which is preventing the student from being successful in the classroom environment.
✓ The student’s behavior is chronic and pervasive in the school setting and documented attempts to correct and maintain the student in the least restrictive program have been unsuccessful.
✓ The student requires significantly modified staffing to provide regular monitoring of behavior and close supervision in both structured and unstructured settings.
✓ The student may require instruction for the targeted behavior and/or behavior management.
✓ The student could profit from vocational services.

Exit Criteria:

✓ The student has met behavioral goals and demonstrated the ability to maintain appropriate behavior in the regular education classroom for a designated period of time without incident.
✓ The student’s behavior has regressed to a point where the behavior endangers them or others and they require a more restrictive setting.
✓ The behavior is aggressive/assaultive/volatile and the student requires a more secure setting.
✓ The student moves out of Auburn or elects to pursue other means to achieve high school completion.
✓ The student receives and Auburn High School Diploma or Certificate of Completion.

The courses listed below are offered through the Project Enterprise Program. The student, parents and guidance counselor will determine selection of courses, which will include at least one course each
trimester out of the Project Enterprise Program. Students will take the same courses as students in the mainstream classroom so that they will not be behind when they exit Project Enterprise. Students will have a certified content teacher instructing them, in addition to the lead teacher in Project Enterprise.

Length of time in each course depends upon the student’s progress and readiness to return to regular education. Individual student progress will be monitored and discussed by the Project Enterprise team every two weeks.

**Courses Offered Include:**

- English 9
- English 10
- English 11
- English 12
- Algebra I
- Algebra II
- Geometry
- Trigonometry
- World History
- United States History I
- United States History II
- Spanish I
- Spanish II
- Biology
- Chemistry
- Physics
- Other as necessary
Virtual High School

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

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

Pre-AP Courses
Introduction to Biology
Introduction to Calculus AB*
Introduction to Chemistry*
Introduction to Computer Science*
Introduction to Economics*
Introduction to English Language and Composition
Introduction to English Literature and Composition
Introduction to Environmental Science
Introduction to Physics B
Introduction to Statistics*
Introduction to U.S. History
Preparing for College Essays

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

**International Baccalaureate**
IB Economics
IB Information Technology in a Global Society

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

**Business**
Business and Personal Law*
Entrepreneurship: Starting Your Own Business
Entrepreneurs: Business Owners of the 3rd Millennium
International Business: An Exploration*
Introduction to Statistics*
Investing in the Stock Market*
Learning to Invest in the Stock Market
Marketing and the Internet*
Personal Finance*
Statistics and Business Quality Management

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

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

**Life Skills/Health**
Career Awareness for the New Millennium*
Employability Skills*
Kindergarten Apprentice Teacher
Parenting in the Twenty-First Century
Perspectives in Health
Preparing for College Admissions and Financial Aid*

**Math**
Algebra 2
AP Calculus AB*
AP Calculus BC*
AP Statistics*
Calculus for Business
Integrated Algebra and Geometry
Introduction to Calculus AB*
Introduction to Statistics*
Math You Can Use In College*
Mathematical Reasoning and Logic
Number Theory: Patterns, Puzzles and Cryptography*
Statistics and Business Quality Management*

**Science**
Anatomy & Physiology: A Study in Stability
Animal Behavior and Zoology
AP Biology
AP Chemistry*
AP Environmental Science*
AP Physics B*
AP Physics C
Astronomy: Stars and the Cosmos
Bioethics Symposium*
Biotechnology
Chemistry II: Chemicals of Civilization
DNA Technology
Environmental Chemistry
Environmental Science-The World Around Us*
Epidemics: Ecology or Evolution
Genes and Disease*
Integrated Mechanical Physics with Logical Reasoning
Introduction to Astronomy
Introduction to Biology
Introduction to Chemistry*
Introduction to Environmental Science
Introduction to Physics B
Introduction to the Human Body
Meteorology: A Study of Atmospheric Interactions
Nuclear Physics: Science, Technology & Society
Oceanography: A Virtual Semester at Sea
Physics for Inquiring Minds
Preveterinary Medicine

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

**Technology/Tech Ed.**
Animation and Effects: Flash MX Basics*
AP Computer Science A*
CAD
Desktop Publishing: In an Information Age*
Digital Geography - More than a Jeopardy Category!
Engineering Principles
IB Information Technology in a Global Society
Introduction to Computer Science*
Introduction to Programming in Visual Basic*
Technology and Multimedia*
Visual Basic*
Web Design and Internet Research*
Web Design: Artistry and Functionality*

*Multiple sections offered.*

_Students are only allowed to enroll in a course if it is not presently offered at AHS, or they cannot otherwise schedule an AHS course into their schedule due to scheduling conflicts._
The 21st Century Skills Freshman Academy at Auburn High School

The 21st Century Skills Freshman Academy at Auburn High School will open at the beginning of the 2014-2015 academic year. This school within a school framework has been designed to help ease the transition of incoming freshman to Auburn High School.

Research indicates that ninth grade is the most important year of high school for students as attendance, behavior, and course performance during this inaugural year of secondary education predicts student success in graduating from high school and successfully completing post-secondary education. The hallmarks of the Freshman Academy include the formation of key academic, social, and intrapersonal skills through a rigorous core curriculum that will prepare students for success as they become upperclassmen and start to plan for their futures after high school.

There are three key components to the proposed academy. The first component, the Academic component, will be predicated on a blended learning environment as each student will have their own IPad through our district’s 1:1 IPad initiative. Teachers will work together to create curriculum, instruction, and assessment modules that weave direct classroom instruction together with on-line curriculum, instruction, and assessment modules to enhance students’ capacity for self-direction and ownership of their own learning. Students who take responsibility for their own learning are able to master rigorous course content, think critically and analytically, communicate effectively, and collaborate in a productive manner – all of which are key 21st Century Skills. Students will apply course content to real-world problems individually and in groups utilizing various technological mediums to demonstrate mastery of material. Students will maintain an electronic learning portfolio that demonstrates their progress over the course of the year.

Moving to a blended learning model of instruction format will also allow for continued movement away from the outdated teaching model of transmitting factual information to students, where retention of information is the primary function of assessment, with little opportunity to communicate in new ways, solve real-world problems, or use information to develop creativity. In a blended learning environment, students will be able to exploit technology for learning through the modern label “metacognition” as teachers will assist students with learning how to learn through this medium. Perhaps, most importantly, research also indicates that using technology in the classroom greatly assists at-risk students from leaving school. The blended learning environment allows students at-risk of dropping out to access their course work and not fall behind their classmates.

The second aspect of the 21st Century Skills Academy focuses on the social and emotional development of students. As this is also a transition program for students coming from middle school to high school, topics such as informed decision making, stress management, proper use of social media, planning for the future, getting involved in school, service learning, having mature conversations, and appropriate conflict management are topics that students will engage in with teachers in a blended learning format.

The third aspect of the 21st Century Skills Academy focuses on self-regulation training for students. The major themes for students in this training will include developing cognitive awareness of the demands of any given situation; consistent monitoring of their behavior, thoughts, and strategies; consideration of how successfully students are meeting the demands of a situation and the ability of students to change aspects of their current functioning to accomplish a goal especially when we are running low on motivation.

This learning will take place in a state of the art hybrid learning environment that provides each student with their own IPad. A small group of caring faculty, staff, and administration will lead students through their freshman year. Additionally, there will be a number of “freshman only” activities planned that will be aligned with the overarching goals of the academy.
### Grade 9 Planning Chart

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<th>Period</th>
<th>Trimester One</th>
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<td>C (3)</td>
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<tr>
<td>D (4)</td>
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<tr>
<td>E (5)</td>
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</tbody>
</table>

### Grade 10 Planning Chart

<table>
<thead>
<tr>
<th>Period</th>
<th>Trimester One</th>
<th>Trimester Two</th>
<th>Trimester Three</th>
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</thead>
<tbody>
<tr>
<td>A (1)</td>
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<tr>
<td>B (2)</td>
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<td>C (3)</td>
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<td>D (4)</td>
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<td>E (5)</td>
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</tbody>
</table>
### Grade 11 Planning Chart *

<table>
<thead>
<tr>
<th>Period</th>
<th>Trimester One</th>
<th>Trimester Two</th>
<th>Trimester Three</th>
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</thead>
<tbody>
<tr>
<td>A (1)</td>
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<tr>
<td>B (2)</td>
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<tr>
<td>C (3)</td>
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<td>D (4)</td>
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<tr>
<td>E (5)</td>
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</tbody>
</table>

### Grade 12 Planning Chart *

<table>
<thead>
<tr>
<th>Period</th>
<th>Trimester One</th>
<th>Trimester Two</th>
<th>Trimester Three</th>
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</thead>
<tbody>
<tr>
<td>A (1)</td>
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<tr>
<td>B (2)</td>
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<tr>
<td>C (3)</td>
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<tr>
<td>D (4)</td>
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<tr>
<td>E (5)</td>
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<td></td>
</tr>
</tbody>
</table>
Preparing for College

Preparing for College: Introduction (Middle School)

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

Preparing for College: Grade 9

____ 1. Have you visited your guidance counselor to get information that will help you select the best courses, based on your career interest or to help you determine a career interest?
____ 2. Are you involved in school clubs or service organizations? Have you identified an organization or program that can help you plan for college?
____ 3. Are you adding 10 new words a week to your vocabulary? Are you and a friend testing each other on new words?
____ 4. Get ready for MCAS – Challenge yourself to be an Adams Scholar based on exemplary scores!
5. Score advanced on the Biology MCAS!

6. Have you completed a four year course plan? Check your plan to make certain that it contains at least the minimum requirements for an Auburn High School diploma.

7. Have you talked with your parents about college? Would you like a big school or small school? Would you like to stay close to home or go far away? What do you think you want to do for a career? Do you want to play athletics or participate in the band or participate in theatrical events in college? Have you talked to your coach, athletic director, counselor, teacher, or principal about how to go about beginning the process?

Preparation for College: Grade 10

1. Are you working or volunteering in a field in which you have some interest? Have you met and talked to someone who works in a career in which you are interested? Do you know the things that are best about your planned career and do you know the things that are least attractive about your planned career?

2. Have you scheduled a test date for taking the PSAT and PLAN?

3. Have you visited your counselor to review your courses and to make certain that you are on track to take required courses?

4. Have you visited the counselor or library to get copies of PSAT and PLAN practice tests?

5. Do you have a schedule of when representatives of different colleges will visit you school? Have you signed-up to meet with college representatives?

6. Do you know your social security number for use on your college and financial aid applications?

7. Are you involved in a college prep program? Will you have an opportunity to spend time on campus studying and preparing for college during the summer?

8. Score advanced on the English and Mathematics MCAS!

Preparation for College: Grade 11

Fall

1. Are you taking an AP course this year?

2. Have you registered to take the Spring SAT, SATII (subject tests) and ACT?


4. If you are working, are you saving at least one-half of your earnings?
Spring
___ 1. Have you begun narrowing your list of colleges to determine which schools you want to visit? Have you attended a College Night Program where you can collect college publications and talk with admissions representatives about their schools? These are typically held in the fall. You can also make virtual visits by visiting schools online or viewing admissions videos.

___ 2. Have you received or viewed books and applications from schools in which you are most interested? Most schools now publish applications on their websites and even allow you to apply on-line. There is also a common application, which you can view online at www.commonapp.org.

___ 3. Have you requested letters of recommendation from teachers? You should write a resume and share it with teachers who agree to write letters for you.

___ 4. Have you begun looking for scholarships? Get into the Guidance Department and ask.

___ 5. Have you reviewed a copy of the Free Application for Federal Student Aid (FAFSA)? You can find information on federal aid and view forms online at www.studentaid.ed.gov

___ 6. Have you discussed a plan for paying for college with your parents/guardians? Plan to attend a Financial Aid presentation where you can learn about the financial aid process and get specific information to help you plan for putting your package together. These are typically offered in January and February.

___ 7. Do you understand early decision, early action, admission and rolling admission? If not, ask!

Preparation for College: Grade 12

Fall
___ 1. If your SAT / ACT score is less than the score needed for admission to schools in which you are interested, have you signed up to take the SAT / ACT again in November or December?

___ 2. Have you created a filing system (binder or expandable file with pocket folders) to keep up with your copies of applications submitted (keep either an electronic copy or a paper copy), scholarships for which you apply, and important information received from prospective colleges.

___ 3. Have you created a planning calendar, which includes your test dates, application deadlines, scholarship application deadlines, and financial aid application deadlines? Create a month by month plan of action that includes activities to complete each week. Don’t forget to schedule requests for and submission of letters and transcripts needed by schools to process your application.

___ 4. Are you focused on your studies, making the best grades possible, in the most challenging courses that you can handle? Remember these are the grades on which colleges will focus first.

___ 5. Are you all set to submit complete applications for admissions, scholarships, and financial aid? Most students apply to 3 – 6 schools.
The following **Senior Year Monthly Strategy** was adapted from *Applying to College, A Life Works Guide* by Casey Watts:

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

**November Tasks**
- Check with your counselor to make certain that you have completed the forms to submit your SAT I, SAT II and ACT scores to your colleges of choice.
- Check with the people who have agreed to write your letters to make certain that they have the appropriate forms, stamped envelopes, and reminders about the due dates.
- Confirm that your transcript has been sent to your colleges of choice.
- Complete all remaining applications, making copies of everything. File copies accordingly in the filing system that you create. Keep everything in a designated place in your home.
- Make arrangements for overnight visits to the colleges in which you are most interested.
- Write and mail thank you notes to everyone who wrote a letter of recommendation for you.

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

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

February Tasks

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

March Tasks

- Register for any Advanced Placement (AP) tests that you want to take before graduation.
- Watch the mail for your Student Aid Report. Respond immediately if additional information or corrections are required.
- Contact the Financial Aid offices at the colleges where your application is pending to determine if they require any additional information.
- Continue applying for state, private, and other scholarship opportunities.

April Tasks

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

May Tasks

- Take AP exams (if applicable).
- Continue to look for scholarships and financial assistance.
Auburn High School Schoolwide Rubric

21st Century Learning Academic Learning Expectations by Department

<table>
<thead>
<tr>
<th></th>
<th>Writing</th>
<th>Oral Presentation</th>
<th>Research</th>
<th>Laboratory Investigation</th>
<th>Problem Solving</th>
<th>Music Performance</th>
<th>Creative Expression</th>
<th>Active Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Fine Arts (Art)</td>
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<td>X*</td>
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<tr>
<td>Fine Arts (Music)</td>
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<td>X*</td>
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<tr>
<td>Foreign Language</td>
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<td>Math</td>
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<td>Science</td>
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<td>X</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Technology &amp; Engineering</td>
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<td></td>
<td></td>
<td>X*</td>
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<td></td>
<td>X*</td>
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<tr>
<td>Wellness</td>
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<td>X</td>
</tr>
</tbody>
</table>

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

Adopted 2017
# Writing Rubric

**Student Name:**

**Date:**

**Course Name:**

**Assignment:**

**Course Level:** CP H AP

## Exceeds Expectations

<table>
<thead>
<tr>
<th>Central Argument</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creatively establishes engaging context, leading to a thesis statement that reveals unique insight and authority.</td>
<td>Effectively establishes context, leading to a sound thesis statement.</td>
<td>Context and/or theses are infrequently fully developed or frequently flawed in logic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development &amp; Control</th>
<th>Evidentiary Support &amp; Citation</th>
<th>Style, Sentence Quality, &amp; Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrates tight control in developing ideas with authority and insight and communicates ideas in a sophisticated academic tone.</td>
<td>- Consistently supports ideas with insightful examples and textual evidence that are incorporated into original writing with sophistication and precision. - Citations are error free.</td>
<td>Consistently exhibits sophisticated understanding of sentence variety and diction, while demonstrating skillful, error-free application of conventions.</td>
</tr>
<tr>
<td></td>
<td>- Supports ideas using sufficient and relevant textual evidence and examples that are effectively incorporated into original writing - Utilizes correct citation conventions.</td>
<td>Exhibits effective understanding of diction and sentence variety, demonstrating a solid grasp of the application of conventions and grammar.</td>
</tr>
</tbody>
</table>

### Overall evaluation:

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

### Comments:

*Adopted 2017*
Oral Presentation Rubric

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

**Overall evaluation:**

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

**Comments:**

Adopted 2017
# Research Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
</table>
| **Locating & Evaluating Resources** | - Independently locates at least the required number of resources  
- Information is from valid sources; is relevant to the topic | - Requires assistance to locate the required number of resources  
- Information is from valid sources and is relevant to the topic | - Requires repeated assistance to locate the required number of resources; does not locate the required number of resources  
- Information may not be from valid sources and is not necessarily relevant to the topic |
| **Organization of Information** | - Summarizes information from resources into detailed and highly organized and coherent notes  
- Consistently provides the source of information when taking notes | - Summarizes information from resources into notes  
- Sometimes provides the source of information when taking notes | - Copies and pastes information into notes, rather than summarizing  
- Rarely (or never) provides the source of information when taking notes |
| **Resource Analysis & Synthesis** | - Consistently and accurately uses information from resources to support their position  
- Demonstrates insightful understanding of the document by seamlessly integrating information through the use of direct quotations and/or paraphrasing | - Accurately uses information from resources to support their position  
- Demonstrates understanding of the document through the use of direct quotations and/or paraphrasing | - Attempts to use information from resources to support their position, although it may not be accurate  
- Demonstrates minimal understanding of the document; Direct quotations and/or paraphrasing is used, but not necessarily integrated |
| **Citation** | - Consistently and accurately cites sources, using Chicago format  
- Includes a Chicago bibliography with no errors | - Cites sources, using Chicago format, with few errors  
- Includes a Chicago bibliography with few errors | - Inaccurately cites sources using Chicago format, or no attempt at citation is made  
- Chicago Bibliography contains frequent errors or is nonexistent |

**Overall evaluation:**

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

**Comments:**
# Laboratory Investigation Rubric

**Student Name:** [Student Name]  
**Course Name:** [Course Name]  
**Course Level:** CP H AP  
**Assessment Title:** [Assessment Title]  
**Date:** [Date]  
**Assignment:** [Assignment]  
**Science Department:** [Science Department]

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
</table>
| - Follows all steps for the investigation without clarification  
  - When instructed, always works independently to complete the procedures in a safe and appropriate manner  
  - Is always on task in a positive and productive manner and displays leadership skills when working with teammates | - Follows most steps for the investigation, needing minimal clarification of the tasks  
  - When instructed, regularly works independently to complete the procedures in a safe and appropriate manner  
  - Is often an active and positive influence while working in a team to complete procedures | - Follows some steps for the investigation, needing repeated clarification of the tasks  
  - When instructed, sometimes works independently, and sometimes exercises appropriate safety when performing the procedures  
  - Sometimes is an active and positive influence while working in a team to complete procedures |

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All observations are recorded, highly organized, complete and impeccably presented in various formats to enhance understanding</td>
<td>- Most observations are recorded and organized using labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure</td>
<td>- Some observations are recorded but lack thoroughness of organization and use of labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application &amp; Analysis of Data</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
</table>
| - All data is clearly summarized, correctly interpreted, and reflects a connection to the objectives  
  - Application of the data demonstrates a depth of understanding as evidenced by examples, supporting evidence, and awareness of the possible implications | - Most data is summarized, correctly interpreted, and reflects a connection to the objectives  
  - Most application of the data demonstrates is accurate and thorough | - Some data is summarized, correctly interpreted, and reflects a connection to the objectives  
  - Some application of the data may be weak, inaccurate, or missing |

**Overall evaluation:**

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

**Comments:**

Adopted 2017

84
# Problem Solving Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>- Demonstrates an understanding of all concepts and processes at hand</td>
<td>- Demonstrates an understanding of most of the concepts and processes at hand</td>
<td>- Demonstrates an understanding of some of the concepts and processes at hand</td>
</tr>
<tr>
<td><strong>Computation</strong></td>
<td>- Provides clear evidence of doing purposeful data manipulation</td>
<td>- Is able to complete the elements of the task at hand</td>
<td>- Is able to complete most of the elements of the task at hand</td>
</tr>
<tr>
<td></td>
<td>- Uses appropriate methods to solve problems</td>
<td>- Completes correct computational work</td>
<td>- Minor computational errors</td>
</tr>
<tr>
<td></td>
<td>- Uses technology at an advanced level</td>
<td>- Is able to appropriately use technology to solve problems</td>
<td>- Has a limited capability of being able to use technology to solve problems</td>
</tr>
<tr>
<td><strong>Critical</strong></td>
<td>- Uses an organized procedure to make sophisticated inferences</td>
<td>- Uses an organized procedure to make inferences</td>
<td>- Recognizes some relationship between the problem at hand and previously learned material</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>- Correctly verifies solutions</td>
<td>- Correctly verifies solutions</td>
<td>- Verifies solutions, making minor mistakes in the process</td>
</tr>
<tr>
<td></td>
<td>- Evaluates reasonableness</td>
<td>- Evaluates reasonableness</td>
<td>- Attempts to explain/justify results</td>
</tr>
<tr>
<td></td>
<td>- Accurately explains/justifies all results</td>
<td>- Explains/justifies results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Draws broad conclusion</td>
<td>- Draws conclusions</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>- Clear and detailed explanations</td>
<td>- Clear explanations</td>
<td>- Explanations are missing important components</td>
</tr>
<tr>
<td></td>
<td>- All use of terminology and notation is correct</td>
<td>- Effective use of terminology and notation with very few errors</td>
<td>- Uses terminology and notation inconsistently</td>
</tr>
<tr>
<td></td>
<td>- Masterfully able to represent the information visually</td>
<td>- Able to represent the information visually</td>
<td></td>
</tr>
</tbody>
</table>

- **Overall evaluation:**
  - □ Exceeds Expectations (3)
  - □ Meets Expectations (2)
  - □ Approaching Expectations (1)
  - □ Insufficient Evidence/Work Not Submitted (0)

**Comments:**
# Music Performance Rubric

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

**Overall evaluation:**

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

**Comments:**

*Adopted 2017*
Creative Expression Rubric

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

**Overall evaluation:**

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

**Comments:**

Adopted 2017
## Active Participation Rubric

<table>
<thead>
<tr>
<th>Participation</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always participates in class activities</td>
<td>Regularly participates in class activities</td>
<td>Occasionally participates in class activities</td>
</tr>
<tr>
<td>Focus</td>
<td>Continuously follows the daily objective for each class period</td>
<td>Mostly follows the daily objective for each class period</td>
<td>Occasionally follows the daily objective for each class period</td>
</tr>
</tbody>
</table>

### Overall evaluation:

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

### Comments:

*Adopted 2017*
# Social Learning Expectation: Collaboration

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

**Overall evaluation:**

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

**Comments:**

*Adopted 2017*
# Civic Learning Expectation: Digital Citizenship

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Literacy</strong></td>
<td>Independently and effectively uses technology to organize information and manage the flow of information from a variety of sources</td>
<td>Occasionally requires assistance when using technology to organize information and manage the flow of information from a variety of sources</td>
<td>Consistently requires assistance when using technology to organize information and manage the flow of information from a variety of sources</td>
</tr>
<tr>
<td></td>
<td>Independently and effectively uses technology to create content-related products</td>
<td>Occasionally requires assistance when using technology to create content-related products</td>
<td>Consistently requires assistance when using technology to create content-related products</td>
</tr>
<tr>
<td><strong>Responsible Use</strong></td>
<td>Consistently demonstrates responsible and appropriate use of technology</td>
<td>Generally demonstrates responsible and appropriate use of technology</td>
<td>Needs frequent reminders regarding appropriate and responsible use of technology</td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>Is rarely distracted by technology or uses it to distract others</td>
<td>Is occasionally distracted by technology or uses it to distract others</td>
<td>Is often distracted by technology or uses it to distract others</td>
</tr>
</tbody>
</table>

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**Overall evaluation:**

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

**Comments:**

*Adopted 2017*