



# High School Program of Study

**2017-2018**

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## **Welcome to Atlantis Charter High School!**

**The mission of the Atlantis Charter School is to provide an education second to none, yielding academic excellence and life-long learning skills upon which students will be able to build a successful future. We expect an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best research-based practices in education to meet the needs of our student population. It is our intent to become a model of educational excellence.**

Atlantis Charter High School is the secondary education component of the noble twenty year tradition that the Atlantis Charter School carries. In their earlier years in the district, students build upon a strong foundation for learning that they will employ within the context of a rigorous high school curriculum with the opportunity to achieve real world experiential learning through the five specialized academies. Advanced Placement courses are available in a number of core academic subjects, and we offer a diverse selection of courses to match every student's interest. Atlantis Charter High School students must be enrolled in a class in every block in the school's schedule, each semester, to be considered full-time. Students must have four years of English and Mathematics; students must also complete three years of social studies and two years of a foreign language, as well as three years of Science/Technology/Engineering. Additionally, students must also complete one semester of a Wellness course each year.

This Program of Studies is intended to give students and parents a general overview of the courses offered at Atlantis Charter High School. Atlantis Charter School recognizes that each student is a unique individual who possess specific strengths, needs, and learning styles. The courses offered at Atlantis Charter School provide all students the opportunity to develop their capabilities in a variety of content areas and at appropriate and challenging levels of learning. Each student is expected to discuss his/her course selections with his/her parents and his/her school guidance counselor. Courses are always offered are always subject to administrative approval, course enrollment, and budget.

### **Graduation Requirements**

- English: 16 credits
- Social Studies: 12 credits
- Mathematics: 16 credits
- Science/Technology/Engineering: 12 credits
- World Language: 8 credits
- Career Academy I, II, III, IV
- Wellness (Health & PE)
- College Seminar I and II

***Promotion to the next grade level is determined by the credits received in the previous academic year.***

- Students must have a minimum of 16 credits and pass English I to achieve sophomore status
- Students must have a minimum of 32 credits and pass English II to achieve junior status
- Students must have a minimum of 48 credits and pass English III to achieve senior status
- Students must have a minimum of 64 credits and pass English IV to be eligible for graduation

\*Students are required to take a full course load all four years and will have various course offerings to choose from including electives and advanced courses.

All students must pass the Massachusetts Comprehensive Assessment System tests (MCAS) and demonstrate proficiency in English/Language Arts, and Mathematics in order to receive a diploma. Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering tests.

*\*Minimum Admissions Standards for admission to MA State Colleges and Universities. Further information can be found at: <http://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf>*

### **Statement on Accreditation**

The high school program at the Atlantis Charter School was officially accepted as a candidate for accreditation through the New England Association of Schools and Colleges (NEASC) at the beginning of the 2015-2016 school year. The school will pursue accreditation as is deemed appropriate by the standards and timelines put forth by the district and by NEASC.

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

The Advanced Placement (AP) program at Atlantis Charter School offers students the opportunity to enroll in a variety of rigorous college-level classes. Students are recommended for these courses based upon excellent performance, academic achievement, and motivation to handle advanced concepts. These courses require an exceptional amount of study, ending with the AP exam; this test is a national exam that oftentimes carries either college credit or reduction of college requirements for graduation. **These courses follow a curriculum that has been approved by The College Board and all students taking these classes are required to pay for and take the AP exam in May.** The cost for each AP exam in 2017 is \$94.00 or \$53.00 for qualifying students. If students choose to not take the AP exam, they will only receive honors level for the course and they will be unable to enroll in any future AP classes.

At this time, Atlantis Charter School offers the following AP courses: AP Language, AP Physics, AP Government and Politics, AP Literature, AP Statistics, AP Biology and AP Calculus (AB). Summer work may be required and is based on the course instructor's discretion.

In order to register for an AP course, students must meet the following conditions:

- Demonstrate awareness of AP policy by signing the AP contract
- Attend the AP subject information session
- Attain a favorable teacher recommendation from the current content teacher
- 90% average or above in the current content area

### **Honors Level**

Honors level courses provide students with the opportunity to expand their academic expertise in any core content area. These courses provide students with the opportunity to go more in depth in these areas, but do also carry the demand of further work and study time. These courses demand independent learning as well as critical, creative, and analytical thinking. Students should have strong

writing skills and be capable of high level critical thinking and independent work. Students who are highly motivated to pursue their studies in great depth should consider courses at this level.

Rising freshmen who will be attending Atlantis Charter High School in the fall are administered a placement exam in the spring in the areas of English, Math, and Foreign Language. Students are placed in honors history, science, English language arts, and mathematics utilizing the following scores: placement test results, grades from the student's sending school, and—when applicable—MCAS scores. Since placement is limited in these courses, other factors such as attendance, discipline record, and staff recommendations may also be considered.

Students in the sophomore, junior, and senior year are placed into an honors course based upon their past academic performance. All students must have the recommendation of their current content area instructor, and a minimum average of 85% in a non-honors course. Students will be placed based on the availability of open seats and we may consider additional factors such as attendance, discipline record, and staff recommendations for placement considerations. Honors students should be highly motivated and have a work ethic that will ensure that all assignments are passed in on time and meet the expectations of an honors course. A student who is not meeting the expectations of the course and does not maintain an 85% average may be removed from the class or have a written contract drawn up allowing him/her to remain in the class under certain criteria. Each honors course will have specific rules and expectations that will be given to the students the first day of class.

#### **Grading Scale**

The Atlantis Charter School expects academic resilience of all of its students, and therefore does not award a passing grade below 70%. The following percentages are correspondent to the following letter grades:

<b>Grade Range</b>	<b>Letter Grade Awarded</b>
95-100	A/A+
90-94	A-/A
85-89	B/B+
80-84	B-/B
75-79	C/C+
70-74	C-/C
69 and below	F

#### **Grade Weights and Class Rank**

Grade Point Averages (GPA) and class rank are important to students seeking scholarships, financial assistance, and other post-secondary endeavors. GPA and class rank are calculated using a system of levels and credits. Each academic and elective course is assigned the appropriate level based on the rigor of the curriculum and the performance expectations: generally, Advanced Placement courses are weighted at the highest level, followed by Honors courses, and then college preparatory courses.

It is important to note that levels do not affect the grade published on a student's report card. Levels provide a means of accurately calculating class rank for a diverse population. Levels may also be utilized to adjust for an individual with significant modifications to his/her course expectations. GPA and class

rank are calculated by multiplying a student's adjusted class averages by the corresponding credit value, and then dividing by the total number of attempted credits.

Atlantis will report both the weighted and non-weighted GPA of all students to students and families and institutions of higher learning. Atlantis Charter School will use this information to award the following accolades: National Honors Society, National Junior Honors Society, class valedictorian, and class salutatorian. Class valedictorian and salutatorian are awarded based on students weighted GPA.

### **PowerSchool**

Atlantis Charter School uses PowerSchool for a variety of needs that include attendance, assessment, and grading. As a part of this service, parents are able to utilize PowerSchool to monitor student performance in classes and attendance throughout the year. This free web-based portal is available for any parent of an Atlantis Charter School student to access, and can be accessed from any internet capable device one it is set up.

### **Homework, Make-Up Work, and Late Work**

Homework is assigned and graded at an individual teacher's discretion, based upon best practice and Atlantis Charter High School grading policy guidelines. When assigned, homework is designed to stretch and reinforce classroom learning, and thus is of the utmost importance. While assignments may vary in length and content, students will be expected to submit them on time and with the highest degree of academic integrity.

In the event that a student is absent, it is the responsibility of that student to secure any assignments and instructional materials that he or she may have missed from the teacher. In the event that a student fails to do this, he or she will have the missing work counted against them in the form of a failing grade for the assignment(s). Students will receive one day per excused absence to complete missed work, not to exceed 5 days to make up any missed work. In the event of extenuating circumstances, further time to complete assignments may be considered.

Late work, for reasons other than an excused absence, will follow the guidelines and policies set forth by the individual teacher and approved by administration.

### **Academic Integrity**

As aligned with the Atlantis Charter School mission statement, students attending the Atlantis Charter High School are expected to conduct themselves with the utmost degree of personal and academic integrity. For this reason, academic dishonesty of any kind will not be tolerated and will be met with consequence.

Atlantis Charter High School defines academic dishonesty as any instance of deliberate plagiarism, copying, or overall misrepresentation of individual and original academic thought. This policy does not strictly limit itself to papers; academic dishonesty may occur in the form of copying work, looking at another student's exam, or complying with a student's request to copy work. In such an event, both students involved will be treated as equally responsible, and will be met with the same consequences.

For any offense of academic dishonesty, student(s) will receive a zero for the assignment and receive a disciplinary consequence consistent with the Student Handbook and the circumstances of the individual case. Repeated cases of academic dishonesty will result in a more severe progression of discipline.

### **Non-Discrimination Policy**

Atlantis Charter School does not discriminate on the basis of sex in the educational programs or activities, which it operates and is required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses or the study of such public schools on account of race, color, sex, religion, national origin, or disability.

### **Parental Notification Law**

Massachusetts General Laws Chapter 71, Section 32A allows parents to exempt their children from any portion of the curriculum that primarily involves human sexuality or human sexuality issues through written notification from the parent/guardian to the high school site leaders. Before making a determination, parents can call the Physical Education/Health office at 1-508-672-0648 ext. 3316.

### **Special Education Services**

The special education department consists of the special education coordinator and a number of special education teachers and paraprofessionals who push into academic classrooms to provide support for students on Individualized Education Plans (IEP's). The school follows both state and federal mandates for securing special education services for students, as well as for administering the proscribed curriculum as determined by the student's special education team.

ACHS strives to meet the needs of all students, and the special education department is a major cornerstone of this goal: the school hosts initial meetings for students who were never on an IEP before, annual reviews of supports for students already on IEPs, and three year reevaluations for students on IEPs who are reevaluated with psycho-educational assessments. The special education department works collaboratively to write or rewrite all IEPs after the meetings are held. In addition, to comply with state and federal requirements, the special education department works collaboratively to write quarterly progress reports that supplement student progress reports and report cards.

In the context of the classroom, the special education department designs reduced and/or modified assessments for students based on their needs and what is written in their IEPs, and works closely and collaboratively with content teachers to improve and increase student outcomes for learning in all content areas. Additionally, the teachers that push into academic classrooms are responsible for co-teaching with content teachers to ensure that all students with learning disabilities are receiving the services that they are legally entitled to.

### **Title I Services**

According to the U.S. Department of Education, the purpose of Title 1 funding "is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic

assessments." Schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students' educational goals; as a Title I district, Atlantis Charter School commits itself to serving students identified for Title I services through various testing through improvements to curriculum and instructional activities; availability to counseling; and finally, increased parental and staff involvement.

### **English Language Learning (ELL) Services**

Initially, the ELL teacher at the school will review new students' academic records to determine if there might be a need for ELL services. The teacher looks at the Home Language Survey and any evidence of current enrollment in an ELL/ESL program, as well as prior MCAS scores, report cards, reading test scores, and any other pertinent academic information that is included in the files.

When a student is identified as possibly needing ELL services, the teacher will request that an ELL screening test, called W-APT (WIDA ACCESS Placement Test), be administered to the student. This test assesses the student in four language areas or domains: Listening, Speaking, Reading, and Writing. If the student earns a Level 5.0 or higher in all of the domains, he/she does not need ELL services; however, if the student scores below a 5.0 he/she qualifies. At that point the ELL teacher will meet with the student's parents/guardians to obtain their permission to start supporting their child in the school's ELL program.

English as a Second Language (ESL) courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States.

### **School Counseling**

The school counseling curriculum focuses on college and career exploration as well as the college application process. The school guidance counselor assists students in identifying and evaluating personal goals, priorities, aptitudes, and interests to help them make informed decisions about their futures. Additionally, the counseling department also aims to help students match their interests and aptitudes to college and career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. While College Seminar I & II occurs during junior and senior year, the school guidance counselor works closely with the career I and II instructors to push in to classes to support students in freshman and sophomore year.

### **The College Seminar**

In addition to this rigorous program of study, students must also complete both components of the college seminar course in order to be eligible for graduation. The class is graded pass/fail, but it does include a number of critical life skills for students to understand before graduation. The course descriptions are as follows:

<b>College Seminar I</b>	<b>Grade 11</b>	<b>Half-Year Course</b>
This mandatory junior year seminar meets biweekly during the spring semester. During this class, students work with the school guidance counselor to start the college exploration and application process. Topics include college exploration, creating a college list, soliciting and gathering letters of recommendation, discussion and preparation for the SAT/ACT examinations, PSAT score analysis, resume building, preliminary career exploration, and an introduction to the Naviance system.		

<b>College Seminar II</b>	<b>Grade 12</b>	<b>Half-Year Course</b>
This mandatory senior year seminar meets biweekly during the fall semester. During this class, students work with the school guidance counselor through the many steps of the college application process. Topics of this course include the completion of the Common App, drafting and finalizing the college essay, deeper exploration of the Naviance system, completing and submitting college applications, practicing and improving interviewing skills, measuring progress towards mastery of the SAT/ACT examinations, applying for financial aid—including building a FAFSA/CSS Profile—completion of the resume, and beginning the process of the post-graduate job search.		

### **School Adjustment and Psychological Services**

The school adjustment counselors are also available for students to utilize to gain emotional and social support; these services include—but are not limited to—crisis management, family outreach, referrals for services, and student mediation. Additionally, school adjustment counselors are active participants in intervention strategy planning sessions and coordinates the mentoring program between at-risk students and a trusted staff member. The school adjustment counselor may also push into academic classroom settings to enhance or execute anti-bullying, character education, or life skills curriculum.

The district also has a school psychologist available to complete educational testing and assist with the social-emotional needs of students; the school psychologist is on-site at the high school on an as needed basis.

## **English Language Arts**

The English department strives to create a program of study that consistently and skillfully reinforces mastery in a variety of ways that speak to the main domains of literacy: reading, writing, speaking, and listening. Students who complete the English Language Arts curriculum at Atlantis Charter High School will become self-motivated learners and lifelong readers who are constantly curious and inquisitive about their world. The English department fosters many interpersonal skills through the study of language and literature, with a strong emphasis on understanding the student's world in real time. Through a series of complex and engaging texts and assessments, students will develop the capability to read and communicate effectively across a variety of contexts in order to find success in our 21<sup>st</sup> century world.

By the end of high school, successful English Language Arts students at Atlantis Charter High School will be able to:

- Communicate effectively in writing with respect to any given audience and purpose
- Utilize oral discourse to communicate and exchange ideas with the ever-present goal of inquiring and learning
- Develop a lifelong love of reading
- Read, comprehend, and analyze a variety of complex texts that include books, poems, plays, articles, films, and other visual texts
- Utilize proper conventions of written and spoken English in order to convey ideas appropriately and articulately
- Utilize a variety of texts to inform a nuanced understanding of the 21<sup>st</sup> century world, and to question and analyze the world through a lens of informed thought
- Utilize a variety of texts to understand, analyze, and critique insights into the experience of people, culture, and historical time periods

The English Department will achieve these aims through the following courses:

<b>Grade*</b>	<b>Course</b>	<b>Honors Selection</b>	<b>Advanced Placement Selection</b>
9	English 9	Honors English 9	Not Available
10	English 10	Honors English 10	Not Available
11	American Literature	Honors American Literature	AP English Language and Composition
12	Surveys of Literature	Honors Surveys of Literature	AP English Literature and Composition

*\*As a reminder, grade standing is determined by credits a student has earned only*

## **Description of Courses**

### **ENG000 English 9**

### **Grade 9**

### **Full Year Course**

English 9 aims to provide students with a basic introduction to literary study through a variety of text genres that speak to myriad times, places, and people for a well-rounded view of the world around us. While major texts of study will include writing by authors of literary merit, this study will be supplemented with contemporary writing and articles to further enhance skill acquisition. Students who

successfully complete this course will develop skills in the following areas: critical thinking and questioning, reading, writing, vocabulary, and grammar.

**ENG001 Honors English 9**

**Grade 9**

**Full Year Course**

The aims of the honors English 9 course are similar in nature, but emphasize deeper inquiry into the major study of literature and increased rigor in writing and communicating ideas about literature. Students will begin to develop a basic understanding of the significance of language in writing, and will further explore these skills through writing intensive projects and an emphasis on class discussion and independent inquiry.

**ENG002 English 10**

**Grade 10**

**Full Year Course**

English 10 has a running theme of exploring one's identity during the transition from child to young adult, and how that is affected by the world we live in. We accomplish this through examining and analyzing classic and contemporary literature and poetry. The core focus of English 10 is reinforcing and expanding the following skill areas: writing, both in terms of complexity and the ability to communicate effectively; critical thinking; independent reading and comprehension. Students are assessed each quarter through tests, quizzes, written assignments, participation, and one creative project.

**ENG020 Honors English 10**

**Grade 10**

**Full Year Course**

The honors track for English 10 has the same foundation as the academic track, but with increased rigor and responsibility. That responsibility largely manifests through assigned reading outside of class. The honors class will average roughly one more novel per quarter than academic classes, for a total of three additional novels. Although the class is still largely based in reinforcing and expanding skills, the everyday routine is run more like a seminar with student-driven discussion and extended periods of independent writing. Students are assessed each quarter through tests, quizzes, written assignments, participation, and one creative project.

**ENG003 American Literature**

**Grade 11**

**Full Year Course**

This course will explore American literature beginning at the turn of the twentieth century through the modern era. Students will read and reread a text, employ a variety of reading strategies to enhance comprehension skills, engage in discourse about the text, engage in critical analysis, synthesize fiction and historical context, and use text evidence to support claims in literary responses. Areas of emphasis in writing instruction include writing a variety of essays of length that develop research skills, develop style, and begin to cultivate and sharpen skills for college and career readiness.

**ENG030 Honors American Literature**    **Grade 11**

**Full Year Course**

The aims of the eleventh grade honors course are similar in nature to the academic course, but emphasizes a stronger focus on independent work and thought development. The main differentiation between this course and the academic English course is overall depth and speed of content, but the aims and outcomes are essentially the same.

**ENG300 AP English Language/Comp.**    **Grade 11**

**Full Year Course**

Students enrolled in this rigorous college level English course will read across a wide breadth of nonfiction and fiction texts to inform their overall knowledge of rhetoric, writing, and writing

development. Through a number of different kinds of writing assessments and the close study of various texts, students will develop this deep understanding of writing as a form of ideological exchange by answering essential questions that will allow them to develop a more complex and nuanced understanding of writing and its particular aim.

**ENG400 Survey in Literature**

**Grade 12**

**Full Year Course**

Building on the foundation established in English III, English IV will engage students in the analysis of multiple literary genres within the larger context of American and World literature. Students will analyze major themes in literature such as "justice, freedom and equality," "loneliness and isolation," and "identity". Students will practice the high-level skills of reading critically, collaborating to create new knowledge, presenting ideas to an authentic audience, and writing effectively for a wide variety of audiences and purposes. Students will conduct original research in an area of interest and produce either a research paper or project/presentation.

**ENG401 Honors Survey in Literature Grade 12**

**Full Year Course**

The aims of the twelfth grade honors course are similar in nature to the academic course, but emphasizes a stronger focus on independent work and thought development. The main differentiation between this course and the academic English course is overall depth and speed of content, but the aims and outcomes are essentially the same.

**ENG402 AP English Literature/Comp. Grade 12**

**Full Year Course**

Students enrolled in this rigorous college level English course will read across a wide breadth of fiction texts including novels, novellas, short stories, and poetry to inform their overall knowledge of literary composition and tradition. Through a number of different kinds of writing assessments and the close study of various texts, students will develop this deep understanding of literature as a method of ideological exchange and as an art form, with the course resulting in a well-rounded understanding of the major shifts in classical and contemporary literature.

In addition to these courses, Atlantis Charter School may offer electives at the discretion of the district and based upon availability of highly qualified teachers for the content area. These courses will speak directly to student interest, and will also be contingent upon scheduling availability.

**Social Studies and History**

In our society, it is essential for individuals to be well-informed, active citizens who can make rational decisions and evaluate the world around them. The Social Studies Department at Atlantis Charter High School works to foster these values in our students so they can be ready to compete in the global economy. To meet these aims, students analyze and interpret various historical text, collaborate on projects, and draw comparisons to today through rigorous standards-based curriculum. The Social Studies Departments takes an interdisciplinary approach with an emphasis on literacy skills and performance-based data to complete the curriculum and prepare students for college and beyond.

By the end of high school, successful social studies and history students at Atlantis Charter High School will be able to...

- Communicate and collaborate effectively through reading, writing, and speaking

- Think critically and solve problems
- Possess a varied view of the society and the world.
- Utilize technology in accordance with 21<sup>st</sup> century skills
- Demonstrate citizenship and the values of a democratic society

The Social Studies and History Department will achieve these aims through the following courses:

<b>Grade*</b>	<b>Course</b>	<b>Honors Selection</b>	<b>Advanced Placement Selection</b>
9	Ancient Civilizations/World History I	Honors World History II	Not Available
10	World History II	Honors World History II	Not Available
11	U.S. History II	Honors U.S. History II	AP Government and Politics
12	U.S. Government and Politics	<i>Currently not offered</i>	AP Government and Politics

*\*As a reminder, grade standing is determined by credits a student has earned only*

#### **Description of Courses**

##### **HIS000 World History I                          Grade 9                          Full Year Course**

This course provides a survey of the major events in human history from prehistoric times through the Enlightenment (WHI.1-WHI.38). Students will learn about the major interactions and ideas that helped shape the modern world through historical inquiry, projects, discussions, and more. In addition, current events will be discussed on a rotating basis. Students are expected to work in groups and independently.

##### **HIS001 Honors World History I                          Grade 9                          Full Year Course**

This course provides a survey of the major events in human history from prehistoric times through the Enlightenment (WHI.1-WHI.38) through the use of thematic units. Each unit draws upon different dynamics of change and continuity through various primary and secondary sources which students will analyze in relation to the modern world. In addition, students are expected to use their knowledge and skills to complete a current events project. An honors level course is designed for students who want an understanding of history beyond the regular curriculum. Material is taught at a quicker pace. The ability to work independently and complete long-term assignments is a must.

##### **HIS002 World History II                          Grade 10                          Full Year Course**

The course demands students explore essential questions about the nature of human institutions and the growth of society through the most important periods of civilization. From the core values of the Renaissance and the Reformation to the Industrial Revolution and the Age of Imperialism to the Great Wars, Economic Collapse and emerging hope of the 20th Century, students will examine elements from hundreds of countries and cultures. The course focuses on primary sources and building a full, complete and accurate picture of actual events without the bias often present in secondary instruction.

Furthermore, students will be required to produce work ranging from artistic, culinary, research and multi-media projects that demonstrate an understanding of the nation-state. The goal of World History

II is not only to prepare students for deeper exploration of human activity, but also to create a nascent core of the Scientific Method to bolster their role as educated citizens of the United States.

**HIS020 Honors World History II Grade 10**

**Full Year Course**

The Honors Level of World History II covers the same historical eras as the College Preparation version of the course, but uses a Socratic seminar and self-discovery-based model to challenge students to think critically about global events. The instructor presents only snippets of the international puzzle in the form of direct instruction and leads students on a path of self-discovery to engage with curriculum in a direct, invigorating and unique journey. Historical epiphanies are replete as honor students develop higher level critical thinking skills that leverage their own life experiences and individual paths. World History II Honors also forces students to question the very nature of their preconceived notion of events and dissect and rebuild their knowledge in a crucible of truth and accuracy. The instructor creates a marketplace of ideas, thoughts and facts and demands students contemplate the motivations of societal structures through the lenses of those involved in events ranging from the Renaissance to the French Revolution to the Cold War.

**HIS003 U.S. History II**

**Grade 11**

**Full Year Course**

In this course we will cover U.S. history from the year 1877 to the present, though we will also review major events in U.S. history prior to 1877. History should be more than just names and dates. Classroom activities will be centered on our academic values: question, dig, and create. Students will be empowered as historians to analyze, critique, and write histories that add to the continuously evolving body of historical scholarship. Through this historical work, they will develop transferable skills, including making effective arguments verbally and through writing, critiquing academic work, independently seeking evidence to support argument, and breaking down cause and effect of complex events.

**HIS030 Honors U.S. History II**

**Grade 11**

**Full Year Course**

Through complex and deep historical work, students in honors U.S. history will develop transferable skills, including making effective arguments verbally and through writing, critiquing academic work, independently seeking evidence to support argument, and breaking down cause and effect of complex events in a more college-level context. The course demands more reading and writing, but the spirit of the course is the same across honors and academic levels.

**HIS030 AP U.S. Gov't. /Politics**

**Grade 11/12**

**Full Year Course**

This rigorous college level course will include a study of background and events leading up to the creation of the American Republic and will analyze the political, social and economic factors that have shaped the American Federal system of government from colonial times to the present. There is a strong focus on the close reading of the documents that have shaped our government's history. Topics of the course include the Age of Enlightenment, U.S. Government and Constitution, Federalism and the U.S. Congress, the Presidency and the Executive Branch, the Judicial Branch and the U.S. Legal System, Government and Economic Policy, Foreign Policy and National Security, Fundamental Freedoms and Individual Rights, Civil Rights and the Civil Rights Movement, Public Opinion and Interest Groups, Political Parties and the Electoral Process, and State Government.

<b>HIS030 U.S. Gov't. /Politics</b>	<b>Grade 12</b>	<b>Full Year Course</b>
This course is an introduction to the basic concepts of the United States government, political process and the rights and responsibilities of citizenship. It is a full year elective course offered primarily to senior students. The topics covered in this course include: the purpose and function of government, types and structures of government, the roots of the democratic system, the functions of a republican government, the principles of US government, the formation of the US government, the US Constitution, the role and structure of US government, the three branches of government and their functions/responsibilities, political parties, local and state government structure and processes, historic and current public policy issues, major supreme court cases that have shaped the US government, and voting and election.		

In addition to these courses, Atlantis Charter School may offer electives at the discretion of the district and based upon availability of highly qualified teachers for the content area. These courses will speak directly to student interest, and will also be contingent upon scheduling availability. For the 2016-2017 school year, the Social Studies and History Department is offering the following electives:

<b>HIS100 Current Events</b>	<b>Grade 11</b>	<b>Full Year Course</b>
Presidential politics opened a cacophony and cornucopia of directions for an event-driven course that leverages the technology of the 21st Century. Through the expansive use of technology, students are directed on a researched-based investigation of the nature of their local, regional, national and global environment. Students conduct their own projects into the nature of the global economy, the role of money in events and the various biases that dominate the landscape. The course is based on the instructor's three decades of experiences in the news media and state politics. Also, students are frequently tested on their knowledge of local events including the challenges facing Fall River in its post-industrial period. The elective course demands those enrolled to vigorously question all points of view, especially those put forth by the instructor and other authority figures.		

<b>HIS200 Sociology</b>	<b>Grade 11/12</b>	<b>Half-Year Course</b>
This course is an introduction to Sociology. Sociology is a study of group behavior and the varied relationships between man and his society. This is a semester long course for junior and senior students. The course includes an analysis of current and changing social problems, exploration of similarities and differences between our own and other cultural groups, and development of awareness of the importance of human dynamics and interactions. Topics covered within this course include: the founders of sociology, the sociological perspective, sociological research methods, culture, social class and stratification, gender, prejudice, and social deviance.		

<b><u>Science and Technology</u></b>
The Science department aims to teach students both the facts of science and the skill of thinking "like a scientist," analytically and carefully thought each problem. Our students will become able to relate scientific principles to their own life and to continue to explore science concepts throughout their life and in public policy debates. For any student seeking a career in the science, medicine, or engineering, we aim to give students excellent preparation for any required college science courses. Science also uses skills and content from many other disciplines: mathematical formulas, advanced vocabulary, and communication of ideas in

precise, concise language. We aim for all of our students to be able to use science knowledge and thinking skills for success in the 21<sup>st</sup> century.

By the end of high school, successful Science students at Atlantis Charter High School will be able to...

- Use higher order thinking to analyze real-world scientific problems
- Problem solve in the context of complex hands-on situations
- Communicate ideas and opinions by referring to scientific observations and experimental results
- Connect scientific theories to experiments and observations.
- Use formulas and mathematics in order to better analyze scientific problems.
- Produce strong scientific writing.
- Relate scientific principles to events and situations in their own lives.

The Science and Technology Department will achieve these aims through the following courses:

Grade*	Course	Honors Selection	Advanced Placement Selection
9	Physics	Honors Physics	Not Available
10	Chemistry	Honors Chemistry	AP Physics
11	Biology	Honors Biology	AP Physics OR AP Chemistry**
12	Environmental Science	<i>Currently not offered</i>	AP Biology

\*As a reminder, grade standing is determined by credits a student has earned only

\*\*Due to enrollment, these courses are offered at the discretion of the district

#### Description of Courses

##### **SCI000 Physics**

##### **Grade 9**

##### **Full Year Course**

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

##### **SCI001 Honors Physics**

##### **Grade 9**

##### **Full Year Course**

Usually taken after a comprehensive initial study of physics, Physics—Advanced Studies courses provide instruction in laws of conservation, thermodynamics, and kinetics; wave and particle phenomena; electromagnetic fields; and fluid dynamics.

##### **SCI002 Chemistry**

##### **Grade 10**

##### **Full Year Course**

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

<b>SCI020 Honors Chemistry</b>	<b>Grade 10</b>	<b>Full Year Course</b>
Usually taken after a comprehensive initial study of chemistry, Chemistry—Advanced Studies courses cover chemical properties and interactions in more detail. Advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry.		
<b>SCI003 Biology</b>	<b>Grade 11</b>	<b>Full Year Course</b>
Biology builds from middle school life science, and aims to provide students with a thorough understanding of the four core ideas of Biology: From molecules to organisms: structures and processes, Ecosystems: interactions, energy, and dynamics, Heredity: inheritance and variation of traits, and Biological Evolution: unity and diversity. Students who successfully complete this course will develop critical science and engineering practices of developing models, constructing explanations, engaging in argumentation from evidence; and obtaining, evaluating and communicating information.		
<b>SCI030 Honors Biology</b>	<b>Grade 11</b>	<b>Full Year Course</b>
The aims of the honors Biology course are similar in nature, but emphasize deeper inquiry into the four core ideas of Biology. Students who develop critical science and engineering practices of developing models, constructing explanations, engaging in argumentation from evidence; and obtaining, evaluating and communicating information, will further explore these skills through independent inquiry, research in the medical paradigm, and rigorous case studies.		
<b>SCI300 AP Physics</b>	<b>Grade 11</b>	<b>Full Year Course</b>
AP Physics B courses are designed by the College Board to parallel college-level physics courses that provide a systematic introduction to the main principles of physics and emphasize problem-solving without calculus. Course content includes mechanics, electricity and magnetism, modern physics, waves and optics, and kinetic theory and thermodynamics.		
<b>SCI300 AP Chemistry</b>	<b>Grade 11</b>	<b>Full Year Course</b>
This is an accelerated standards based course, which meets the standards for Advanced Placement distinction as defined by the College Board. The curriculum includes the topics of thermodynamics, chemical kinetics, acid/base equilibrium, electrochemistry and nuclear chemistry. Students should expect a broader emphasis on the independent work that they will be challenged to do in both theory and experimentation.		
<b>SCI300 Environmental Science</b>	<b>Grade 12</b>	<b>Full Year Course</b>
Environmental Science builds from Physics, Chemistry, Biology, and middle school Earth Science. The course aims to provide students with a thorough understanding of ecology, human interactions with the environment, earth's resources, environmental policy, and sustainability. Students who successfully complete this course will develop critical science and engineering practices of developing models, constructing explanations, engaging in argumentation from evidence; and obtaining, evaluating and communicating information.		

**SCI300 Honors Environmental Science Grade 12****Full Year Course**

The aims of the honors Environmental Science course are similar in nature, but emphasize deeper inquiry into ecology, human interactions with the environment, earth's resources, environmental policy, and sustainability.. Students who develop critical science and engineering practices of developing models, constructing explanations, engaging in argumentation from evidence; and obtaining, evaluating and communicating information, will further explore these skills through independent inquiry, research in the environmental paradigm, and rigorous case studies.

**SCI300 AP Biology****Grade 12****Full Year Course**

This is an accelerated standards based course, which meets the standards for Advanced Placement distinction as defined by the College Board. Content of the course is based on college level curricula and assessment, as well as lectures and laboratory exercises. Topics include biochemistry, cells, energy, cell division and reproduction, genetics, biotechnology, evolution, cell communication and ecology.

In addition to these courses, Atlantis Charter School may offer electives at the discretion of the district and based upon availability of highly qualified teachers for the content area. These courses will speak directly to student interest, and will also be contingent upon scheduling availability.

**Mathematics**

The Atlantis Charter High School Mathematics curriculum incorporates the Common Core State Standards for mathematics, which are included in the Massachusetts Curriculum Framework for Mathematics (<http://www.doe.mass.edu/frameworks/math/0311.pdf>). In addition to the graduation requirements, all students must pass the Grade 10 Math MCAS. In accordance with the Common Core Standards for Mathematics and its Standards for Mathematical Practice, goals of the ACHS Mathematics curriculum include improving students' ability to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for an express regularity in repeated reasoning.

The mathematics department will achieve these aims through the following courses:

Grade*	Course	Honors Selection	Advanced Placement Selection
9	Algebra I	Geometry	Not Available
10	Geometry	Algebra II	Not Available
11	Pre-Calculus	Honors Pre-Calculus	AP A.B. Calculus
12	Financial Algebra	Currently Not Offered	AP Statistics

\*As a reminder, grade standing is determined by credits a student has earned only

### **Description of Courses**

<b>MAT000 Algebra I</b>	<b>Grade 9</b>	<b>Full Year Course</b>
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The objective of Algebra 1 is to give students an understanding of algebra by emphasizing concepts, structure, and applications. Topics include the real number system, number theory, algebraic expressions and sentences, linear and quadratic equations, inequalities, operations with polynomials, relations and functions, graphing equalities and inequalities, radical expressions, factoring polynomials, exponents, exponential and rational functions, and solving systems of equations. Scientific calculators are used throughout the course.

<b>MAT001 Geometry</b>	<b>Grade 9/10</b>	<b>Full Year Course</b>
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The focus of this course will be on discovery and realistic applications of geometric relationships and principles. Topics covered include: points, lines, planes, angles, midpoint and distance formulas, transformations, inductive and deductive reasoning, conditional and bi-conditional statements, algebraic and geometric proofs, transversals, parallel and perpendicular lines, slope, triangle congruence proofs, bisectors, triangular inequalities, the Pythagorean Theorem, types of quadrilaterals, ratios and proportions, similarity, trigonometric ratios, angles of elevation and depression, the Law of Sines and Cosines, and vectors. Throughout the course, we will also perform constructions, including but not limited to constructions of segments, angles, parallel and perpendicular lines, and regular polygons.

<b>MAT002 Algebra II</b>	<b>Grade 10</b>	<b>Full Year Course</b>
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In addition to expanding the mathematical concepts of Algebra I, an emphasis is placed on preparation for study of higher mathematics. Topics include the complex number system, quadratic equations and inequalities, graphs of functions and relations, exponential and logarithmic functions, sequences and series, modeling linear and quadratic data, and trigonometry. The function concept and algebraic solution to problems in various content areas is also included. Graphing calculators are required for this course (TI-83 or TI-84 is recommended).

<b>MAT003 Pre-Calculus</b>	<b>Grade 11</b>	<b>Full Year Course</b>
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This course is for students who plan to take Calculus or a later college-level mathematics class. It includes topics in number patterns, sequences and series, equations and inequalities, functions and their graphs, inverses, and transformations, polynomial and rational functions, complex numbers, techniques in problem solving, exponential and logarithmic functions, triangular and circular trigonometry, trigonometric graphs, trigonometric equations, trigonometric identities and applications of trigonometry, polar coordinates, and limits and continuity.

<b>MAT030 Honors Pre-Calculus</b>	<b>Grade 11</b>	<b>Full Year Course</b>
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This course is for students who plan to take Calculus. It includes topics on number patterns, functions and their inverses, circular and triangular trigonometry, polynomials and rational expressions, inequalities and absolute value, exponentials and logarithms, graphs and their applications, techniques in problem solving, complex numbers, polar coordinates, matrices and determinants, sequences and series, probability and statistics, the binomial theorem, limits and continuity. This course is designed for

students who have the study habits, maturity, and motivation necessary to be successful in this course. Enrichment topics and activities are added to this course as appropriate.

<b>MAT300 AP AB Calculus</b>	<b>Grade 11</b>	<b>Full Year Course</b>
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The P course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This is a college level full year course that meets five times per week.		

<b>MAT400 Financial Algebra</b>	<b>Grade 12</b>	<b>Full Year Course</b>
Financial algebra is a year-long course designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informative decisions regarding matters of money and finance in their daily lives. Students will be required to use mathematics frequently in their daily lives to make crucial decisions that will affect them and their family's lifestyles. This algebra based-course will focus on investing, banking, credit, income taxes, insurance, and household budgeting.		

<b>MAT300 AP Statistics</b>	<b>Grade 12</b>	<b>Full Year Course</b>
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes; exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.		

In addition to these courses, Atlantis Charter School may offer electives at the discretion of the district and based upon availability of highly qualified teachers for the content area. These courses will speak directly to student interest, and will also be contingent upon scheduling availability.

### **Foreign Language**

Communication and cultural competency are the goals at the heart of the program of studies developed by the foreign language department. Students who complete the foreign language curriculum at Atlantis Charter High School acquire language through a variety of engaging Comprehensible Input based activities and projects that help them gain proficiency in the main areas of reading, speaking, listening, and writing. Students also increase their knowledge of the world around them by learning about other Spanish speaking cultures and opportunities to use their skills both inside and outside of the classroom. Through performance based assessments, students demonstrate their ability to communicate authentically, exchange ideas, and navigate the diverse 21st century world around them.

By the end of high school, successful foreign language students at Atlantis Charter High School will be able to...

- Follow instructions in the target language.

- Narrate a story in the past and the present.
- Summarize information in the target language.
- Write notes, stories, and letters.
- Appropriately greet others and respond to greetings.
- Identify the elements of a story.
- Ask and answer questions.
- Compare and contrast his/her own culture to the culture of Spanish or French speaking countries.

The foreign language department will achieve these aims through the following courses:

<b>Grade*</b>	<b>Course</b>	<b>Honors Selection</b>	<b>Advanced Placement Selection</b>
9	Spanish I	Not Available	Not Available
10	Spanish II	Honors Spanish II	Not Available
11	Spanish III OR French I	Honors Spanish III	Not Available
12	Spanish IV OR French II	Honors Spanish IV	<i>Currently not offered</i>

*\*As a reminder, grade standing is determined by credits a student has earned only*

#### Description of Courses

##### **LAN000 Spanish I**

##### **Grade 9**

##### **Full Year Course**

This course is designed to introduce students to Spanish language and culture. Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

##### **LAN002 Spanish II**

##### **Grade 10**

##### **Full Year Course**

Spanish II builds upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students may explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

##### **LAN020 Honors Spanish II**

##### **Grade 10**

##### **Full Year Course**

While the aims of the honors track of Spanish II are the same, the course fundamentally differs in that students develop a stronger sense of agency around their Spanish speaking abilities; students write and read Spanish much more independently. Additionally, students begin to transition to a Spanish course that is instructed increasingly more prevalently in Spanish, with more than half of the direct instruction and student work being delivered and completed in Spanish.

<b>LAN003 Spanish III</b>	<b>Grade 11</b>	<b>Full Year Course</b>
Spanish III is a year-long course which increases both linguistic skills in Spanish and knowledge about the culture of Spanish-speaking countries. The emphasis of the course is on learning the language and vocabulary most commonly used by native speakers, building reading and listening comprehension, and improving written and spoken fluency. Class is conducted primarily in Spanish and you are expected to interact with the teacher and each other in Spanish.		

<b>LAN030 Honors Spanish III</b>	<b>Grade 11</b>	<b>Full Year Course</b>
While the aims of the honors track of Spanish III are the same, the course fundamentally differs in that students develop a stronger sense of agency around their Spanish speaking abilities; students write and read Spanish much more independently, and the course is conducted almost exclusively in Spanish.		

<b>LAN300 French I</b>	<b>Grade 11</b>	<b>Full Year Course</b>
French I is a year-long course that introduces students to the study of French language and francophone cultures around the world. Classes are conducted primarily in French and emphasis is placed on high frequency vocabulary. Throughout the year, students will explore francophone cultures and make cultural and linguistic connections between other cultures and our own.		

<b>LAN030 Spanish IV</b>	<b>Grade 12</b>	<b>Full Year Course</b>
Spanish 4 builds upon skills developed in Spanish 3. Spanish 4 uses a variety of materials and instructional techniques to get students expressing themselves in the target language. Students will begin to master the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Levels of Intermediate High level to Advanced Low vocabulary and grammar. Students will read current event articles in the target language and be able to discuss cultural practices among various Hispanic peoples. Students will be able to listen to, read and write their own beginner level stories in the target language.		

<b>LAN030 Honors Spanish IV</b>	<b>Grade 12</b>	<b>Full Year Course</b>
While the aims of the honors track of Spanish IV are the same, the course fundamentally differs in that students develop a stronger sense of agency around their Spanish speaking abilities; students write and read Spanish much more independently, and the course is conducted almost exclusively in Spanish.		

<b>LAN301 French II</b>	<b>Grade 12</b>	<b>Full Year Course</b>
French II builds upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. In addition to these courses, Atlantis Charter School may offer electives at the discretion of the district and based upon availability of highly qualified teachers for the content area. These courses will speak directly to student interest, and will also be contingent upon scheduling availability.		

## **Physical Education and Wellness**

The Physical Education/Health department seeks to establish a program of study that continually strives for students to master the main domains of both physical education and health. Speaking to physical education specifically these domains include: sequential motor skills, personal wellness, life-long physical activities, and developmentally appropriate fitness benchmarks. In the area of health education the domains are: physical health, social/emotional health, safety/prevention, and community health. Students who complete the Physical Education/Health curriculum at Atlantis Charter High School will become life-long physically active adults that possess an intrinsic motivation to maintain their physical, social, emotional, and mental health. The Physical Education/Health department will, undoubtedly, foster strong interpersonal skills through team play and problem solving. More specifically in health education students will develop an understanding of how their immediate decisions can affect both their short-term and long-term health. All of these tasks, combined, will allow our students the opportunity to become productive members of our 21<sup>st</sup> century world.

By the end of high school, successful Physical Education/Health students at Atlantis Charter High School will be able to:

- Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).
- Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle.
- Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.
- Utilize a variety of texts to inform a nuanced understanding of the 21st century world, and to question and analyze the world through a lens of informed thought.
- Utilize oral discourse to communicate and exchange ideas with the ever-present goal of inquiring and learning.
- Implement basic healthy routines and guidelines to ensure an overall positive well-being.

The Physical Education and Health department will achieve these aims through the following courses:

<b>Grade*</b>	<b>Course</b>	<b>Honors Selection</b>	<b>Advanced Placement Selection</b>
9	Phys. Ed. I AND Health I	Not Available	Not Available
10	Phys. Ed. II AND Health II	Not Available	Not Available
11	Phys. Ed. III AND Health III	Not Available	Not Available
12	Phys. Ed. IV AND Health IV	Not Available	Not Available

*\*As a reminder, grade standing is determined by credits a student has earned only*

### **Description of Courses**

#### **PHY000 Physical Education I**

**Grade 9**

**Half Year Course**

In this course, students will demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics), demonstrate activities for warming up and cooling down before and after aerobic exercise, and apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.

#### **HLT001 Health and Wellness I**

**Grade 9**

**Half Year Course**

In this course, students will be able to describe the impact of behavior and environment on failure of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems), describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development, describe how both heredity (including congenital factors) and the environment influence growth and development.

#### **PHY002 Physical Education II**

**Grade 10**

**Half Year Course**

Students can demonstrate exercises in strength training, cardiovascular activities, and flexibility training, identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle, conduct a personally developed physical activity program, and meet developmentally appropriate health-related fitness benchmarks.

#### **HLT020 Health and Wellness II**

**Grade 10**

**Half Year Course**

Students who successfully complete this course will be able to describe the digestive process and how substances (alcohol, drugs, and chemicals) interfere with metabolism, explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health, describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood), and identify the effects of food preparation techniques on the nutritional value of the food. Identify common food-borne illnesses. Additionally, students will be able to identify and practice resource management skills needed to maintain and improve nutritional health, identify and analyze dietary plans, costs, and long-term outcomes of weight management programs, and identify how social and cultural messages about food and eating influence nutrition choices.

#### **PHY003 Physical Education III**

**Grade 11**

**Half Year Course**

Students will be able to identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans. Students will also be able to understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness. Finally, students will apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity, as

well as define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).

**HLT030 Health and Wellness III**

**Grade 11**

**Half Year Course**

Students will identify shared community and societal beliefs that underlie violence and describe the relationship between negative stress and violence. Students will identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.). Students will describe the relationships among attitudes, behaviors, and vulnerability to violence, explain why some people admire others who gain social status through violence and how this can contribute to further violence, identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy. Also, students will describe the responsibility of the family in teaching children non-violent attitudes and conduct, demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships. Finally, students will identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them.

**PHY004 Physical Education IV**

**Grade 12**

**Half Year Course**

This course is the summation of the previous three years of health and wellness study; students will be able to identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans. Students will continue to apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity, as well as incorporate functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).

**HLT040 Health and Wellness IV**

**Grade 12**

**Half Year Course**

This course is the summation of the previous three years of health and wellness study; students will identify shared community and societal beliefs that underlie violence and describe the relationship between negative stress and violence. Also, students will describe the responsibility of the family in teaching children non-violent attitudes and conduct, demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships. Finally, students will identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them.

## **Career Academy**

At the center of the Atlantis Charter High School is the belief that our students will graduate with a strong sense of college and career readiness that will allow them to proceed on into their postgraduate careers with great success. To achieve this, ACHS has developed the Career Academy curriculum to allow students to discover an area of academia that truly interests them through true experiential learning. Students will spend the first two years of their high school careers exploring each academy in two eight week rotations, and will self-select the academy best suited to them by the end of their sophomore year.

Students may enroll in the Arts and Culture Academy, the Teacher Development Academy, the Science and Technology (STEM) Academy, the Health and Medical Academy, or the Business Academy. Given the uniqueness of this structure, a summary of each academy can be found below in lieu of a yearly program of study.

By the end of high school, successful Career Academy students at Atlantis Charter High School will be able to...

- Confidently pursue opportunities in higher education and/or a vocational career.
- Apply their acquired knowledge and field experiences.
- Develop an academic and, eventual, professional plan.

<b>Grade*</b>	<b>Course</b>	<b>Honors Selection</b>	<b>Advanced Placement Selection</b>
9	Exploratory I	Not Available	Not Available
10	Exploratory II	Not Available	Not Available
11	Student Selected Academy	Not Available	Not Available
12	<i>Student Selected Academy</i>	<i>Currently not available</i>	<i>Currently not available</i>

*\*As a reminder, grade standing is determined by credits a student has earned only*

### **Description of Courses**

#### **CAR000 Exploratory I**

**Grade 9**

**Full Year Course**

Students will begin to explore avenues in which they can find successful careers and develop lifelong learning skills as purposeful citizens. This will be accomplished by exploring occupations through examination and research, project-based learning and meaningful internships in and around the community.

#### **CAR002 Exploratory II**

**Grade 10**

**Full Year Course**

Students will be prepared to ultimately pursue successful careers and develop lifelong learning skills as purposeful citizens. This will be accomplished by exploring occupations through examination and research, project-based learning and meaningful internships in and around the community.

#### **Arts and Culture Academy**

**Grade 11/12**

**Full Year Course**

Students in this academy will have the opportunity to work with coalition advisors from The On-Stage Academy for Performing Arts in Fall River; The Mass Cultural Council; the Berklee School of Music, and TJ's Music, Inc. Within this academy, the goal is that students will develop creative thinking skills, integrate the arts with technology, and expand upon their expertise in the arts through various internships and guest professors.

**Teacher Development Academy      Grade 11/12      Full Year Course**

Students in this academy will have the opportunity to work with coalition advisors from Teach for America and the UMass College of Education to develop a strong background in teaching pedagogy and overall best practice. Students will receive basic instruction in a number of areas, such as lesson planning, classroom management, and overall curriculum delivery.

**Science and Technology (STEM) Academy      Grade 11/12      Full Year Course**

The STEM academy is designed for students with an interest in developing a strong fluency in contemporary science and math practices. Students will draw upon their formal knowledge in these content areas to engage with a variety of partners to become experts in this field.

**Health and Medical Academy      Grade 11/12      Full Year Course**

The Medical, Health Technology, Sports Medicine & Orthopedics Career Academy is designed for students with an understanding in fields such as athletic training, physical therapy, healthcare, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. Students are provided with opportunities to become “computational thinkers” by applying a variety of problem – solving techniques as they create solutions to problems that are situated in a variety of contexts.

**Business and Entrepreneurship Academy Grade 11/12      Full Year Course**

This academy is designed to cover topics of Personal Finance, such as earning money; spending money wisely through budgeting; saving and investing money; using credit cautiously; and protecting one's personal finances. Students will be able to recognize the fundamental elements of smart personal finances. They also will be able to apply those elements to a personal financial plan that allows them to set specific goals for their lifelong financial needs and desired quality of life. Program concepts include budgeting, compound interest, consumer protection, credit reports and scores, and other related topics. Students will develop an understanding of working within a team to achieve common business goals.

At the end of a student's successful completion of the first two exploratory years of Career Academy, each student will select an academy to focus upon and attend throughout their remaining two years. Within these academies, students will receive the opportunity to complete field trips, community outreach, and potentially engage in internships within the field as available with our coalition partners.

## High School Directory

Site	First	Last	Ext
ACHS	Martha	Ames	3312
ACHS	Mark	Andrews	3406
ACHS	Gabriela	Birmingham	3201
ACHS		Cafeteria	3315
ACHS	Rosamaria	Carlozzi	3302
ACHS	Stephanie	Castilla (STEM)	3313
ACHS	Anthony	Comella	
ACHS		Conference Room	3303
ACHS	Bethany	Daniels	3316
ACHS	Chris	Erikson	3218
ACHS	Tina	Flores	3217
ACHS	Chad	Gormly	3317
ACHS	Drew	Guay	
ACHS	Jolene	Hamil-Cole	3205
ACHS	Patricia	Hawkridge	3217
ACHS	Meredith	Heckman	3402
ACHS	Sharon	Hellman	3204
ACHS		I.S.S.	3401
ACHS	Nikie	Iwanczuk	3305
ACHS	Kendra	Jusseaume	
ACHS	Daniel	Kuncik	3307
ACHS	Nicole	Lapre	
ACHS	Debra	LaVoie	3221
ACHS	Katie	Lockwood	3202
ACHS	Erin	Lordan	3219
ACHS	Hillary	Lynch	3203
ACHS	Hank	Madeira	3209
ACHS	Amanda	Mayall	3314

Site	First	Last	Ext
ACHS	Andrea	McLaughlin	3215
ACHS	Lauren	McMann	3404
ACHS	Patrick	McMillan (STEM)	3313
ACHS		Medical Lab	3308
ACHS	Nathan	Mello	3316
ACHS	Mike	Metzler (Business CA)	3302
ACHS	Chris	Neilsen (Business CA)	3302
ACHS	Kayla	Pontes	3407
ACHS	Brandon	Raposo	
ACHS	Diane	Richard	3206
ACHS	Lori	Richard	3211
ACHS	Morgan	Richardson	3405
ACHS	Evee	Robinson	
ACHS	Dan	Rosenfeld	3208
ACHS	Allison	Scanlon	3318
ACHS	Kerri	Schoonover	3301
ACHS	Linda	Simanski	3320
ACHS	Jessica	Skoog	3312
ACHS	Jennifer	Sousa	
ACHS	Mary-Beth	Souza	3318
ACHS		Staff Lounge	3220
ACHS	Jerome	Thompson	3403
ACHS	Casey	Tidwell	
ACHS	Sarah	Travassos	3306
ACHS	Christine	Vertullo	3309