

Plymouth North High School

Program of Studies

2023-2024



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Español: *Este es un documento importante. Por favor hágalo traducir. Póngase en contacto con la escuela de su niño si usted necesita ayuda. Gracias.*

Português: *Isto é um documento importante. Por favor mande-o traduzir. Contate a escola du sua criança se você precisar de ajuda. Obrigado.*

MISSION STATEMENT

Mission Statement for Plymouth North High School

The mission of Plymouth North High School is to challenge all students and staff to reach their full academic and personal potential.

Goals Statements for Plymouth North High School

The Plymouth North High School student is expected to:

Academic Expectations

- Read for understanding
- Write effectively for a variety of purposes
- Listen and speak effectively
- Employ critical thinking and problem-solving skills effectively
- Utilize appropriate technology effectively in communication, research, and problem-solving

Social and Civic Expectations

- Participate in activities and programs that heighten civic awareness and contribute positively to the school and community
- Demonstrate respect for the rights and property of others
- Demonstrate self-respect, self-discipline, and personal responsibility

IMPORTANT NOTICE TO STUDENTS AND PARENTS

The purpose of this booklet is to help students and parents make careful and appropriate selections from among the wide range of courses available to students.

In developing their educational program, students should commit to academic excellence and should consult with their parents, teachers, and guidance counselors. Students should assess their strengths and weaknesses and then select courses which are both academically challenging, and yet within their range of academic ability. Students are encouraged to approach their studies as active and responsible learners.

Our academic offerings have all been carefully aligned with the State Frameworks in an effort to provide an educational program that will be engaging, as well as challenging. In addition, courses have been designed to provide a foundation that will promote optimum performance on the Massachusetts state assessment exams.

Please refer to this booklet to help you plan a high school program that will be appropriate for your future plans. In addition, it is extremely important that all students who may be considering applying to a state college or university become familiar with the admissions standards of the Massachusetts Board of Higher Education.

As students begin the course selection process, please be aware that, due to changing enrollments and the uncertainty of annual funding, not all courses listed in this booklet may be available. Some courses may be canceled due to insufficient enrollments. In addition, we cannot guarantee that all upper level elective courses will be offered every year. Also, in some cases, ability levels within a course may be combined or online instruction (or independent study) may be offered as an alternative.

This program of studies booklet is revised each year to accurately reflect our course offerings, and to maximize students' opportunities to take courses appropriate to their interests and abilities. Should any changes or adjustments become necessary after this booklet goes to press, we will publish the necessary addenda.

Education Reform Laws have brought about many changes to public education in Massachusetts. From having to achieve rigorous state standards in order to receive a high school diploma, to having to satisfy standardized admissions criteria to attend our state colleges and universities, there is now more accountability for our students than ever before. We suggest, therefore, that as students go through the course selection process, they do so carefully and thoughtfully. Students should work closely with their guidance counselors to develop a program of studies that is both challenging and appropriate.

The faculty and staff wish all students a very successful academic year.

EXPLANATORY INFORMATION

Affirmative Curricular Action

Plymouth Public Schools comply with and actively support the intent of Title VI, Title IX, IDEA and Chapter 622. In accordance with this legislation, Plymouth Public Schools encourage all students to select any of the courses or programs described in this Curriculum Booklet. The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

Curriculum Development

The curriculum documents that guide all of the courses in the Program of Studies are written and aligned with the PNHS mission and expectations. The curriculum development work is directly connected to the school-wide learning expectations of Plymouth North High School.

Guidance Department Mission Statement

The mission of the Plymouth High Schools' Guidance Department is to provide a comprehensive developmental counseling program, addressing the academic, career, and personal/social development of all students. We encourage all students to develop realistic perceptions of themselves, along with an understanding of the educational and career opportunities available to them. Counselors collaborate with teachers, administrators, parents, and community agencies (and resources) to provide the support necessary to ensure that all students maximize their academic achievement and potential. Moreover, we assist school administration in providing a safe and respectful environment that encourages a diverse student body to become life-long, independent, critical thinkers and productive citizens in a changing society.

Guidance and Counseling Services

The Guidance Office contains a wealth of career and educational information, such as college planning guides, college and financial aid information, and career outlook resources. Our guidance website also contains a variety of support information, including an on-going calendar of events, counselor contacts, and links to essential resources. Visit us at www.plymouth.k12.ma.us.

Naviance is a comprehensive web-based college and career readiness program for middle and high school students that helps connect academic achievement to post-secondary goals. Naviance can help students to identify their strengths and align their interests to long-term college and career goals. Each Plymouth Public School student in grade 6-12 has his or her own Naviance account. Guidance counselors work with students during the school year on developmentally appropriate grade level lessons. Counselors work with students to help them explore career interests, set SMART goals and plan a successful pathway to high school, college and beyond. There is also a wealth of college and career readiness information within the Naviance platform that students can utilize on their own.

The Guidance Department follows a developmental comprehensive school counseling curriculum which includes classroom guidance lessons and individual annual review meetings. Students are strongly encouraged to meet with their guidance counselors often in order to receive assistance with their future plans. Parents are invited to arrange conferences with their son's or daughter's guidance counselor anytime they feel such a meeting is warranted.

ACADEMIC REQUIREMENTS

Promotion Requirements

Grade	Cumulative Credits for Promotion
Grade 10	32.5
Grade 11	65
Grade 12	100
Graduation	135

**In addition, grade 12 students must earn 32.5 credits of course work during their senior year and appropriately meet attendance requirements as outlined in our school attendance policy to graduate and participate in the graduation ceremony.*

***Due to COVID-19, during the 2020-21 school year graduation and promotion requirements will be reduced by 15 credits for Remote Learners; PE may be waived. All other subject requirements (English, Math, Social Studies and Science) remain in effect.*

Graduation

To be eligible for a high school diploma students must earn the above credits, as well as these minimum numbers of credits in the following areas:

Academic Students	Technical Studies Students
English 20 credits	English20 credits
Social Studies 15 credits <i>(including US History 1 & 2)</i>	Social Studies 15 credits <i>(including US History 1 & 2)</i>
Mathematics20 credits <i>(including Algebra 2)</i>	Mathematics20 credits <i>(including Algebra 2)</i>
Science 15 credits	Science 10-15 credits <i>(depending upon program)</i>
Physical Education 10 credits	Physical Education10 credits

Students are required to take Physical Education each year. Students are required to take Health Education in Freshman and/or Sophomore year. Students are required to take English and Mathematics each year.

Specific course requirements may be waived as a component of a student's Individualized Education Program, or by a high school principal, based on individual programs/circumstances. Subject area requirements may not be waived.

In addition to the above, all Non-Technical Studies students must take at least one additional course from each column below:

Column A	Column B
<i>English</i>	<i>Art</i>
<i>Mathematics</i>	<i>Foreign Language</i>
<i>Social Studies</i>	<i>Music</i>
	<i>Technology Education: Business Electives</i>

Unless otherwise indicated, credit for a particular course may be earned only once. Students repeating a course, or part of a course for which they have already received credit, will not be awarded duplicate credit.

Students enrolled in the Technical Studies Program must successfully complete three years in their technical fields and meet their academic graduation requirements in order to be eligible for a Technical Studies Certificate.

MCAS

As mandated by state law, all students must pass the English Language Arts, Mathematics and Science portions of the MCAS test, first given in grade 9 (Science) and 10 (ELA and Math), in order to receive a high school diploma. Opportunities for remediation and retakes are offered in subsequent years as necessary.

Educational Proficiency Plan (EPP)

The state also requires an EPP for students who have not met a certain minimum score threshold on the grade 10 MCAS English Language Arts test and/or on the grade 10 MCAS Mathematics test (Science and Technology/Engineering is not part of the EPP requirement).

The EPP includes:

- a review of your child's strengths and area to improve, based on MCAS results, coursework, grades, and teacher input;
- the courses your child will take and complete in grades 11 and 12;
- a description of the assessments that the school will administer on a regular basis to determine and document progress toward proficiency.

INDEPENDENT STUDY

In order to better serve the needs of the gifted and talented student and to ensure the broadest possible spectrum of course offerings, Plymouth Public Schools has instituted an independent study program. In the event that a course is either not offered or is unavailable due to scheduling constraints, students may request permission to pursue such an independent study learning experience.

The student and supervising teacher must submit a project proposal to the appropriate department chairperson or coordinator. This proposal must include minimally the following items:

1. The reasons why the independent study is necessary
2. The specific objectives to be achieved (any independent study program must follow the approved curriculum of the course for which it is being substituted)
3. The frequency of teacher – student conferences and a schedule of meetings. (a minimum of two hours per week of contact time between the student and the instructor)
4. The number of credits to be earned. (credits cannot exceed the number of credits assigned to the original course)
5. Anticipated student activities, projects, and assignments
6. The method of evaluation planned for the end of the experience. (research paper and/or final project)
7. In most cases a final exam will be required, to be determined by the department chairperson or coordinator. In those rare instances when an exam is either not required or not appropriate, the grade earned on the final project will count in lieu of the exam grade

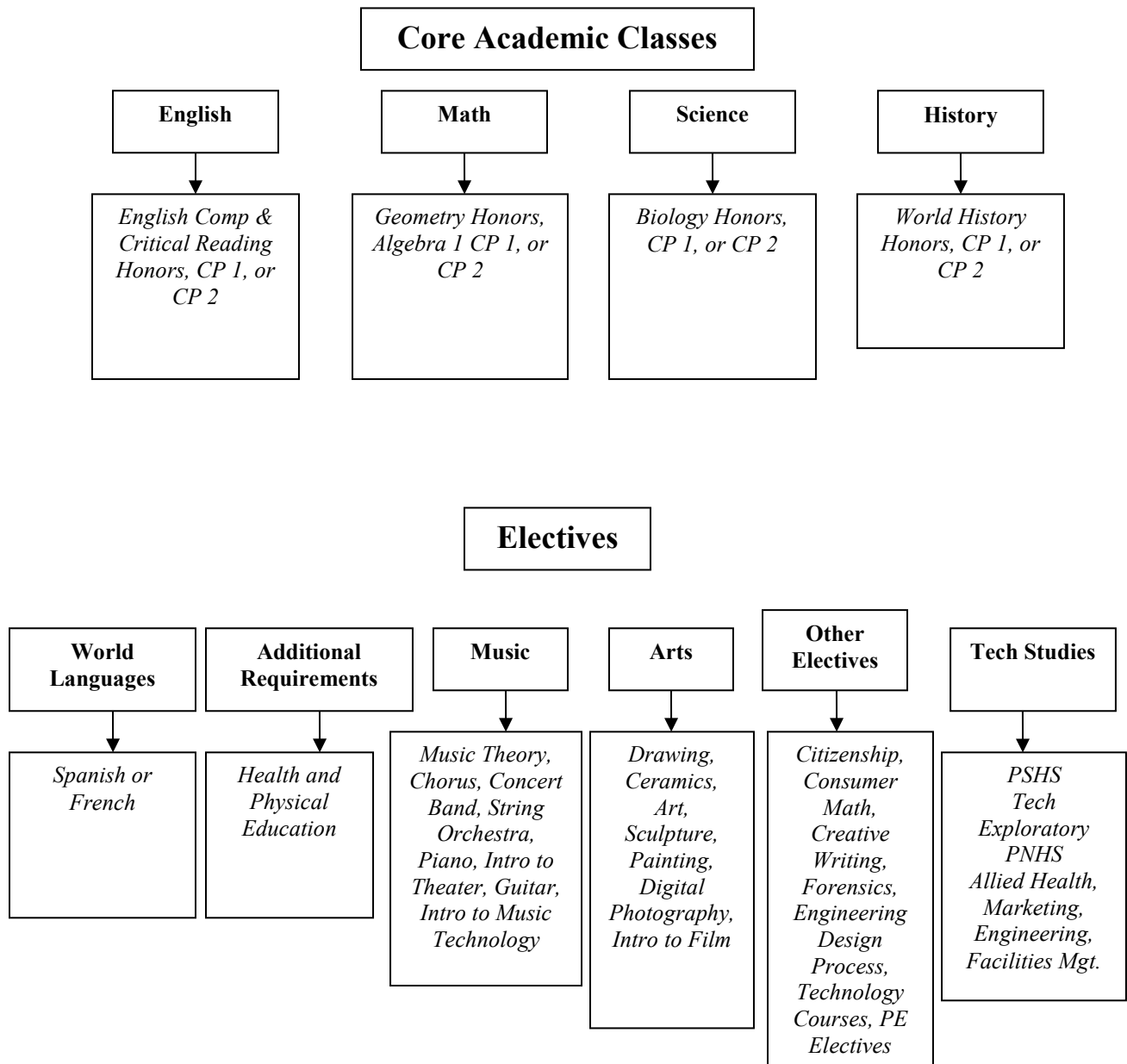
Under extraordinary circumstances when a specific course does not currently exist, a student and qualified mentor may develop an independent study experience. The number of credits to be earned will be mutually determined by the instructor and the coordinator / department head. At no time will the number of credits exceed five.

The department chairperson or coordinator will review the proposal with the building principal for final approval. It is expected that the supervising teacher and department chairperson will monitor assignments and activities and advise and evaluate the student on his / her progress. It is to be understood, however, that the burden of responsibility is on the student to follow the established process from proposal to final grade.

FRESHMAN ACADEMY

Grade 9 is a year of transition from middle school to high school. The transition is supported by our Freshman Academy model. Grade 9 students are placed on a team for the four content area classes. The team teachers work together and are committed to achieving common objectives and producing high quality results. The goal is to assist incoming ninth graders in adjusting to high school standards and expectations.

The team model is developed around the concept of a small learning community. It consists of interdisciplinary teams of English, math, science, and history. Academic and Technical Studies students are grouped into a team consisting of approximately 100-125 students. An administrator and guidance counselor are assigned specifically to the teams. The schedule will consist of the following classes:



RECOMMENDED COURSES FOR FURTHER EDUCATION

*Four-year College or University

English	<i>Four years</i>
Social Studies	<i>Three years</i>
Science	<i>Three to four years (depending upon program)</i>
Mathematics	<i>Four years</i>

Nursing School

English	<i>Four years</i>
Social Studies	<i>Three years</i>
Science	<i>Four years (including chemistry)</i>
Mathematics	<i>Four years</i>

Foreign Language *Two years minimum of the same language, three recommended.*

Two-year Community College or Technical School

English	<i>Four years</i>
Mathematics	<i>Three to four years</i>
Science	<i>Three years</i>
Social Studies	<i>Three years</i>

*Typically College Preparation 1 level or higher. These are general *minimum* recommendations. Please consult your guidance counselor concerning your specific educational and career plans.

ADMISSIONS STANDARDS TO MASSACHUSETTS STATE COLLEGES AND UNIVERSITIES

Freshman applicants to any of the four-year Massachusetts state colleges or any of the campuses of the University of Massachusetts must meet the following minimum criteria:

1. Four years of college preparatory English
2. Four years of math
3. Three years of college preparatory science
4. Two years of college preparatory social studies (including one year of US History)
5. Two years of a single foreign language
6. Two years of electives from above or from the arts and humanities or computer sciences
7. Passing scores on MCAS

In addition, applicants must have a minimum grade point average of 3.0 based on the Board of Higher Education's 4.0 scale. A sliding SAT scale is used when a student's GPA falls below the minimum.

PSAT/SAT INFORMATION

All students in preparation for further education will typically take the PSAT in October of their junior year. Students planning to attend a four year college should take the SAT in the spring of their junior year and the fall of their senior year. Please contact the guidance office or www.collegeboard.com for registration information.

PROGRAM DESCRIPTIONS

Advanced Placement

AP is a college level program determined by a syllabus approved by the Advanced Placement Program of the College Entrance Examination Board. The AP program is intended for the self-motivated, academically talented individual who can work independently and use creative, analytical, and abstract thinking and problem solving skills. Summer reading and/or assignments are an integral part of each course. The AP student is required to take the standardized AP exam at the completion of the program for potential college credit. If a student does not take the AP Exam, Honors credit will be issued in lieu of AP credit for the course(s).

Honors

Honors courses are extremely demanding academic programs intended for the self-motivated, academically talented student who can work independently and use creative, analytical and abstract thinking and problem solving skills. Courses are designed to exceed state standards in pace, depth, and expectations of independent learning.

College Preparation 1

College Preparation 1 courses are challenging, standards-based academic programs that will prepare the student to attend a four-year college or university. Students are expected to use creative and analytical thinking and problem solving skills. They should be able to move from more structured tasks to independent learning activities.

College Preparation 2

College Preparation 2 courses are standards-based academic programs that will prepare students for college, technical schools, and/or career opportunities. Course content is delivered in smaller increments; and skills and concepts are reviewed, re-taught, and/or reinforced. Students will develop individualized strategies in order to tackle independent reading, writing, or math. Teacher recommendation will be required.

WE RECOMMEND THAT STUDENTS PLANNING TO ATTEND A FOUR YEAR COLLEGE OR UNIVERSITY SELECT COURSES FROM THE CP1 SEQUENCE OR ABOVE.

COLLEGE, CAREER & TECHNICAL EDUCATION COURSES (FULLY ENROLLED IN A COLLEGE, CAREER & TECHNICAL EDUCATION PROGRAM) ARE COLLEGE PREPARATION 1.

STUDENTS NEEDING A MORE PRESCRIPTIVE CURRICULUM MAY BE ENROLLED IN A COURSE OUTSIDE OF THE GENERAL EDUCATION CLASSROOM. SUCH DECISIONS ARE MADE ON AN INDIVIDUAL BASIS AND DETERMINED BY THE IEP TEAM.

REPORTING PUPIL PROGRESS

Report Cards

Report cards are issued during the months of November, February, April, and June. Students are evaluated on their academic progress in each subject in accordance with the following rating scale:

A+ [97–100]	A [93–96]	A- [90–92]	Excellent Quality
B+ [87–89]	B [83–86]	B- [80–82]	Good Quality
C+ [77–79]	C [73–76]	C- [70–72]	Acceptable Quality
D+ [67–69]	D [63–66]	D- [60–62]	Poor Quality
	F [00–59]	Failing	

I	<i>Incomplete</i>	AUD	<i>Audit</i>	M	<i>Medical</i>	WP	<i>Withdrawn Passing</i>
WDN	<i>Withdrawn from School</i>	P/F	<i>Pass/Fail</i>	WF	<i>Withdrawn Failing</i>	GNA	<i>Goals Not Attained</i>

Progress Reports

Student progress reports may be issued at any time during the school year. Teachers are required to update “ASPEN” on a regular basis. Posted grades reflect your child’s current academic standing within the class. The district calendar will identify quarterly dates indicating term grades. If you do not have access to a computer, please contact school for a paper update.

RANK IN CLASS

Students’ rank in class will be based on a weighted, four-level grade point average scale. Courses are weighted according to level of difficulty, based on the system currently employed by the Massachusetts Board of Higher Education for admission to state colleges and the University of Massachusetts (see chart on next page). Only high school grades earned in English, Math, Science, Social Studies, Foreign Language, Technical Studies (fully enrolled in a vocational technical studies program), and certain approved elective courses taken either within the Plymouth Public School District or in a regionally accredited secondary school are included in these calculations, with the exclusion of Advanced Placement (AP) Science Labs (pass/fail).

Upon the completion of semester 1 of the junior year, student class standing will be reported as percentage bands (top 2%, top 5 %, top 10% etc.) At the beginning of the senior year, students will receive their actual numerical class rank. Please note: Early graduates are not factored into class rank; however, they will be given a weighted GPA at the beginning of senior year.

For inclusion in class rank, a student must have spent a minimum of four high school semesters in the Plymouth Public School System. In addition, only courses taken within the parameters of the regular school day (Periods A1-B4) are included in class rank calculations. Courses taken during the summer and in the evening, including college courses, are not included in class rank calculations. Because of the wide variety of courses available, the inclusion of online and virtual

high school coursework will be decided on a case by case basis. Please note that GPA is accessible through the student information system (Aspen).

For the purpose of determining Valedictorian and Salutatorian, all grades for computing grade point averages will be based upon a weighted G.P.A. (cumulative, four-year) scale upon completion of the final marking period of the senior year.

Grade Point Conversions

Grade	AP	Honors	College Prep 1	All Others
A+	5.3	4.8	4.3	3.8
A	5.0	4.5	4.0	3.5
A-	4.7	4.2	3.7	3.2
B+	4.3	3.8	3.3	2.8
B	4.0	3.5	3.0	2.5
B-	3.7	3.2	2.7	2.2
C+	3.3	2.8	2.3	1.8
C	3.0	2.5	2.0	1.5
C-	2.7	2.2	1.7	1.2
D+	2.3	1.8	1.3	0.8
D	2.0	1.5	1.0	0.5
D-	1.7	1.2	0.7	0.2
F	0.0	0.0	0.0	0.0

COLLEGE, CAREER & TECHNICAL EDUCATION

A College, Career and Technical Education Program (CCTE) is offered to all students who wish to obtain a technical certificate in addition to being able to meet their high school diploma requirements.

Students enrolled in College, Career and Technical Education will have the opportunity to participate at any academic level within the high school's program. Students may apply to CCTE programs at both Plymouth North and South High School regardless of residency.

The College, Career and Technical Education Program is designed to provide students with the highest quality of instruction available. Students will gain knowledge in a wide variety of career and educational opportunities. Options will include, but not be limited to the following:

1. Apprenticeship, Internship and Cooperative Education Programs
2. Licensing where required
3. Employment at entry level and above
4. Admission to post-secondary technical institutes
5. Admission to both two and four year colleges and universities

Students enrolled in the College, Career and Technical Education Program completing the high school academic requirements, including MCAS, and a CCTE program requirements will receive both a High School Diploma and a College, Career and Technical Education Certificate from the Plymouth Public Schools.

Requirements to obtain a Massachusetts Vocational Technical Education Certificate:

1. Pass the related theory component of the program in grades 10, 11 and 12.
2. Pass the specialized shop component of the program in grades 10, 11 and 12.
3. Obtained a Safety Certification as determined by the program enrolled.

Requirements to remain in the Technical Studies Program:

1. Earn the required credits each year to be promoted to the next grade level.

Students who do not remain academically eligible for College, Career & Technical Education will be enrolled in a full academic program at their home district high school. Students may not drop a period of College, Career & Technical Education to replace with an academic course needed for credit recovery.

In order to ensure equal access to the College, Career & Technical Education program, a Massachusetts Department of Elementary and Secondary Education approved College, Career & Technical Education Admissions Policy has been adopted for all students. A copy of the Admissions Policy and the Application is available online at www.plymouth.k12.ma.us

PLYMOUTH PUBLIC SCHOOLS COLLEGE, CAREER & TECHNICAL EDUCATION



ADMISSIONS POLICY/GUIDELINES FOR STUDENT ACCEPTANCE INTO THE COLLEGE, CAREER & TECHNICAL EDUCATION PROGRAM

I. INTRODUCTION

An admission process is necessary in vocational technical programs where space is a limiting factor. College, Career & Technical Education programs are designed and equipped to serve a maximum number of students safely. Consequently, shop spaces must be able to accommodate all accepted students, staff and equipment safely within the space. Therefore, a selection process has been developed. All applicants to grades 9-12 will be evaluated using the selection criteria contained in this Admissions Policy.

This policy includes the application process for admission into the grade 9 chapter 74 exploratory program at Plymouth South High School as well as the CTE programs at Plymouth North High School.

All students who are residents of Plymouth have the right to apply for admission to either Plymouth South High School or Plymouth North High School regardless of which high school they are zoned to attend. Sections VI, VII, VIII, and IX pertain specifically to application and admission to the grade 9 chapter 74 exploratory program.

The policy also includes that process for program placement following participation in the chapter 74 exploratory program at Plymouth South High School as well as the CTE programs at Plymouth North High School. Section X pertains specifically to the program placement for those students who participate in the 74 exploratory program at Plymouth South High School.

II. EQUAL EDUCATIONAL OPPORTUNITY

The Plymouth Public Schools admits students and makes available to them its advantages, privileges, and course of study without regard to race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

If there is a student with limited English proficiency, a qualified representative from the Plymouth Public Schools will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect his or her admission to College, Career & Technical Exploratory Program Education at Plymouth South High School or the College, Career & Technical Education Programs at Plymouth North High School.

III. ELIGIBILITY

Any eighth, ninth, tenth or eleventh grade student who expects to be promoted to the grade they seek to enter by their current school and who **resides** in Plymouth is eligible to apply for fall admission or admission during the school year subject to the availability of openings in the College, Career & Technical Education Exploratory Program at Plymouth South High School as well as the College, Career & Technical Education Programs at Plymouth North High School (please note Plymouth School Committee Policy 6.19 on Residency). Resident students will be evaluated using the criteria contained in this admission policy. Plymouth does not participate in the School Choice Program.

A. Home School

Students who are formally being home-schooled may apply for admission to College Career & Technical Education, provided all admission policy criteria are followed. The home-schooled student's parent(s)/guardian(s) must submit a copy of the Home School Approval Letter from the local school superintendent as referenced in PSC Policy 7.1. Home schooled students will be accepted to the vocational program according to the selection criteria contained in this admission policy. Please refer to Section VI. Application Process for additional information regarding selection criteria.

B. Homeless

Students who are homeless may be accepted to College, Career & Technical Education according to the selection criteria contained in this admission policy.

C. Transfer Students

Transfer students from other Chapter 74 State approved College, Career & Technical Education programs and now reside in Plymouth are eligible to apply for fall admission or admission during the school year to grades 9-12 provided they expect to be promoted to the grade they seek to enter by their current school. Transfer student's applications will be evaluated using the criteria contained in this Admission Policy.

IV. ORGANIZATIONAL STRUCTURE

The district contains two middle schools, Plymouth Community Intermediate School and Plymouth South Middle School and two high schools, Plymouth North and Plymouth South. All students from these schools are eligible to apply for enrollment in the College, Career & Technical Education programs. Students who live in Plymouth and attend private or charter schools are also eligible to apply for admission.

Note: Plymouth does not participate in the School Choice Program.

The College, Career & Technical Education Department is located within Plymouth South High School, which is a comprehensive academic/vocational-technical high school in Plymouth. Plymouth North and Plymouth South High Schools both operate Chapter 74 approved Vocational Technical Education Programs, however, the Chapter 74 Exploratory Program is operated solely at Plymouth South High School.

Plymouth South High School serves all students grades 9-12 who live in the southern part of Plymouth, as well as all vocational technical students, regardless of where in Plymouth they live. Plymouth South High School and Plymouth North High School are accredited by the New England Association of Schools and Colleges

The Director of College, Career & Technical Education is responsible for the management of the program, as well as the administration of the policies and procedures set forth in this admissions policy. He/she reports directly to the Superintendent of Schools. He/she is responsible for disseminating information about College, Career & Technical Education through local school

assemblies and press releases, and for collecting applications from the local schools.

Plymouth College, Career & Technical Education has an admissions committee appointed by the College, Career & Technical Education Director, which includes him or herself, the Vocational Technical Supervisor, the Freshman Counselors, and the Freshman Housemaster or Assistant Principal. Responsibilities of the admissions committee include:

- Determination of standards for admission
- Development and implementation of admission procedures
- Processing of applications
- Rank ordering of students
- Acceptance of students according to the procedures and criteria in the admission policy
- The establishment and maintenance of a waiting list of qualified candidates.

V. RECRUITMENT PROCESS

The district will provide published information on the Chapter 74 College, Career & Technical Education programs available in the Plymouth Public School District. The Director of College Career & Technical Education is responsible for disseminating information about the vocational technical education program. A variety of methods are employed.

- Program of Education booklets describing the offerings in CCTE are distributed to all eighth grade students along with a winter presentation to all grade 7 and 8 students in Plymouth.
- A tradeshow-type event (Tech Expo) is held each year, spotlighting student work and demonstrations from all vocational-technical areas.
- Parents and students are invited to tour the Tech Education facilities during the annual fall Open House and the annual Freshman Orientation Program in August.
- Parents of prospective students may also schedule an individual visit at a mutually convenient time.
- Video
- School visits
- Other as deemed appropriate

VI. APPLICATION PROCESS

A. FALL ADMISSION – All Grades

Plymouth residents interested in applying to the College Career & Technical Education Program for fall admission to the ninth, tenth, eleventh or twelfth grade must complete the Admissions Application.

For application to Grade 9 Exploratory the average of grades earned in English language arts or its equivalent, math, science and social studies from quarters 3 and 4 of the students 7th grade year and quarters 1 and 2 of the students 8th grade year are required and the first semester of Grade 8 is required.

For applications to Grades 10, 11 & 12 the average of grades earned in English language arts or its equivalent, math, science and social studies from the previous year(s) and from the current school year to the date of the application.

For application to Grade 9 Exploratory, the number of unexcused absences from first and second quarter of the students eighth grade year will be considered for admission..

For application to Grades 10, 11 & 12 the number of unexcused absences from the previous

two full quarters that the student has completed will be considered for admissions.

For application to Grade 9 Exploratory, only out of school suspensions for the students 1st and 2nd quarter of grade 8 will be considered for admission.

For applications to Grades 10, 11 & 12 the disciplinary record from the previous school from the students previous two full quarters that the student has completed will be considered for admissions.

All application packages contain a recommendation from the students current Guidance Counselor which is based on a rubric (attached).

If accepted, students will complete a high school course selection sheet indicating their choice of vocational technical course of study as part of their school's regular scheduling process in the spring. This sheet must be signed by the student, current counselor, and a parent or guardian.

It is the responsibility of the student to ensure the signed course selection sheet is returned to his/her current Guidance Counselor so that it and the Student Rating Sheet may be forwarded to the College, Career & Technical Education Director.

B. CURRENT SCHOOL YEAR ADMISSION – All Grades

Students interested in applying to the College, Career & Technical Education Program for admission during the current school year must obtain an Admissions Application from their guidance counselor or from the College, Career & Technical Education Office and return the completed application form (signed by a parent or guardian) to their current guidance counselor. It is the responsibility of the student to ensure the signed application is returned to his/her current guidance counselor so that it and the Student Rating Sheet can be forwarded to the College, Career & Technical Education Office in a timely manner.

It is the responsibility of the student's guidance counselor to complete the Student Rating Sheet and forward it and the completed application package to the College, Career & Technical Education Office. The application package must include the completed application form (including required signatures), a copy of the student's transcript showing grades earned in English language arts, or its equivalent, social studies, math and science from previous school year(s), and either the most recent report card or a form indicating grades-to-date of application, and the Student Rating Sheet. The Student Rating Sheet must include the disciplinary record from the previous school year(s) and from the current year to the date of the application, and/or the recommendation of the current Guidance Counselor.

If an incomplete application is received, the College Career & Technical Education Office will inform the guidance counselor responsible for submitting the application which items are missing. The applicant's parent(s)/guardian(s) will be notified in the event that the problem is not resolved by the local school guidance counselor. If the application package remains incomplete for ten school days thereafter, the application will be voided.

C. Home School

Students who are formally being home schooled may apply for admission to Plymouth Public Schools including admission during the school year, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent and if grades are not available a representative sample or portfolio of the student's body of work in English language arts or its equivalent, math, science, and social studies. Home-schooled students will be ranked on their portfolio/grades (50%) and recommendation (50%).

D. Late Applications

Applications received after the deadline (as noted on the application) will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

E. Transfer Students

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Plymouth Public Schools. Their applications will be evaluated according to the provisions of this Admissions Policy.

F. Withdrawn Students

Students who withdraw from Plymouth's College, Career & Technical Education Program and who are attending or not attending another high school may reapply to College, Career & Technical Education following the procedures contained in this admission policy and will be evaluated using the criteria contained in this admissions policy

VII. SELECTION CRITERIA

The following numerical ranking system will be utilized to select students and to develop a waiting list, if necessary. Each category carries equal weight. After points are given in each area, the points are totaled for each applicant. A maximum total of 20 points can be earned.

A. Scholastic Achievement (5 points maximum)

For application to Grade 9 College, Career & Technical Education Programs the average of grades earned in English language arts or its equivalent, math, science and social studies from 3rd and 4th quarter of the students Grade 7 year and the first semester of Grade 8.

For applications to Grades 10, 11 & 12 the average of grades earned in English language arts or its equivalent, math, science and social studies from the two full quarters that immediately preceded the students application

<u>Grade Average</u>	<u>Points</u>
A+	5.0
A	4.7
A-	4.3
B+	4.0
B	3.7
B-	3.3
C+	3.0
C	2.7
C-	2.3
D+	2.0
D	1.7
D-	1.3

B. Attendance (5 points maximum)

For application to Grade 9 College, Career & Technical Education Programs, the number of unexcused absences from the first semester of Grade 8.

For application to Grades 10, 11 & 12 the number of unexcused absences from the first semester of the previous school year and from the current school year to the date of the application

<u>Unexcused Absences</u>	<u>Points</u>
0-5	5
6	4
7	3
8	2
9+	0

C. School Discipline/Conduct Rating (5 points Maximum)

For application to Grade 9 College, Career & Technical Education Programs, only the first and second quarter of grade 8.

For applications to Grades 10, 11 & 12 the disciplinary record from the previous two quarters from the students prior school.

<u>Out of School Suspension Number of Days out</u>	<u>Points</u>
0	5 points
1	4 points
2	3 points
3	2 points
4+	0 points

D. Administrator, Counselor, and Team Teachers Recommendation (5 points Maximum)

For all applicants a recommendation from the student’s current Guidance Counselor, Housemaster and Team Teachers. This is determined by a scoring of the student using a rubric that focuses on effort and responsibility.

<u>Recommendation</u>	<u>Points</u>
Outstanding	5 point
Above Average	4 points
Average	3 points
Below Average	2 points
Not Recommended	0 points

VIII. SELECTION PROCESS

The College, Career & Technical Education Admissions Committee considers scholastic achievement, attendance, school behavior, and recommendation from the student’s current Guidance Counselor, Housemaster and/or Team Teacher’s. Applications are reviewed, processed and assigned points by grade level. After a point total for each resident applicant has been determined, all resident applicants are rank ordered by their “point total”. Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on until all seats are filled. All resident applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting resident applicants from the waiting list.

These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

Applications received after the application deadline (noted on the application) will be evaluated using the above criteria and their composite scores will be rank ordered at the end of the established waiting list.

IX. ENROLLMENT

In order to enroll in the Plymouth Public Schools College, Career & Technical Education Program for the fall, applicants must have been promoted to the grade they wish to enter by their current school. In addition, they must have passing grades in English language arts or the equivalent and mathematics for the school year immediately preceding their enrollment in College, Career & Technical Education.

X. COLLEGE, CAREER & TECHNICAL EDUCATION PROGRAM PLACEMENT

All ninth graders who enroll in the College, Career & Technical Education Program at Plymouth South High School participate in the Exploratory Program designed to help them learn about their talents and interests relative to a variety of CTE programs. Students initially explore each CTE shop for approximately 6 days for each shop rotation. Students are evaluated and graded by each shop teacher during Exploratory using a comprehensive grading rubric. At the end of the third marking term, each student selects his/her program of choice, as well as a second and third choice. If the number of students seeking a placement into a particular shop exceeds the number of openings, the grades received by all students considering that shop will be rank ordered to determine who is placed in that shop. If a shop fills and a student does not get his/her first choice, the guidance counselor and student will meet to assign the student to his/her second or third choice, pending space availability.

Students that apply for, and are accepted to one of the College, Career & Technical Education programs at Plymouth North High School will begin in that program on the first day of school their freshman year. There is no formal Exploratory Program at Plymouth North High School.

Students who enroll in the College Career & Technical Education Program after grade nine do not participate in a formal exploratory program but they may “shadow” one or more shops for a day, if they so desire, before making a program selection. If the number of enrollees seeking a particular shop exceeds the number of openings, the selection criteria used for admission to the program as described above will be used to rank order the students.

Students who wish to transfer from one shop to another during the school year may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested shops. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

Please note that South District students cannot attend the Chapter 74 State approved College, Career & Technical Education Marketing program at Plymouth North High School as a Chapter 74 State approved College Career & Technical Education Marketing program exists at Plymouth South High School.

XI. REVIEW

The applicant’s parent/guardian, upon receipt of a letter from the College, Career & Technical Education Director indicating that the applicant was not accepted for admission into the College, Career & Technical Education Program and/or placed on a waiting list, may request a review of the decision by sending a letter requesting such a review to the applicants’ current Building Principal within ten days of the receipt of the school’s letter. The Building Principal will conduct a review of the applicant’s records. He/she may also request a parent/student conference. The Building Principal will respond in writing with the results of the review within ten days of the initial request for review.

If after the review, the parent/guardian wishes to appeal the findings of the review, they may do so by sending a letter requesting such an appeal to the Superintendent of Schools. The Superintendent will respond in writing within ten days of the receipt of the letter to the parent/guardian with a scheduled date for an appeal hearing. The Superintendent will respond in writing with his/her decision on the appeal within ten days of the appeal hearing.

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs and activities.



**PLYMOUTH PUBLIC SCHOOLS
COLLEGE, CAREER & TECHNICAL EDUCATION
490 Long Pond Road
Plymouth, Massachusetts 02360**



2023-2024 ADMISSIONS APPLICATION

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

Plymouth College, Career & Technical Education has published an admissions policy. A copy may be obtained from the College Career & Technical Education Office at Plymouth South High School as well as online at www.plymouth.k12.ma.us. The policy gives admission criteria, as well as a description of the entire admission process.

This application must be completed and submitted to the Guidance Counselor prior to the deadline set forth by the district of **01/31/2023**. In addition to this application, the applicant's current guidance counselor will submit a rating sheet of the criteria that will be used for admission that includes the applicant's academic grades, attendance record, conduct records and counselor/administrator recommendation. The rating sheet is also available online at www.plymouth.k12.ma.us.

APPLICANT SECTION

Applicant Name: Last: _____ First: _____ Middle: _____
 Home Address: _____ Mailing Address: _____
 City/Town: _____ State: _____ Zip Code: _____
 Home Phone #: _____ Current Grade: _____ Current School: _____

Students applying for Grade 9 please indicate first and/or second choice:

Exploratory (PSHS) Allied Health (PNHS) Marketing (PNHS)
 Engineering (PNHS) Facilities Management (PNHS)

**The following section is to be completed ONLY by those students entering Grades 10, 11, and 12.
List Program selection (in order of preference):**

1. _____ 2. _____ 3. _____

- Allied Health *** Automotive *** Computer Aided Drafting *** Carpentry *** Cosmetology *** Culinary Arts
 *** Early Education & Care *** Electrical *** Engineering Technology *** Facilities Management *** Graphic
 Design & Visual Communication *** Heating, Ventilation & Air Conditioning *** Marketing Education (PNHS)
 *** Marketing Education (PSHS) *** Medical Assisting *** Plumbing

PARENT/GUARDIAN SECTION

Parent/Guardian Name: _____

Home Address: _____ Mailing Address: _____

Home Phone: _____ Cell Phone: _____

GUIDANCE COUNSELOR SECTION

Please submit the rating sheet of academic grades, attendance, conduct and the counselor/administrator/team recommendation as required by the Admission Policy. The College, Career & Technical Education Office provides this rating sheet, as well as the Admission Policy.

Name of Guidance Counselor (Please Print): _____

I will submit the required information by the due date. Yes No If no, please explain.

SIGNATURE SECTION

The statements and information furnished by the undersigned in this application form are true and complete.

The undersigned applicant's parent(s)/guardian(s) give permission for representatives of the sending school to release the applicant's records of grades, attendance, and conduct/discipline to the Plymouth College, Career & Technical Education Office for the purpose of admission.

Our signatures certify that we have read and agree with the above statements.

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

Signature of Current Guidance Counselor: _____ Date: _____

VOLUNTARY INFORMATION SECTION

The information requested in this section is not required for admission. Submission of the information is entirely voluntary. Information submitted voluntarily by the applicant will not affect the applicant's admission to the school. The information, if supplied, will be used for monitoring equal educational opportunity in the school district. In addition, note that applicants with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process. Applicants who are English language learners or limited English proficient may voluntarily self-identify for the purpose of receiving interpretive services during the entire application and admission process.

Gender: Female Male

Race: American Indian or Alaskan Native Asian or Pacific Islander Black White Hispanic
 Combination of two or more races (if checked, supply the code from the attached list) Code:

Person with a disability: Yes If yes, do you need accommodations during the application for admission process? Yes
If yes, please describe the accommodations needed.

Person who is an English language learner or limited English proficient: Yes If yes, do you need language assistance during the application for admission process? Yes If yes, please describe the assistance needed.

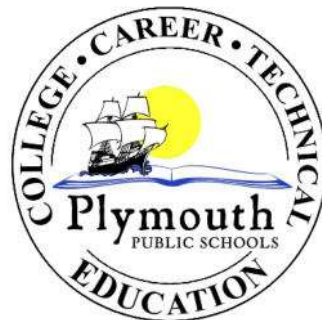
Applications are returned to the Counselors. A student moving in from another district may mail, fax or email the completed application prior to the deadline set forth by the district to:

*Plymouth South High School
Office of College, Career & Technical Education
490 Long Pond Road
Plymouth, MA 02360*

Phone: 508-224-5005

Fax: 508-224-6765

Email: mloranger@plymouth.k12.ma.us



EARLY GRADUATION

Most students find that the time required to complete their high school program is four years. Under extenuating circumstances, provisions can be made for students to be eligible to receive a diploma after three years. All course and credit requirements must be met including passing scores on all required MCAS tests. Parents must request in writing that the student be considered for early graduation. The Principal and Guidance Department will consider each case individually.

SUMMER HIGH SCHOOL PROGRAMS

A summer high school program allows students to make up courses failed during the year, to improve a low passing grade, or to make up loss of credit. In order to attend Summer School for make-up credit, the student:

1. Must have earned a minimum grade of 50 in the course.
2. Must have the recommendation of the teacher.
3. Must have the approval of the Principal.

NOTE: A maximum of two courses may be made up per summer.
A maximum of 20 credits of course work earned in the Summer Program may be applied toward graduation.

ATHLETIC ELIGIBILITY

All students are encouraged to participate in the athletic program. In order to participate in any extracurricular activity, a student must not receive more than one "F" on their report card. All student athletes are governed by the Massachusetts Interscholastic Athletic Association (MIAA), which publishes annual rules and regulations governing interscholastic athletics in the Commonwealth. To be eligible for the fall season, athletes must be enrolled in at least 20 credits and not receive more than one "F" on their report card (final grades, not fourth quarter grades).

Academic eligibility of all students shall be considered as official and determined only on the date when the report card has been issued to the parents of all students. A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility. A student cannot count for eligibility any subject taken during the summer vacation, unless that subject has previously been pursued and failed.



IMPORTANT INFORMATION ABOUT NCAA ELIGIBILITY!

www.ncaa.org

For student-athletes entering any Division I or II college or university, NCAA initial eligibility will be evaluated under the 16 core course rule as described on this sheet.

- Students who wish to participate in Division I or II athletics need to be certified by the NCAA Eligibility Center. Students need to qualify academically and be cleared as an amateur student athlete.
- NCAA Division I and II require 16 core courses.
- The Division I initial-eligibility index, or sliding scale can be found at www.ncaa.org (the Core GPA/SAT/ACT test score sliding-scale index).

DIVISION I 16 CORE-COURSE RULE	DIVISION II 16 CORE-COURSE RULE
<p>16 Core Courses 4 years of English 3 years of mathematics (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)</p>	<p>16 Core Courses 3 years of English 2 years of mathematics (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 3 years of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)</p>

***PLEASE NOTE: PLYMOUTH PUBLIC SCHOOLS CP2 LEVEL COURSES ARE NOT APPROVED BY THE NCAA ELIGIBILITY CENTER.**

***PLEASE NOTE: PLYMOUTH PUBLIC SCHOOLS COLLEGE, CAREER & TECHNICAL EDUCATION (CCTE) COURSES ARE NOT APPROVED BY THE NCAA ELIGIBILITY CENTER.**

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program of the College Board offers college-level courses and exams. It allows students the opportunity to earn advanced standing in college by earning college credit while still in high school. The following courses are offered for Advanced Placement in the Plymouth Public Schools.

English Literature AP
English Language AP
European History AP
U.S. History AP
Psychology AP
Biology AP
Chemistry AP
Environmental Science AP
Physics 1 AP
Physics 2 AP
Calculus AB AP
Calculus BC AP
Statistics AP
Latin AP

French AP
Spanish AP
Computer Science Principles AP
Music Theory AP
Studio Art AP
3D Studio Art AP
Art History AP (Virtual)
Computer Science A AP (Virtual)
Economics AP (Virtual)
American Government AP (Virtual)
Human Geography AP (Virtual)
US Government & Politics AP (Virtual)
World History AP (Virtual)
Physics C AP (Virtual)

Please refer to individual course descriptions within each department's section. AP courses are rigorous in nature and culminate in an examination in May. It is required that students take the AP exam at the conclusion of each course. However, it should be noted that whether or not an AP score is reported to a college remains the student's option. If a student does not take the AP Exam, Honors credit will be issued in lieu of AP credit for the course(s).

Depending upon enrollments and/or budgetary considerations, some AP courses may be offered every other year. Every consideration will be made to allow students from either school the opportunity to take these courses, or if available, to take them online. Students selecting an AP course for the upcoming year will be given independent summer assignments, which will become the basis for initial work within the course.

COLLEGE COURSES

Plymouth Public Schools recognizes the need for and encourages qualified high school students to enhance their high school program with appropriate collegiate course work as an elective with approval of guidance and the principal. Upon successful completion of the course, the appropriate number of high school credits is applied to the student record. The student may or may not receive simultaneous college credit.

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program under the Education Reform Act of 1993 allows qualified high school juniors and seniors to enroll in college courses and receive both high school and college credit. Students are responsible for any and all costs associated with this program. The Dual Enrollment Program is not an alternative to high school and, therefore, does not supplant advanced placement or other academic and occupational courses that may be offered at the high school. If the high school is able to offer the desired level of course work or appropriate courses in a particular discipline, and the student's schedule allows, the Dual Enrollment Program may not apply.

To be eligible, a student must meet the following criteria:

1. Have a GPA of at least 3.0 (on a 4.0 scale)
2. Be within School Committee attendance guidelines
3. Be recommended by a guidance counselor to the principal
4. Have written permission from a parent or guardian
5. Remain enrolled in at least four (4) high school courses

Upon successful completion of the course(s), students will be awarded five (5) high school credits (calculated at CP 1 or Honors level, depending upon the course) and three (3) college credits, if applicable. It should be noted that these college credits may or may not be accepted at all colleges.

INDEPENDENT COLLEGE COURSEWORK

Occasionally a student may find it advantageous to make up a failed course or deficient academic credit by taking a college course rather than by attending an evening high school program and/or a summer school program. In this case, the student is responsible for all costs (tuition and fees), as well as transportation.

ONLINE COURSEWORK

The following are the guidelines and policies regarding online courses available through Plymouth North High School and Plymouth South High School. Although curriculum is delivered for these courses via the Internet, most students will be required to meet face to face with a facilitator for one period a day and adhere to the district's attendance policies. Courses are available during the school day as well as after school. A few courses may be provided with a limited on-site class requirement. These courses, and the students allowed to enroll in them, will be determined on a case-by-case basis.

Mission Statement:

Virtual high school courses are offered to:

- Maximize student learning potential
- Encourage anytime/anywhere learning
- Provide students with the opportunity to take courses otherwise unavailable to them
- Provide a means to encourage and develop student use of technology
- Encourage and develop student responsibility for learning, enabling independent, self-directed learning
- Offer an opportunity to experience academic success in a different learning environment

Student Online Enrollment

Enrollments are limited and will be processed through guidance. No student may take more than two full year online courses per year or four half-year courses per year without approval from the principal. Although students will be enrolled on a first come, first served basis, priority will be given in the following order:

1. Seniors requiring courses for graduation
2. Seniors and juniors who have passed MCAS requiring courses that are unavailable because of scheduling conflicts
3. Students requiring courses that are unavailable because of scheduling conflicts
4. Students requesting electives that are not offered through the traditional curriculum

Online courses are intended to supplement the traditional curriculum, not supplant it. No student may enroll in an online course if the same course is available in the traditional classroom without permission from the principal.

Online courses may not be suitable for every student. The successful online student is well motivated, works independently, and is comfortable using a computer. Many courses require usage of a word processor, such as MS Word, and a presentation program, such as PowerPoint. Although many classes utilize multimedia presentations, students should feel comfortable reading online. Online students communicate with other students and instructors through email and discussion boards. An online pre-assessment is available through guidance, and interested students are required to meet with guidance counselors to determine their level of readiness for an online course.

Having a computer with Internet connectivity at home is helpful. However, students can successfully complete most online courses during the required face-to-face meetings with a local facilitator. Exceptions include AP courses, which require a minimum of 10-15 hours per week. Students without home Internet connectivity are reminded that online computers are available through school computer labs and IMCs as well as local public libraries to supplement the face-to-face meetings.

Currently, the district engages several online providers for coursework. Please visit www.vhslearning.org for a complete list of courses offered through Virtual High School (our most utilized provider). All providers are accredited, but course credits and grades are issued through our local schools. Although a benefit of online coursework is the ability to self-pace work, all courses adhere to our current school calendar, and students should plan on completing courses in accordance with the Plymouth district calendar.

All students must comply with the District Network Use Policy as well as any other policies enforced by the online providers.

Appropriate course credit will be granted based on content and level of course. Inclusion in class rank for any online course will be decided on a case-by-case basis by guidance and administration.

A note for students who plan to enroll in an AP course provided by Virtual High School:

Students enrolled in Advance Placement (AP) VHS courses are required to take the AP exam, and are required to report their AP examination scores to the VHS School Services Administrator. Following the conclusion of the spring semester, site coordinators must obtain

copies of the College Board AP examination scores either from the student or from their local school administration. The site coordinator will then forward a copy of the examination scores via fax or standard mail to the VHS School Services Administrator. Upon receipt, each score will be recorded and assigned an anonymous tracking number. Once recorded, the faxed or mailed examination scores will be destroyed to ensure student anonymity and confidentiality.

By enrolling in an AP VHS class, the student authorizes their school site coordinator and school administration to report AP examination scores to VHS. The reporting of examination scores will help VHS and Net Course instructors determine whether courses are leveled properly, or if further course enhancement is needed. The exam results will not affect the student's VHS grade or future enrollment in VHS.

SENIOR PROJECT

The purpose of the Senior Project is to empower grade 12 students to explore an area of great personal interest that extends beyond the classroom setting. Through project based learning, students will apply knowledge and connect research that culminates with a showcase demonstrating their learning stretch. Students will produce physical written products, oral presentations and portfolios. This class will also have the student connect with a community member (mentor) in their field of choice. There will be direct instruction, but a major portion of the class is independently driven. Interested students should consult with their guidance counselor

ART COURSES

Please see the flow chart at the end of this section for course sequencing

VISUAL ARTS (LEVEL 1)

VPA1014 Introduction to Art

Semester *2.5 credits* *9-12*

This course will provide students with an introduction to fundamental concepts of art. Students will explore Elements of Art and Principles of Design through studio lessons using problem solving skills in a variety of 2D and 3D media: drawing, painting, printmaking, collage, cardboard and clay. Students will be expected to complete one hour of homework per week and participate in a gallery and/or public display of work.

VPA1034 Introduction to Ceramics

Semester *2.5 credits* *9-12*

This is an introductory studio class for students who wish to explore the art of ceramics. Emphasis will be placed on the design elements: line, shape, texture, form and color. Focus will be on hand building techniques: pinch, coil and slabs. Functional as well as sculptural applications will be explored. Glazing techniques will be introduced. There will also be an introduction to traditional and historical ceramic arts incorporated into the studio experiences. Students will be expected to complete one hour of homework per week.

VPA1044 Introduction to Digital Photography and Graphic Design

Semester *2.5 credits* *9-12*

In this course, there is an emphasis on developing both artistic and computer-based skills. Students will explore basic methods of digital art making through projects focused on the elements and principles of art and design. Students will first learn how to use DSLR cameras and utilize Adobe Photoshop software for editing images. Students will then explore the basics of graphic design and multi-image placement and manipulation. Shared digital cameras and laptops are available for students to use in class. **(PNHS ONLY)**

VPA1054 Introduction to Film Production

Semester *2.5 credits* *9-12*

Addressing technical and creative concerns, students will study pre-production, production and post-production storytelling through Adobe Premiere software and digital film cameras. Students will explore the artistic aspects of shot composition, camera movement, and video/audio editing by producing their own short films. This course will also focus on the process and logistics of researching, storyboarding, script writing, filming, and editing. Shared digital cameras and laptops are available for students to use in class. **(PNHS ONLY)**

VPA1064 Introduction to Broadcasting and Television Production

Semester *2.5 credits* *9-10*

Students enrolled in Introduction to Broadcasting & Television Production will learn the technical and creative skills to produce video content for multi-camera studio based television productions, such as talk shows or game shows. Productions will encompass both pre-recorded “live-to-tape” style videos, such as interview & news magazine shows; as well as “live-to-audience” productions, such as nightly TV news. The course includes independent analysis, presentations, and informed decision-making using critical thinking and problem solving. Students must be able to work as a team at all times, give and take direction when appropriate, show maturity and desire to participate, and behave in a safe and responsible manner. This course is project oriented and will require students to be available after school hours on some days as determined by the needs of a particular production. **(PNHS ONLY)**

VISUAL ARTS (LEVEL 2)

VPA2013 Drawing and Printmaking College Prep 1

Semester *2.5 credits* *9-12*

Students will use drawing, wash, and printmaking media to develop technical proficiency and personal style. Observational skills will be developed, along with exposure to past and present artists. Students will

demonstrate an increasing art vocabulary through reflective and critical analysis of their own work and the work of others. Students will be expected to complete one to two hours of homework per week. Students will participate in a gallery and/or public display of work. *Prerequisite: Introduction to Art*

VPA2023 Painting and Illustration **College Prep 1**

Semester *2.5 credits* *9-12*

Students will explore realistic, expressive and abstract approaches to traditional and experimental color theory through a variety of media, which may include watercolor, acrylic, and oil. Students will demonstrate an increasing art vocabulary through reflective and critical analysis of their own work and the work of others, and will participate in a gallery and/or public display of work. Students will be expected to complete one to two hours of homework per week. *Prerequisite: Introduction to Art and departmental recommendation*

VPA2073 Cartooning & Animation **College Prep 1**

Semester *2.5 credits* *9-12*

Students in this course will express their visual creativity through drawing, illustrating, painting and sculpting. Students will design and develop characters and learn storytelling techniques through visual art. This course will teach students about the history of cartooning and animation, as well as the features of these specific genres. Through this course, students learn how to produce a concept through visual art and expand upon it. Students are expected to complete one hour of homework and will participate in a gallery and/or public display of work. *Prerequisite: Introduction to Art*

VPA2033 Ceramics II **College Prep 1**

Semester *2.5 credits* *9-12*

This class is designed for students to expand their basic knowledge and skills in hand building. Students will also be introduced to wheel throwing techniques. More emphasis will be placed on the craftsmanship and quality of the finished product. Students will propose projects of their own design as well as teacher-designed projects. Students will be expected to complete one hour of homework per week. *Prerequisite: Introduction to Ceramics*

VPA2043 Sculpture **College Prep 1**

Semester *2.5 credits* *9-12*

This course offers students a visual arts experience in three-dimensional design, in clay, glass, paper, wire, plaster, jewelry and book making. Students will investigate the properties of 3-D media and build skills unique to each media. Students will build skills and creative ideas throughout the course. Students will choose and prepare artwork for exhibit. Students will be expected to complete one hour of homework per week. *Prerequisite: Introduction to Ceramics or Introduction to Art and departmental recommendation*

VPA2053 Digital Photography and Graphic Design II **College Prep 1**

Semester *2.5 credits* *10-12*

Students will continue to develop technical skills in photography, and move into more advanced editing techniques. This course requires prior knowledge on how to use a DSLR camera and Adobe Photoshop software. Students will also continue to explore camera technique, logo design, and studio methods and materials. Students will be encouraged to develop their abilities with an increased comprehension of photography as an aesthetic arts medium and will develop an independent photography portfolio. Students can expect to have about an hour's worth of homework every week. **(PNHS ONLY)**
Prerequisite: Intro to Digital Photography and Graphic Design and departmental recommendation

VPA2063 Film Production II **College Prep 1**

Semester *2.5 credits* *10-12*

Students will continue to develop technical production skills in film, and move into professional editing options utilizing Adobe Premiere software. More in-depth pre-production writing will be expected as well as longer films with clean and professional looking edits. Students will be encouraged to develop their self-expressive narrative abilities and will participate in regional Film Festivals where they will compare the creative work of peers. Students will work on projects independently and should expect to complete all filming for their projects outside of class time. **(PNHS ONLY)**
Prerequisite: Intro to Film Production and departmental recommendation

VPA3063 Art and the Community College Prep 1

Semester 2.5 credits 10-12

This course connects the art making process with the greater community of Plymouth. Students will work to solve challenging visual arts problems that benefit the community. This could include mural making, sculptures, and other forms of art and design. Students will be responsible for the entire project: design, approval, and implementation. Students will be working in the classroom as well as the job site. Students will not miss more than one class meeting of their other courses due to job site visits. Time out of the school day will be required to finish projects. This course will work with the Town of Plymouth's public art initiative. *Prerequisite: Two Level 2 courses and teacher recommendation. Portfolio review possible.*

VPA3112 Advanced Media Arts Honors

Semester 2.5 credits 11-12

This course is intended for juniors and seniors who have taken either Film Production II or Digital Photography and Graphic Design II and wish to continue studying media arts and expanding their digital portfolios. Students should be comfortable with Adobe software and DSLR cameras. Classwork will include independent and collaborative projects that explore the relationship between composition and concept, film and photography, and traditional and digital art. All students will be required to present a completed media arts portfolio of independent work, as well as a showing of collaborative conceptual work, at the end of the semester. **(PNHS ONLY)**

Prerequisite: successful completion of Film Production II or Graphic Design II

VISUAL ARTS (LEVEL 3)

VPA3012 Portfolio Preparation Honors

Full Year 5 credits 11-12

Students will develop a portfolio of works in aligned mediums that may include; drawing, painting, collage, printmaking, and mixed media. Students will solve challenging visual arts problems using critical analysis, and evaluation. Experimentation and self-direction will be emphasized as the student continues to develop technical mastery and sophistication. Students will make connections to artists and culture through the study of current and historical trends in art. Disciplined homework completion and sketchbook maintenance is expected. Students will prepare and display their work for public exhibit.

Prerequisite: Three or more Art classes and teacher approval

VPA3041 3D Studio Art Advanced Placement

Full Year 5 credits 11-12

The purpose of Advanced Placement 3D Studio Art is to prepare students for college and advancement in the development of their 3 dimensional visual voice. AP 3D Studio Art is a rigorous art course for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. This AP course focuses on the 3 dimensional arts. The class is taught at an accelerated pace with higher-level thinking skills, independent projects, sketchbook, and use of strong written and oral skills. Because of the nature of the course it is important that the instructor, student and parent agree to commit the time and energy needed to complete this course successfully. Summer course work is required. Students will submit their final portfolio with fee to the College Board for review and participate in a gallery and/or public display of work.

Prerequisites: Successful completion of: Intro to Art, Ceramics II, and at least one of the following: Painting and Illustration, Drawing and Printmaking, or Sculpture and AP 3D teacher approval

VPA3031 Studio Art Advanced Placement

Full Year 5 credits 11-12

The purpose of Advanced Placement is to prepare students for college and advancement in the development of their visual voice. AP Studio Art is a rigorous art course for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. The class is taught at an accelerated pace with higher-level thinking skills, independent projects, sketchbook, and use of strong written and oral skills. Because of the nature of the course it is important that the instructor, student and parent agree to commit the time and energy needed to complete this course successfully. Summer course work is required. Students will submit their final portfolio with fee to the College Board for review and participate in a gallery and/or public display of work.

Prerequisite: Successful Completion of Portfolio Preparation and teacher approval

Plymouth Public Schools *Visual Arts* High School Courses

Please refer to the detailed course descriptions for prerequisites.

Grades 9-12 Introductory Courses

Introduction to Art	Introduction to Ceramics
Introduction to Digital Photo	Introduction to Film
Introduction to Broadcasting and Television Production	

Grades 9-12 Intermediate Courses

Drawing and Printmaking	Painting and Illustration
Ceramics II	Sculpture
Digital Photo II	Film II
Cartooning & Animation	

Grades 11-12 Advanced Courses

Portfolio Preparation	AP 3D Studio Art
AP Studio Art	Advanced Media Arts

The VPA Department is proud to offer a course of visual art study that has both depth and breadth. There are a number of introductory courses that any student may take. Many of these courses can lead to an intermediate course and then those courses can, if you choose, lead to a number of advanced visual art courses. You can refer to the detailed course descriptions for prerequisites.

If you are a student that may be interested in pursuing art courses through high school and possibly into college it is highly recommended that you take *Introduction to Art (VPA1014)* during your freshman year. It takes many courses and years to develop a portfolio of artwork that you would need to apply to colleges and universities in order to study the visual arts post high school. Please reach out to your current art teacher, guidance counselor, or the Visual and Performing Arts Office at 508-830-4469 for any questions you may have.

ENGLISH COURSES

FRESHMAN ENGLISH: *All Freshmen are required to take and pass Composition and Critical Reading*

English Composition and Critical Reading

ELA0012 - Honors

ELA0013 - College Prep 1

ELA0014 - College Prep 2

Full year *5 credits* *9*

How do audience and purpose impact the writing process and structure? During freshman year, students will answer this essential question and focus on writing strategies and the writing process. Students will explore author's craft as they engage in close reading of a variety of short stories, poems, and nonfiction articles. These models will be used to improve their own writing of pieces within these genres. Students will progress through the stages of the writing process to hone their writing skills, sharpen their grammar and usage skills, and expand their vocabulary. Throughout the year, students will write for multiple purposes: to convey information, to develop an argument, and to share experiences. Students will gather relevant information from multiple print and digital sources and integrate the research into their own writing. Throughout the course, students will engage in close reading of a number of mentor and supplemental texts, examining central ideas or themes and the effect of author's craft on the reader. Through these texts students will also learn and apply new vocabulary, study literary terminology, and write critical analysis papers. Students will also share and express ideas effectively in classroom discussions and other oral presentations.

ELA 3014 Literacy Enrichment

College Prep 2

Full year *5 credits* *9*

Literacy Enrichment provides a supportive, engaging environment in which students develop literacy skills through meaningful reading, writing, thinking, speaking and listening. The course is designed to build confidence and skills with reading and writing strategies that enable students to comprehend challenging texts across the high school curriculum. This course provides students with direct instruction, modeling, and guided practice with a variety of reading comprehension strategies and literacy skills such as note-taking, writing in response to reading, oral reading fluency, and vocabulary enrichment. Students will read a wide range of reading materials and engage in ongoing conversations about texts to share views and hone comprehension and analytical skills. Students will also write personally, analytically, persuasively and creatively in response to a variety of texts. Lessons are designed to meet different learning styles, interests, and needs, with an emphasis on choice and building independence. Skills and strategies taught in the course support and enhance students' content knowledge and ability to communicate effectively.

SOPHOMORE ENGLISH: *All Sophomores are required to take and pass World Literature.*

World Literature

ELA0022 - Honors

ELA0023 - College Prep 1

ELA0024 - College Prep 2

Full year *5 credits* *10*

Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Through the use of a variety of mentor texts and supplemental works (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students continue to develop more precise writing skills and write literary analyses, arguments, and narrative pieces, focusing on the skills of topic development, organization, diction/syntax, and the use of textual evidence. Grammar is reviewed through authentic writing to emphasize the finer points of mechanics and word choice, and vocabulary is drawn from both the readings and from other sources. Students will prepare for and participate effectively in a range of conversations to express their ideas and learn from/build on the ideas of others. They will formally and informally present their knowledge and ideas, utilizing various forms of digital media to enhance their message.

ELA 3024 English Essentials**College Prep 2***Full year* *5 credits* *9/10*

English Essentials provides a supportive, engaging environment in which students develop literacy skills through meaningful reading, writing, thinking, speaking, and listening. The course is designed to provide an opportunity for students to earn credit for English 9 while also receiving support with English 10. Students will use course texts to dissect universal themes of the human experience with special focus on how experiences and relationships shape our identities and lives. Students will present their findings in a number of ways, including: presentations, interviews, essays, narratives, and literary circles.

JUNIOR ENGLISH: *All Juniors are required to take and pass American Literature or AP Language and Composition*

ELA0041 English Language and Composition**Advanced Placement***Full year* *5 credits* *11*

Using the diverse writings of American Literature and history as a foundation, this rigorous course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Student study the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conversations and the resources of language contribute to effectiveness in writing. The course is organized thematically around essential ideas of freedom, equality, and self-discovery. Required readings include novels and a variety of nonfiction essays, historical documents, journalism pieces, and poems. This class will study particular writing forms: argumentative, narrative, and expository and study how language itself (oral, written, formal, informal) shapes meaning. Course objectives are aligned to prepare students for the May AP exam. *Summer reading will be required.*

American Literature**ELA0032 - Honors****ELA0033 - College Prep 1****ELA0034 - College Prep 2***Full year* *5 credits* *11*

Students will read a variety of mentor texts and supplemental works (novels, plays, poems, short stories, and seminal U.S. documents) that reflect the diverse voices of American culture to understand the following: what it means to be American, how the specific time period in American history affects the content and form of literature, and how the universal theme of individual versus society is reflected in American literature. Students engage in research to further inform their understanding of these themes and incorporate this information as they write for a variety of purposes and audiences (to explain, to convey experiences, and to present an argument). Students will further develop vocabulary knowledge through the use of context clues, word parts, and reference materials, and they will use accurately academic and content-specific vocabulary in their writing and in discussions and presentations.

SENIOR ENGLISH: *All seniors are required to take and pass two Senior English courses.*

Senior English courses run for one semester, so students must choose two English courses (one each semester) during their senior year, earning 2.5 credits for each course. Senior English courses can be taken for Honors credit or CP1 credit. All Senior English courses are aligned with the Grade 12 reading, writing, listening/speaking, and language standards as detailed in the MA ELA Framework/Common Core Curriculum Standards.

For Honors Credit:

Students taking the course for Honors credit complete all of the CP1 requirements. Students are also required to complete additional readings, provide deeper analysis and a broader synthesis of the material, and conduct independent research. Specific requirements for Honors credit will be explained during the first several weeks of the class.

NOTE: AP English Literature is a full-year course and may be taken in lieu of the two semester courses.

ELA0051 English Literature and Composition**Advanced Placement**

Full year *5 credits* *12*

English Literature and Composition, a rigorous course, presupposes a desire to read extensively and thoughtfully. Literary analysis, criticism, and intellectual history are emphasized as students read a wide variety of text. Writing assignments are both strenuous and varied, necessitating critical responses to literature. The process-based writing approach focuses on sharpening the ability to draft, revise and edit independently for coherence, conciseness and detailed textual support. While great emphasis is placed on the refinement of precise reading and writing skills in preparation for the AP exam in May, this is a student-centered course, requiring insightful, focused class participation. *Summer reading will be required.*

Senior Selection: Science Fiction**ELA1012 - Honors****ELA1013 - College Prep 1**

Semester *2.5 credits* *12*

Students will examine the ways in which science fiction reflects popular culture and the concerns of society today. In reading science fiction novels and short stories by authors from various time periods, and in viewing clips from science fiction films, students will sharpen their abilities to analyze, to think critically, and to make both inter-textual and global connections. Students will use these skills in conducting research and in producing writing for various purposes and audiences.

Senior Selection: Dystopian Literature**ELA1032 - Honors****ELA1033 - College Prep 1**

Semester *2.5 credits* *12*

Students will investigate dystopian themes in literature, exploring how authors from various cultures and time periods have attempted to answer the question: Could a utopian society ever exist, and why does such a search for the perfect world typically backfire? In reading a variety of dystopian novels and short stories, as well as in viewing clips from dystopian films, students will identify and analyze how dystopian authors turn an inquisitive eye on their own societies in answering this question. Critical and analytical discussions and writing will be required.

Senior Selection: Historical Fiction**ELA1052 - Honors****ELA1053 - College Prep 1**

Semester *2.5 credits* *12*

Students will explore historical fiction texts that take place during a variety of moments in both American and World history. Students will conduct research in order to enhance their understanding of the respective time periods and cultures they are encountering in the fictional novels, short stories and other supplemental texts of this course, and they will incorporate such research into their creative, informative and analytical writing. Students will also investigate author's craft and purpose in writing historical fiction

Senior Selection: Humanities: Literature & Philosophy**ELA1062 - Honors****ELA1063 - College Prep 1**

Semester *2.5 credits* *12*

Students will encounter various philosophical viewpoints spanning from ancient through contemporary thought. Through the use of a variety of texts (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students will be involved in intensive discussions and through independent inquiry will enhance their abilities to write analytically. Topics will include: why do we live the life we have, truth vs. belief, and duty vs. responsibility. Additionally, students will prepare for and participate effectively in a range of conversations to express their ideas and learn from/build on the ideas of others.

Senior Selection: Detective Literature

ELA1082 - Honors

ELA1083 - College Prep 1

Semester *2.5 credits* *12*

From the classic “whodunit?” to the courtroom drama, this course will examine the lives and actions of some of the most notorious criminals in literature. This course promises thrilling study of the criminal mind and the literary forces that give it shape. Students will read and analyze texts from multiple perspectives focusing on the traditional elements of a detective story and how criminal minds are portrayed in literature through various time periods and cultures. Students will also examine the techniques used by authors in this genre to establish plot, develop character, create mood, and convey tone. In addition to reading a variety of texts, students will write for multiple purposes in which they analyze literary works, create their own pieces in this genre, and conduct research.

Senior Selection: Shakespeare

ELA1102 - Honors

ELA1103 - College Prep 1

Semester *2.5 credits* *12*

This course provides students with the opportunity to study Shakespeare's plays and sonnets. Students will study a variety of Shakespeare's tragedies, comedies, romances, and histories in addition to selected sonnets. Additionally, the history of theatre will be studied and students will be required to perform Shakespearean scenes. There will be an emphasis on close reading, discussion, and universal themes. Students will prepare for and participate effectively in a range of conversations to express their ideas and learn from/build on the ideas of others. They will formally and informally present their knowledge and ideas through various writings.

Senior Selection: English Language Arts in the 21st Century

ELA1112 - Honors

ELA1113 - College Prep 1

Semester *2.5 credits* *12*

Students will read a variety of mentor and supplemental texts (novels, biographies, essays, and articles) that reflect and have influenced twenty-first century literature and that reflected the demands of the modern workplace and society. Students will write academic and professional communication, utilizing appropriate awareness of purpose, audience, and tone. This course will formatively engage students in how to conduct research, write and respond effectively in the academic and public sector, and how to approach crucial and professional conversations with others.

Senior Selection: Literature of War and Conflict

ELA1122 - Honors

ELA1123 - College Prep 1

Semester *2.5 credits* *12*

From Homer's classic epic poem, *The Iliad*, to Kevin Powers' contemporary novel, *The Yellow Birds*, writers have chronicled both real and fictional experiences of war and conflict and explored the effects on the individual, their families, and society at large. This course looks at writings about the experience of war both historically and thematically and from diverse perspectives. By examining a variety of texts, from non-fiction accounts to novels, poetry, short stories, drama, and memoirs, students will gain knowledge of the complex, nuanced realities of war and will explore how writers speak of, reflect on, and tell stories about war in the context of history and the evolving technology of conflict. This course places an emphasis on close reading, collaborative, discussion, and writing. Throughout the semester students will utilize primary sources that will serve as models or examples for students' own research, analysis, writing, and oral presentations.

ENGLISH ELECTIVES

NOTE: These electives do not fulfill yearly English requirements as described above.

Journalism/Media Studies

ELA2022 - Honors

ELA2023 - College Prep 1

Half-year *2.5 credits* *9-12*

This course blends traditional journalism with the rapidly evolving field of media studies. Students explore journalist theory, concepts, skills, and the history of journalism. Various journalistic styles are introduced and analyzed, and students practice writing and editing news stories, columns, feature stories, investigative stories, and entertainment reviews for newspapers and magazines. Students study the role of photography in journalism and design their own photojournalism project. Students also study and write journalism for a variety of newer media contexts like online blogs and other social-media platforms. In the media studies portion of the course, students analyze and critique the media's presentation of print, broadcast, and electronic news. The fields of advertising and public relations are studied. Study is also focused on the history of television, film, music, and the Internet and their impact on society.

ELA2032 Broadcast Journalism/Media Studies

Honors

Full-year *5 credits* *12*

This writing-intensive course blends traditional journalism with the rapidly evolving field of media studies. Students explore journalist theory, ethics, concepts, skills, and the history of journalism. Various journalistic styles are introduced and analyzed, and students practice writing and editing news stories, columns, feature stories, investigative stories, and entertainment reviews for newspapers and magazines. Students also write copy for broadcast journalism and learn skills to perform as a broadcast journalist. In the media studies portion of the course, students analyze and critique the media's presentation of print, broadcast, and electronic news. The fields of advertising and public relations are studied. Study is also focused on the history of television, film, music, and the Internet and their impact on society. In addition to being a writing-intensive course, students are expected to be comfortable with public speaking and should be comfortable contributing to daily classroom discussions. Students will also read multiple books--by professional journalists and by scholars that critique the media—in order to thoroughly examine the role of the media in today's world. *Prerequisite: application and/or permission of instructor*

Mythology

ELA2062 - Honors

ELA2063 - College Prep 1

Semester *2.5 credits* *9-12*

This course will explore a variety of myths from the ancient Greeks through Egyptian antiquity, the Arthurian hero saga, Celtic traditions, and a survey of mythic voices from other regions of the world. We will identify, analyze, and apply knowledge of universal themes, structure, and the elements of myths in traditional narratives to better understand how they have relevance in contemporary life.

Speech and Debate

ELA2052 - Honors

ELA2053 - College Prep 1

Semester *2.5 credits* *10-12*

This course will encourage students to become effective communicators for a variety of purposes. Course coverage will include various styles of speeches, i.e., personal, persuasive, humorous, impromptu, and demonstration. Emphasis is placed on rhetorical development and students will be responsible for researching controversial issues and preparing and delivering speeches. The text of famous orators, clips of famous speeches, and political debates will be examined and analyzed. The course fosters an ongoing awareness of current events and encourages students to formulate and express viewpoints on a variety of social and political issues.

Poetry

ELA2122 - Honors

ELA2123 - College Prep 1

Semester 2.5 credits 10-12

What do Eminem, Lil Wayne, Dave Matthews, Anne Sexton, E. E. Cummings, Robert Frost, William Wordsworth and many others have in common? They are masters of the English word. In many respects they are all poets. During this course students will study these and many of their contemporaries as they seek to understand, analyze and write poetry. Students will study methods, forms, and experiences that have helped develop these poets and will write poetry using many of the same devices. Through in-class writing exercises, reading of model poems, and discussion of student work, this course encourages students to produce poetry of increasing quality. Students will learn the basic elements of poetry, important types of poems, and fundamental poetic techniques. Students will explore many different forms of poems from various time periods and begin to learn what it takes to create a poem. Students will be expected to write analytically about poetry in addition to writing their own.

Fiction and Film

ELA2042 - Honors

ELA2043 - College Prep 1

Semester 2.5 credits 10-12

Students will explore the art of storytelling through different mediums, namely through fictional literature and through film. Students will identify and analyze a filmmaker's choices and craft in transitioning a story from the structure of a novel to the genre of film, and they will write informatively and analytically about both the literature read for the course and the corresponding films viewed.

Creative Writing Workshop

ELA2092 - Honors

ELA2093 - College Prep 1

Semester 2.5 credits 9-11

This course is about much more than simply practicing how to write. It is about developing student voice, encouraging self-expression, and reflecting carefully on writing processes and products. Students will write and rewrite intensely, participate in writing circles, examine how genre affects content and process, and study distinguished writers. It is also expected that students are motivated to experiment, take risks, and share work. Students will complete various units, each focusing on a different skill, genre, and necessary "writer's mentality". Through mini-lessons, writing activities, and long term assignments, students will develop their writing voice and skills. An essential piece of the course will be the student's participation in writing circles and one-on-one conferences. Protocols will be used to guide writers in discussions about process and the product, thus willingness to share work and give feedback is central to the course.

WORLD LANGUAGE COURSES

WRL0013 French 1

College Prep 1

Full year

5 credits

9–12

In this introductory level French course, students will begin to explore Francophone cultures and acquire the basic skills necessary to communicate in French. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to participate actively by using French to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice Mid level of proficiency, in which they will be able to communicate by using a number of isolated words and memorized phrases in contexts that are familiar and rehearsed.

WRL0022 French 2

Honors

Full year

5 credits

9–12

This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore the Francophone cultures and expand and refine all communication skills in French at an accelerated pace. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to participate actively by using French to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information.

Prerequisite: French 1 and teacher recommendation

WRL0023 French 2

College Prep 1

Full year

5 credits

9–12

In this second level language course students will continue to learn about Francophone cultures and expand and refine all communication skills. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to participate actively by using French to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information.

Prerequisite: French 1 and teacher recommendation

WRL0032 French 3

Honors

Full year

5 credits

10–12

This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore Francophone cultures and expand and refine all communication skills in French at an accelerated pace with added emphasis on oral communication, composition and authentic reading material. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Low level of proficiency, in which they will be able to use the language to create meaning.

Prerequisite: French 2 and teacher recommendation

WRL0033 French 3

College Prep 1

Full year

5 credits

10–12

In this third level language course students will continue to learn about Francophone cultures and expand and refine all communication skills with added emphasis on oral communication, composition and authentic reading material. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at a Novice High level and progressing towards an Intermediate Low level of proficiency, in which they will be able to use the language to create meaning.

Prerequisite: French 2 and teacher recommendation.

WRL0042 French 4**Honors***Full year**5 credits**11–12*

This course is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. Communication skills and cultural knowledge will be refined and expanded at an accelerated pace. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. *Prerequisite: French 3 HON or CP1 and teacher recommendation*

WRL0043 French 4**College Prep 1***Full year**5 credits**11–12*

In this fourth level language course communication skills and cultural knowledge will be refined and expanded. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Low level and progressing towards an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. *Prerequisite: French 3 and teacher recommendation*

WRL0052 French 5**Honors***Full year**5 credits**12*

This course of college level work at an accelerated pace is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. This course will be taught 90% in French. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. *Prerequisite: French 4 HON or CP1 and teacher recommendation*

WRL0053 French 5**College Prep 1***Full year**5 credits**12*

This challenging, fifth level language course will be taught at least 90% in French. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Mid level and progressing towards an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. *Prerequisite: French 4 and teacher recommendation*

WRL0061 French**Advanced Placement***Full year**5 credits**12*

This is a challenging course for students of high academic ability and strong motivation. Students will follow an approved AP curriculum that will prepare them for the exam in May. This course will be taught at least 90% in French and students will be expected to use French for all communication in class. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. Students will be expected to take the Advanced Placement Examination in May. Summer course work is required. *Prerequisite: French 4 Honors and/or teacher recommendation*

WRL1013 Spanish 1**College Prep 1***Full year**5 credits**9–12*

In this introductory level Spanish course, students will begin to explore Hispanic cultures and acquire the basic skills necessary to communicate in Spanish. This course will be taught 80% in Spanish using

comprehensible input techniques. Students will learn strategies to enable them to be participate actively by using Spanish to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice Mid level of proficiency, in which they will be able to communicate by using a number of isolated words and memorized phrases in contexts that are familiar and rehearsed.

WRL1022 Spanish 2

Honors

Full year

5 credits

9-12

This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore Hispanic cultures and expand and refine all communication skills in Spanish at an accelerated pace. This course will be taught 80% in Spanish using comprehensible input techniques. Students will learn strategies to enable them to be participate actively by using Spanish to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information.

Prerequisite: Spanish 1 and teacher recommendation

WRL1023 Spanish 2

College Prep 1

Full year

5 credits

9-12

In this second level language course students will continue to learn about Hispanic cultures and expand and refine all communication skills. This course will be taught 80% in Spanish using comprehensible input techniques. Students will learn strategies to enable them to be participate actively by using Spanish to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information.

Prerequisite: Spanish 1 and teacher recommendation

WRL1032 Spanish 3

Honors

Full year

5 credits

10-12

This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore Hispanic cultures and expand and refine all communication skills in Spanish at an accelerated pace with added emphasis on oral communication, composition and authentic reading material. This course will be taught 90% in Spanish using comprehensible input strategies. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Low level of proficiency, in which they will be able to use the language to create meaning.

Prerequisite: Spanish 2 and teacher recommendation.

WRL1033 Spanish 3

College Prep 1

Full year

5 credits

10-12

In this third level language course students will continue to learn about Hispanic cultures and expand and refine all communication skills with added emphasis on oral communication, composition and authentic reading material. This course will be taught 90% in Spanish using comprehensible input strategies. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at a Novice High level and progressing towards an Intermediate Low level of proficiency, in which they will be able to use the language to create meaning.

Prerequisite: Spanish 2 and teacher recommendation.

WRL1042 Spanish 4

Honors

Full year

5 credits

11-12

This course is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. Communication skills and cultural knowledge will be refined and expanded at an accelerated pace. This course will be taught 90% in Spanish using comprehensible input strategies. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. *Prerequisite: Spanish 3 HON or CP1 and teacher recommendation*

WRL1043 Spanish 4**College Prep 1***Full year**5 credits**11–12*

In this fourth level language course communication skills and cultural knowledge will be refined and expanded. This course will be taught 90% in Spanish using comprehensible input strategies. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. . By the end of this course it is expected that students will be at an Intermediate Low level and progressing towards an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. *Prerequisite: Spanish 3 and teacher recommendation.*

WRL1052 Spanish 5**Honors***Full year**5 credits**12*

This course of college level work at an accelerated pace is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. This course will be taught 90% in Spanish. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers.

Prerequisite: Spanish 4 HON or CP1 and teacher recommendation

WRL1053 Spanish 5**College Prep 1***Full year**5 credits**12*

This challenging, fifth level language course will be taught at least 90% in Spanish. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Mid level and progressing towards an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers.

Prerequisite: Spanish 4 and teacher recommendation

WRL1061 Spanish**Advanced Placement***Full year**5 credits**12*

This is a challenging course for students of high academic ability and strong motivation. Students will follow an approved AP curriculum that will prepare them for the exam in May. This course will be taught at least 90% in Spanish and students will be expected to use Spanish for all communication in class. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. Students will be expected to take the Advanced Placement Examination in May. Summer course work is required.

Prerequisite: Spanish 4 Honors and/or teacher recommendation

WRL4033 Spanish for Travel**College Prep 1***Semester**2.5 credits**10-12*

This semester course will focus on various expressions, cultural knowledge, and travel tips that are particularly useful for travel to a Spanish-speaking country. Students will be assigned a correspondent from a Spanish high school with whom they will participate in both written and spoken exchanges. This course is strongly recommended for Spanish Exchange participants; however it does not replace enrollment and completion of a sequential full-year course.

Prerequisite: Spanish 3 and teacher recommendation

Spanish for Students with Advanced Oral Proficiency

Full Year

5 credits

College Prep 1

9-12

WRL1073 – Beginner

WRL1083 – Intermediate

WRL1093 – Advanced

This challenging, high-level language course will be taught 100% in Spanish. Students will be expected to use Spanish 100% of the class and be active, daily participants. The primary goal of this course is for students to develop advanced literacy in Spanish with a special focus on reading, writing, and 21st century communication skills. While enrolled students are expected to meet oral proficiency standards in Spanish, the course accommodates various levels of literacy in Spanish through personalized instruction and skill development. Due to the personalized nature of the curriculum, this course is considered multi-level. As such, students may enroll in Spanish for Students with Advanced Oral Proficiency as a beginner, intermediate, and advanced learner over the course of three years.

Prerequisite: Students enrolling in this course should have no less than Advanced Low ACTFL oral proficiency, as determined by teacher recommendation.

NOTE: Students will not be allowed to repeat a failed World Language class more than once.

HEALTH COURSES

The focus of the Health program is to help students ***Build Resilience*** so they will be more successful in school and live a healthier life. Through the three strands of Health Literacy, Healthy Self-Management and Health Promotion, students will increase their knowledge of health information. They will also develop, practice and use healthy self-management skills to improve personal health and promote health in the school, community and the workplace.

PEH0014 Health Education 1

Semester *2.5 credits* *9*

Health Education 1 explores the physical, mental, emotional and social aspects of teen life. Students are taught necessary skills to access valid information, develop healthy lifestyles, establish goals and make health enhancing decisions. Student will understand the components of eating healthy and staying fit, managing stress, avoiding drugs alcohol and tobacco and will examine the issues surrounding sexual responsibility and avoiding risky sexual behaviors.

PEH0024 Health Education 2

Semester *2.5 credits* *10*

Health Education 2 is designed to enhance previous knowledge of health topics and focuses on demonstrating healthy behaviors to prevent disease, improve mental health, establish healthy relationships and resolve conflicts. Students will also explore violence prevention, reproductive health, sexuality and the basics of first-aid, and cardiopulmonary resuscitation (CPR).

PEH1104 Wellness for Life: Self Care and Mindfulness

Semester *2.5 credits* *11-12*

This is a classroom based course that examines all of the dimensions of health and wellness. An emphasis is placed on the wellness wheel and what factors go into making someone well. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies to improve lifetime health, mindfulness and self-care such as breathing techniques and yoga.

MATHEMATICS COURSES

Calculator Use and Suggested Devices: All mathematics courses listed here include the use of calculators both in the classroom and on homework. It is strongly recommended that all students purchase their own graphing calculators and develop proficiency with them. The TI-84 Plus graphing calculator is the recommended calculator. Students who previously purchased the TI-83 can continue to use that graphing calculator. A graphing calculator is required for taking the Calculus AP and Statistics AP exams. Students can greatly benefit from using a calculator that they are familiar with when taking high stakes assessments as well as in their post-high school course work.

Please see the flow chart at the end of this section for course sequencing.

MAT0013 Algebra 1

Full year

College Prep 1

5 Credits

This college preparatory course formalizes and extends the mathematics that students learned in the middle grades, providing a solid foundation of algebra following the Common Core State Standards for the college-bound student. In this course, students will learn about solving equations and inequalities, graphing and solving both linear and quadratic equations, solving systems of equations, properties of exponents, working with polynomials and factoring, and operations with rational expressions. This course is recommended for students who took Algebra CP in the 8th grade and can benefit from strengthening their understanding of Algebra. *Prerequisite: Departmental recommendation*

MAT0024 Algebra 1

Full year

College Prep 2

5 credits

The content of this course is similar to Algebra 1 College Prep 1. Following the Common Core State Standards, students continue to express relationships between quantities verbally, pictorially, graphically, and symbolically. Concepts reviewed and reinforced include solving and graphing linear and quadratic equations, solving algebraic equations, solving systems of equations and inequalities, exponents, and operations with rational numbers. This course is recommended for students who took Algebra CP in the 8th grade and can benefit from strengthening their understanding of Algebra. *Prerequisite: Departmental recommendation*

MAT0042, MAT0102 Geometry 9, 10 Honors

Full year

5 credits

The objective of this rigorous honors college preparatory course is for students to explore more complex geometric situations and deepen their explanations of geometric relationships by presenting and hearing formal mathematical arguments. Following the Common Core State Standards, this course requires students to develop basic definitions, examine and apply postulates and theorems to a detailed study of triangles, quadrilaterals, perpendicularity, and parallelism. Right triangle trigonometry is introduced and explored. Although mastery of concepts in two-dimensional geometry is the primary goal of the course, three-dimensional concepts are also introduced. *Prerequisite: Algebra 1 and departmental recommendation*

MAT0043 Geometry

Full year

College Prep 1

5 credits

This course largely parallels the topics of the Geometry Honors course with somewhat less emphasis on the theoretical aspects of Geometry. Following the Common Core State Standards, students will gain an understanding and demonstrate the application of plane geometry, deductive reasoning and logic, similarity, areas and volumes of plane and solid figures, and coordinate geometry. Students will explore right triangle trigonometry, proof, and construction of geometric figures using a variety of manual and technological tools. *Prerequisite: Algebra 1 and departmental recommendation*

MAT0044 Geometry**College Prep 2***Full year**5 credits*

The content of this course is similar to Geometry College Prep 1 but with greater emphasis on review of prerequisite skills. A major goal of this course is to develop an understanding of the concepts of Geometry following the Common Core State Standards. Students in this course will gain an understanding and demonstrate the application of plane geometry, deductive reasoning and logic, similarity, properties of triangles and special right triangles, areas and volumes of plane and solid figures, and coordinate geometry. Students will explore concepts including right triangle trigonometry, proof, and geometric constructions. This course will include a substantial focus on the topics often covered in the 10th grade Mathematics MCAS exam. *Prerequisite: Algebra 1 and departmental recommendation*

MAT0052 Algebra 2**Honors***Full year**5 credits*

This honors level course is intended for students who are capable of profiting from an accelerated and deeper treatment of the topics typically included in an Algebra 2/Trigonometry course in one year. Following the Common Core State Standards, topics will include properties and operations in the real number system, sequences and series, graphing and solving quadratic equations, systems of equations, matrices, functions, graphing first and second degree equations, and trigonometry. *Prerequisite: Algebra 1 and departmental recommendation*

MAT0053 Algebra 2**College Prep 1***Full year**5 credits*

This college preparatory course is designed to build on students' existing mathematical skills and help them develop more sophisticated problem-solving skills. Building on their work with linear, quadratic, and exponential functions, students will extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions. Following the Common Core State Standards, topics will include properties and operations in the real number system, sequences and series, graphing and solving quadratic equations, systems of equations, functions, graphing first and second degree equations, and the elements of coordinate geometry. This course is important for success on the SAT and in subsequent mathematics courses. *Prerequisite: Algebra 1 and departmental recommendation*

MAT0054 Algebra 2**College Prep 2***Full year**5 credits*

The content of this course is similar to Algebra 2 College Prep 1 but with a greater emphasis on review of prerequisite skills and less emphasis on advanced algebra topics and trigonometry. In this course, students will refine their mathematical skills to prepare themselves for the SAT, future courses involving mathematics, and the application of mathematical concepts in the real world. Following the Common Core State Standards, topics include discussions around real numbers and integers as well as irrational numbers and exponents. This course focuses on problem solving strategies and real world application of mathematics through the lens of sequences and series, radical expressions, simple radical expressions, and quadratic equations. *Prerequisite: Algebra 1 and departmental recommendation*

MAT0082 Pre-Calculus**Honors***Full year**5 credits*

This rigorous honors-level college preparatory course provides the opportunity for students to expand upon, integrate, and develop strong theoretical mathematical skills. The course forms the basis for courses involving advanced calculus and helps prepare students for the mathematics found in a variety of other disciplines. Following the Common Core State Standards, this course includes rational & radical equations and inequalities, and linear, quadratic, polynomial and inverse functions. The role of the graphs of each of these functions will be explored in detail. The study of trigonometry will be extensive including: solving triangles, graphing trigonometric functions, simplifying trigonometric expressions, and solving trigonometric equations. In addition, logarithms, analytic geometry, sequence and series, polar coordinates and the basic calculus concepts of limits and continuity will be studied. *Prerequisite: Algebra 2 and departmental recommendation.*

MAT0083 Pre-Calculus **College Prep 1**

Full year *5 credits*

This advanced college preparatory course prepares students for future studies in calculus and other college-level mathematics courses. Curriculum will follow the Common Core State Standards. The content of this course is similar to Honors Pre-Calculus beginning with more review of key Algebra 2 concepts including rational & radical equations and inequalities, and linear, quadratic, polynomial and inverse functions. The role of the graphs of each of these functions will be explored in detail. The study of trigonometry will be extensive including: solving triangles, graphing trigonometric functions, simplifying trigonometric expressions, and solving trigonometric equations. In addition, logarithms and analytic geometry will be studied. *Prerequisite: Algebra 2 and departmental recommendation*

MAT0091 Calculus AB **Advanced Placement**

Full year *5 credits*

This Advanced Placement course challenges students to strengthen and build on their mathematical skills and to pursue diverse problem situations with clarity, conviction, and enthusiasm. This course adheres to the guidelines of the AP Program of the College Entrance Examination Board and is designed to prepare students for the AP Calculus AB Examination. An intensive and extensive coverage of functions, limits, continuity, differentiation and integration will be covered. This will include applications of the derivative such as curve sketching, maxima and minima problems, related rates, marginal cost and profit and applications of integration such as area under a curve, law of exponential change and volumes of revolution. In addition, practice and preparation for the AP exam will be included throughout the year. Students will be required to complete summer work which will be included in their first term grade. *Prerequisite: Pre-Calculus and departmental recommendation*

MAT0111 Calculus BC **Advanced Placement**

Full year *5 credits*

This Advanced Placement course is designed for those exceptional math students who intend to pursue further study in mathematics, science, or engineering. AP Calculus BC extends the content learned in Calculus AB to different types of equations and introduces the topics of infinite series, and parametric, vector, and polar functions. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. This will be a fast paced course, taught with the expectation that students understand and can apply those topics learned in Pre-Calculus without further review. *Prerequisite: Successful completion of Calculus AB or successful completion of Pre-Calculus Honors with departmental recommendation*

MAT0092 Calculus **Honors**

Full year *5 credits*

This honors course is intended for students who will be expected to take calculus in college. Students will build on concepts learned in Pre-Calculus, with topics including a review of functions, analytic geometry and trigonometry. The standard topics of calculus are covered including limits, continuity, differentiation, curve sketching, and integration with an emphasis on business applications. *Prerequisite: Pre-Calculus and departmental recommendation*

MAT1021 Statistics **Advanced Placement**

Full year *5 credits*

This rigorous course adheres to the guidelines of the Advanced Placement Program of the College Entrance Examination Board. The course content is divided into four categories as follows: exploratory analysis of data which makes use of graphical and numerical techniques to study patterns and departure from patterns, collection of data according to well-developed plans in order to obtain valid information on a conjecture, use of probability to anticipate what the distribution of data should look like under a given model, and statistical inference which guides the selection of appropriate models. In addition, practice and preparation for the AP exam will be included throughout the year. Students will be required to complete summer work which will be included in their first term grade. *Prerequisite: Algebra 2 and departmental recommendation*

MAT1033 Advanced Algebra w/ Trigonometry**College Prep 1***Full year**5 credits*

This year-long college preparatory course builds on student's algebraic foundation. In addition, this course prepares students for future studies in mathematics and prepares students for standardized tests including the SAT, ACT, and ACCUPLACER. Topics include linear, quadratic and polynomial functions, rational equations, complex numbers, factoring polynomials, exponential functions, logarithms, sequence and series, and trigonometry, as well as applications of these topics. The course is recommended for students who have completed Algebra 2 CP1 and need more work before taking a Pre-Calculus course. Advanced Algebra & Trigonometry course fulfills the four-year math requirement. *Prerequisite: Algebra 2 and departmental recommendation. Students who have successfully completed Pre-Calculus are not eligible to take this course.*

MAT1044 Topics of Advanced Mathematics**College Prep 2***Full year**5 credits*

This course solidifies student's high school mathematics foundation in Algebra 1, Geometry, and Algebra 2, as well as problem solving. Units of study include critical thinking and logic, systems of numeration, number theory, systems of linear equations, function families, statistics, probability, and financial literacy, as well as applications of these topics. Topics of Advanced Mathematics course fulfills the four-year mathematics requirement. This course cannot be taken while enrolled in the elective course Personal Finance. *Prerequisite: Algebra 2 and departmental recommendation. Students who have successfully completed Pre-Calculus are not eligible to take this course.*

MAT1053 Statistics & Probability**College Prep 1***Full Year**5 credits*

This year-long college preparatory course prepares students for future studies in statistics and other college-level courses that make use of statistics. This course will introduce students to the concepts and principles of statistics and probability including vocabulary and real-world applications. Topics include data classification, measures of central tendency and variation, experimental design, frequency distributions and their graphs, basic concepts of probability and counting, and probability distributions including the binomial and normal distributions. Statistical inference will also be studied including constructing confidence intervals and testing hypotheses. *Prerequisite: Algebra 2 and departmental recommendation*

MAT1012 Discrete Math**Honors***Full year**5 credits*

This course is designed for college bound students who want to explore various applications of mathematics along with the traditional topics studied in high school math courses. Topics covered will include pattern recognition, sequences, series, Fibonacci numbers, number theory, logic, truth tables, combinatorics, probability, matrices and applications, Euler circuits, networks, scheduling, and conflict resolution problems. This course is especially suited to those who enjoy mathematics, are talented in math, want to be challenged, and/or intend on majoring in mathematics, computer science, engineering, or business in college. This course can be taken while enrolled in Pre-Calculus or Calculus and fulfills the four-year math requirement. *Prerequisite: Honors Algebra 2 or departmental recommendation*

MAT2013 Consumer Math**College Prep 1***Semester**2.5 credits*

This semester-long course is designed for students in grades 9 and 10 to study real world applications of mathematics and reinforce foundational skills in high school mathematics. Topics may include hourly and overtime wages, net pay, checking and savings accounts, credit cards, financial responsibility, transportation costs, mark-ups, mark-downs, and discounts. This course does not fulfill mathematics course requirements for college entrance.

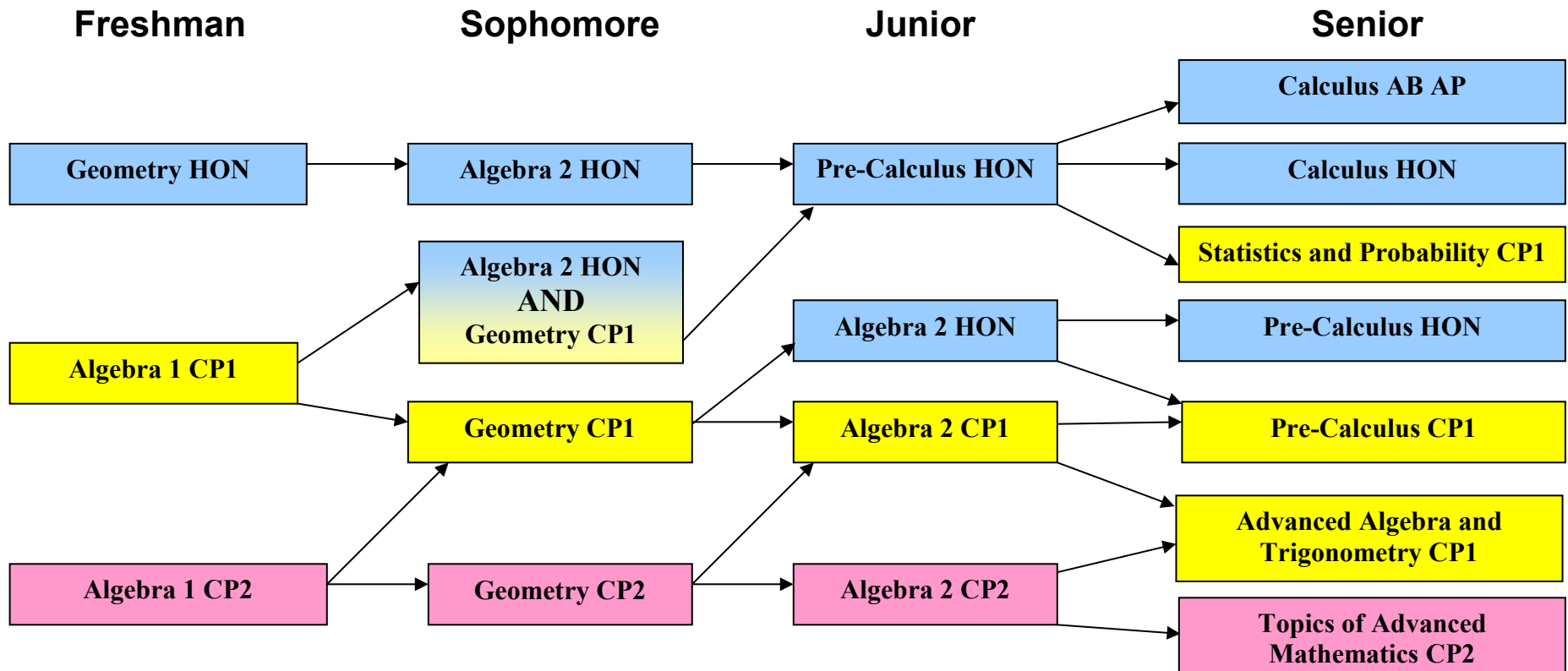
MAT2023 Personal Finance*Semester***College Prep 1***2.5 credits*

This semester-long course is designed for students in grades 11 and 12 to study real world applications of mathematics and reinforce college preparatory high school mathematics skills. Topics may include post graduate employment, checking and savings accounts, credit cards, budgets, housing costs, loan payments, investments, and health insurance. This course does not fulfill mathematics course requirements for college entrance. This course cannot be taken while enrolled in the course Topics of Advanced Mathematics.

MAT1061 AP Computer Science Principles **Advanced Placement***Full Year**5 credits**10-12*

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course prepares students for college and career. Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. The format of assessment for this course is 60% AP Exam score and 40% course performance tasks which are completed during classroom time throughout the school year. Please note that while this course does fall under Technical Studies, a strong mathematical background is suggested for students to be successful in this course. *Prerequisite: Algebra 1*

Typical Sequence of High School Math Courses Plymouth Public Schools



Full Year Mathematics Electives: Calculus BC AP, Statistics AP, Computer Science AP, Discrete Math HON
Semester Mathematics Electives: Consumer Math CP1, Personal Finance CP1

The chart above represents the typical sequence of math courses and does not demonstrate all possible options. During Sophomore year and continuing through Senior year, students have opportunities to take two math courses in the same year. Students should speak with their guidance counselor and math teacher to plan the best path for achieving their career and college goals.

NOTE: Four year math requirement

MUSIC COURSES

INSTRUMENTAL MUSIC ENSEMBLES

VPA1513 Concert Band **College Prep 1**

Full year *5 credits* *9-12*

Concert Band will build on skills developed through intermediate courses at the middle school and will also provide for students who are playing an instrument at a beginning level. Principles of correct playing technique and music reading will be emphasized. Students will increase the knowledge of musical concepts, music vocabulary and performance skills through a diverse repertoire of music and performance opportunities. All students are required to attend rehearsals, performances, and large group contests which may be scheduled outside of class time. May be repeated for credit.

VPA1532 Wind Ensemble **Honors**

Full year *5 credits* *10-12*

Wind Ensemble will focus on pre-college level performance repertoire and mastery of technical skills. Students will assume responsibility for leading rehearsals of sections and small ensembles under the direction of the teacher. Students will assist in study and performance initiatives such as combining with the orchestral students to create a full orchestra. Students will potentially perform as soloists and in small ensembles for school and community events. Rehearsals, performances and competitions outside of the school day are required. Students are expected to audition and participate in district, state, regional and national festivals and honor ensembles, as well as to participate in musical productions and performance/scholarship opportunities. May be repeated for credit.

Prerequisite: placement in this ensemble will be by audition

VPA1563 String Orchestra **College Prep 1**

Full year *5 credits* *9-12*

String Orchestra is a performance ensemble string players with an emphasis on increasing technical proficiency on a chosen instrument, performing a wide variety of repertoire (MENC III), and participating in small ensembles to develop musical independence. All students are required to attend rehearsals, performances and large group contests. Some students may serve as soloists and/or assistant section/ensemble rehearsal leaders. Students will have the opportunity to audition and participate in district, state, regional and national festivals, honor ensembles, musical productions, and performance/scholarship opportunities. May be repeated for credit.

Prerequisite: two years playing or departmental recommendation

VPA2562 Advanced String Ensemble **Honors**

Full Year *5 credits* *10-12*

Advanced String Ensemble will focus on pre-college level performance, repertoire, and mastery of technical skills. Students will assume responsibility for leading rehearsals of sections and small ensembles under the direction of the teachers. Students will potentially perform as soloists and in small ensembles for school and community events. Students are expected to audition and participate in district, state, and regional, and national festivals and honor ensembles, as well as to participate in musical production and performances. Rehearsals, performances, and competitions outside of the school day are required. May be repeated for credit.

Prerequisite: placement in this ensemble will be by audition

VPA2583 Percussion Ensemble **College Prep 1**

Full year *5 credits* *9-12*

Percussion Ensemble is designed to give percussionists individualized and group instruction on a variety of instruments. This course is designed to give percussion students a well-rounded percussion education. Students will develop musicianship skills on various percussion instruments including, but not limited to: snare drum, drum set, timpani, marimba, vibraphone, and percussion instruments from other cultures. Percussion students will play in small ensembles as well as play the percussion parts for the concert band and orchestra music that requires coverage. Students with interest in or prior experience in playing percussion and/or ensemble experience are appropriate for this course. All students enrolled in Percussion

Ensemble will participate in Instrumental Concerts during the school year as well as perform at other community events.

VOCAL MUSIC ENSEMBLES

VPA1713 Chorus **College Prep 1**

Full year *5 credits* *9-12*

Chorus is an intermediate level vocal ensemble that will emphasize vocal health, proper breathing, posture and alignment. Students will practice sight-singing and ear-training strategies, part-singing, develop technical proficiency, and gain performance experience through the study and re-creation of a variety of musical genres. Repertoire in foreign languages will be explored. Students will perform in small ensembles for school and community events. Students will have the opportunity to audition and participate in district, state, regional and national festivals, honor ensembles, musical productions and performance/scholarship opportunities. This course may be repeated for credit.

VPA1742 Mixed Choir **Honors**

Full year *5 credits* *10-12*

Choir is an auditioned, performance-based course designed to instruct the student in intermediate and advanced techniques of mixed voice singing and of music from a variety of time periods and genres. Students in the ensemble are expected to practice music outside of class, attend any and all performances outside of the school day, and are highly encouraged to take part in private voice study outside of school. This course may be repeated for credit.

Prerequisite: audition

VPA1772 Treble Choir **Honors**

Full Year *5 Credits* *10-12*

Treble Choir is an auditioned, performance-based course designed to instruct the student in intermediate and advanced techniques of treble voice singing and of music from a variety of time periods and genres. Students in the ensemble are expected to practice music outside of class, attend any and all performances outside of the school day, and are highly encouraged to take part in private voice study outside of school. Students will practice sight-singing and ear-training strategies, part-singing, develop technical proficiency, and gain performance experience through the study and re-creation of a variety of musical genres. Repertoire in foreign languages will be explored. Students will perform in small ensembles for school and community events. Students will have the opportunity to audition and participate in district, state, regional and national festivals, honor ensembles, musical productions and performance/scholarship opportunities. This course may be repeated for credit.

Prerequisite: audition

PEDAGOGY CLASSES

VPA2514 Class Piano 1

Semester *2.5 credits* *9-12*

Basic piano skills will be introduced, including scales, key signatures, chord structures, proper fingering and note reading. Students will learn and perform individually and in a group. Digital and acoustic pianos will be utilized. Students will have an opportunity to play solo, in an ensemble and to create, rehearse and perform personal compositions. The class will culminate with an in-class performance for invited guests.

VPA2524 Class Piano 2

Semester *2.5 credits* *9-12*

Class Piano II will build upon concepts and skills mastered in Class Piano I. Duet playing, accompanying, reading vocal scores, and improvisation will be studied. Students will perform individually and in a group. Digital and acoustic pianos will be utilized. The class will culminate in a public performance – solo, group ensemble and/or multi- media- presentation of historically varied piano repertoire.

Prerequisite: passing grade in Class Piano 1

VPA2534 Class Guitar 1

Semester *2.5 credits* *9-12*

Class Guitar 1 is an introduction to acoustic guitar playing. Students will learn note reading, chords, frets, tab, and notation will be emphasized. Strumming and picking techniques will be practiced. Group instruction will guide daily practice and encourage musical independence. Students will have an opportunity to play solo, in an ensemble, and to create, rehearse and perform personal compositions. The class will culminate with an in-class performance for invited guests.

VPA2544 Class Guitar 2

Semester *2.5 credits* *9-12*

Class Guitar 2 will build on concepts and skills mastered in Class Guitar I. Students will study individually and in small groups to increase musical independence. Intermediate chord positions and fingering patterns, picking and strumming techniques and repertoire will be studied. Master guitar players and repertoire will be studied. Students will participate in peer teaching with teacher supervision. The class will culminate in a public performance - solo, group, ensemble, and/or multi-media. This course may be repeated with teacher permission. *Prerequisite: passing grade in Class Guitar 1*

VPA2554 Introduction to Music Technology

Semester *2.5 credits* *9-12*

Students will learn fundamental concepts of technology used in the performing arts, focused around audio, lighting, and visual projection equipment and software. The course will focus on topics including recording and manipulating audio and MIDI, audio and data signal flow, safety and setup of theatrical lighting equipment, and programming lighting cues and presets. Students will work on individual and small group projects using audio loops and found audio, as well as their own original compositions, and projects based on different uses of theatrical equipment.

Prerequisite: recommendation from VPA Teacher

VPA3563 Advanced Music Technology **College Prep 1**

Semester *2.5 credits* *10-12*

Students will learn advanced concepts of music technology, focused around creatively manipulating audio through the tools of a Digital Audio Workstation and live sound equipment. The course will focus on topics including audio editing and mixing, making informed creative decisions in audio, analyzing music from an audio engineering perspective, creating electronic sounds, and practical applications of audio technology. Students will work on individual and small group projects using loops, found audio, and their own original compositions.

Prerequisite: Introduction to Performing Arts Technology, and either Music Theory 1 or two semesters of a music ensemble, or a recommendation from VPA Teacher based on prior personal experience in music technology

MUSIC THEORY

VPA3513 Music Theory 1 **College Prep 1**

Semester *2.5 credits* *9-12*

Music Theory I is designed for students to become familiar with the nomenclature of music. Students will learn to read and write notes in all clefs, identify and replicate musical intervals, understand simple and compound time signatures, learn key signatures for all keys and study the concepts of parallel and relative minor. Sight-reading and ear training abilities will be developed through the use of basic keyboard and singing techniques. Major key harmonies will be taught, including 7th chords. Melodic contour, simple 2 and 3-part songs, rounds, ostinatos and other basic musical forms and compositional techniques will be studied. Students will compose short original compositions displaying their application of knowledge. The compositions may be group or individual projects. All final compositions will be performed in a school-based lecture demonstration.

Prerequisite: one of the following: Piano 1, Guitar 1, band or choral ensemble or private music instruction

VPA3522 Music Theory 2 **Honors**

Semester *2.5 credits* *9-12*

Music Theory II builds upon concepts mastered in Music Theory I. Minor key tonalities will be expanded. Modes and foreign harmonies will be introduced. Counterpoint and advanced rhythmic ideas will be incorporated in listening and writing exercises. The practice of ear training and sight singing will advance in tandem with the exploration of 20th century, jazz, and pop harmonies. Keyboards will be used as a vehicle for composing and understanding more complex chordal progressions and intervallic relationships. Software and technology will be incorporated to assist in the production of compositional products. Final products will be exhibited in a school performance.

Prerequisite: passing grade in Music Theory 1

VPA3531 Music Theory **Advanced Placement**

Full Year *5 credits* *11-12*

AP Music Theory is designed for students proficient in the theoretical concepts developed through Music Theory I and II, interested in pursuing compositional skills and/or considering majoring in music in post-secondary education.) AP Music Theory is an intensive study in complex harmonic progressions, four-part writing, counterpoint, dictation, solfege, keyboard, form and analysis. Students will become familiar with compositional templates ranging from early chorales to the expanded sonata-allegro form found in the works of Beethoven. Emphasis will be placed on writing and analyzing in the styles of composers from Bach through the 20th century and contemporary composers. Coursework will prepare students for success on the College Board AP Music exam.

Prerequisite: passing grade in Music Theory 2 and departmental recommendation

SURVEY CLASSES

VPA4524 Introduction to Theatre

Semester *2.5 credits* *9–12*

This is an introductory academic class in accordance with the National Theatre Standards for students genuinely interested in all aspects of the theatre. The course provides students with an in-depth introduction to the theatre, including history, stagecraft, technical theatre, and performance through the course textbook and additional resources. Students will also learn the basics of pantomime, improvisation, and scripted acting, and will be expected to perform regularly in front of the class individually and with partners.

VPA4553 Theatre II **College Prep 1**

Semester *2.5 Credits* *10-12*

An advanced scene study class that focuses on developing a process for performing non-realistic “heightened” acting texts. Students will encounter plays that present unique challenges for actors in terms of language, physicality, characterization, style, content and text analysis. The class will structurally fuse the traditionally separate disciplines of acting, voice, and movement into a comprehensive unit by approaching the text simultaneously from these three perspectives. The work will proceed from the assumption that the actor’s performance must emerge from an expressively free and integrated instrument.

Prerequisite: Theatre I and departmental recommendation

PHYSICAL EDUCATION COURSES

The Physical Education program at Plymouth North High School is designed to offer students the necessary knowledge and skills to promote an understanding of lifelong wellness as they relate to the five fitness components: Muscular Endurance, Muscular Strength, Cardiovascular Endurance, Flexibility and Body Composition. Physical Education is a requirement for all students each year. Students participate daily, each year, for one semester.

Each student must earn 10 credits of Physical Education in order to satisfy the local graduation requirements. Any exceptions to the policy require medical documentation. All students exposed to the Fitness gram program as well as school-wide writing assignments. It is imperative that the student participate each and every day. The quality of participation is a major portion of the course grade.

REQUIRED COURSES

PEH1014 Grade 9 Physical Education 2.5 credits

The Grade Nine curriculum provides opportunities for students to improve upon and/or maintain a healthy level of fitness. The PE department has designed the curriculum to expose students to activities that include, but are not limited to: Project Adventure, Basketball, Pickle Ball, Weight Training, Cardiovascular Training, Volleyball, Field Games, Softball, and Volleyball. The five components of fitness are also a priority and infused into all courses.

PEH1054 Grades 10-12 Physical Education 2.5 credits

The upperclassman curriculum provides opportunities for students to improve upon and/or maintain a healthy level of fitness. The program is designed to expose students to a wide variety of lifetime skills and activities. Each unit is based on a 45 day cycle. During each cycle, students will experience an individual sport, a team sport, and a fitness component. Student voice is critical in this process. The rotation is assessed on a card that follows the student throughout the semester. Instructors will vary among the activities but they will communicate regarding student performance and overall assessment practices.

ELECTIVE COURSES

PEH1124 World Sports 2.5 credits 9-10

This course will examine sports from around the world and see how they relate to sports played in the USA. International sports will be paired with traditional sports in order to examine the similarities and differences in rules, equipment, strategies, and game play. Activities may include (but are not limited to): Football, Rugby, Softball, Cricket, Team Handball, and Tchoukball.

PEH1114 Personalized Fitness Training 9-10 2.5 credits 9-10

This course is designed for students motivated to learn more about fitness planning and exercising in the Weight Room. This course will consist of students learning about the important body systems and creating and implementing personalized fitness plans. Students should plan to workout vigorously for the entire class period. Training will focus on weight management, overall conditioning for health, sport specific training, muscle strength and endurance, and increasing cardiovascular endurance.

PEH1154 Personalized Fitness Training 11-12 2.5 credits 11-12

This course expands upon what was done in Introduction to Personalized Fitness Training. Students must have completed that course or have been approved by a P.E Teacher to take PFT. This course is designed for students motivated to exercise in the Weight Room. This course will consist of students creating and implementing personalized fitness plans. Students should have a strong understanding of the muscular system. Training will focus on weight management, overall conditioning for health, sport specific training, muscle strength and endurance, and increasing cardiovascular endurance.

PEH1164 Competitive Sports 9-10

2.5 credits

9-10

Using a variety of team sports, students will begin to practice skill improvement, learn the history of sport, develop strategies for successful game play, develop coaching skills, rules interpretation and the basics of officiating. Activity sessions include officiating, coaching, organization, game play, strategies, team building, sportsmanship, sports literacy and sports specific fitness training.

PEH1144 Competitive Sports 11-12

2.5 credits

11-12

Using a variety of team sports, students will practice skill improvement, learn the history of sport, develop strategies for successful game play, develop coaching skills, rules interpretation and the basics of officiating. Activity sessions include officiating, coaching, organization, game play, strategies, team building, sportsmanship, sports literacy and sports specific fitness training. Students will gain an understanding of the roles associated with being a member of a sports program in all associated roles: player, coach, official, statistician and fan.

PEH1184 Unified Team Building and Physical Wellness

2.5 credits

11-12

This course will explore concepts relating to team building and sportsmanship while creating opportunities to develop physical fitness. The goal of this course is to build relationships both socially and emotionally while demonstrating courage and promoting a positive attitude of improved self-esteem within the school community. Particular emphasis will be given to taking care of your body including healthy eating habits and establishing a daily exercise routine. Students will explore both team and individual sports while practicing basic skills and rule strategy as they explore various activities to better understand themselves and others. This will be an integrative inclusion learning experience, with students of all abilities and backgrounds welcome.

SCIENCE COURSES

STE0021 Biology **Advanced Placement**

Full year *5 credits* *10-12*

STEL021 AP Biology Lab **Advanced Placement**

Semester *2.5 credits* *10-12*

This laboratory course is designed for talented students who are planning to major in one of the sciences in college, although not necessarily biology. Emphasis is placed on four big ideas: evolution, energetics, information storage and transmission, and systems interactions. These ideas are spiraled throughout eight units of study, which include: chemistry of life; cell structure and function; cellular energetics; cell cycle; heredity; gene expression and regulation; natural selection; and ecology. This course also emphasizes specific science practices outlined for AP Biology by the College Board. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections. *Prerequisite: successful completion of Biology and completion/enrollment in Chemistry and departmental recommendation*

STE0022 Biology **Honors**

Full year *5 credits* *9*

This laboratory course will use curriculum that follows a science storyline approach with embedded real-world phenomena. The phenomena are carefully selected to anchor the unit storyline and motivate students to learn content and utilize science and engineering practices. Units of study include: (1) Ecosystems: Interactions, Energy, & Dynamics; (2) Ecosystems: Matter & Energy; (3) Inheritance and Variation of Traits; (4) Natural Selection & Evolution of Populations; and (5) Common Ancestry & Speciation. All students enrolled in this course will be expected to explore the various topics in depth, using a wide variety of resources. Students are expected to co-lead discussions, participate actively, and collaborate to move science thinking forward. Students in this course will take the MCAS Biology exam at the conclusion of the course. Passing the MCAS exam is a graduation requirement.

Prerequisite: departmental recommendation

STE0023 Biology **College Prep 1**

Full year *5 credits* *9*

This laboratory course will use curriculum that follows a science storyline approach with embedded real-world phenomena. The phenomena are carefully selected to anchor the unit storyline and motivate students to learn content and utilize science and engineering practices. Units of study include: (1) Ecosystems: Interactions, Energy, & Dynamics; (2) Ecosystems: Matter & Energy; (3) Inheritance and Variation of Traits; (4) Natural Selection & Evolution of Populations; and (5) Common Ancestry & Speciation. Students are expected to participate as active learners and collaborate to move science thinking forward. Students in this course will take the MCAS Biology exam at the conclusion of the course. Passing the MCAS exam is a graduation requirement. *Prerequisite: departmental recommendation*

STE0024 Biology **College Prep 2**

Full year *5 credits* *9*

This laboratory course will use curriculum that follows a science storyline approach with embedded real-world phenomena. The phenomena are carefully selected to anchor the unit storyline and motivate students to learn content and utilize science and engineering practices. Units of study include: (1) Ecosystems: Interactions, Energy, & Dynamics; (2) Ecosystems: Matter & Energy; (3) Inheritance and Variation of Traits; (4) Natural Selection & Evolution of Populations; and (5) Common Ancestry & Speciation. Students are encouraged to participate as active learners and collaborate to move science thinking forward. Students in this course will take the MCAS Biology exam at the conclusion of the course. Passing the MCAS exam is a graduation requirement. *Prerequisite: departmental recommendation*

STE3014 Biology 2 **College Prep 1**

Full year *5 credits* *9-12*

This is a continuation of all Biology courses for grade 9. Similarly, this course presents the topics on the MCAS Biology exam, including genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. The science and engineering practices are also a primary focus of this course. Students enrolled in this course will retake the MCAS Biology exam. Passing the MCAS exam is a graduation requirement.

Prerequisite: successful completion of Biology and departmental recommendation

STE0031 Chemistry **Advanced Placement**

Full year *5 credits* *11-12*

STEL031 AP Chemistry Lab **Advanced Placement**

Semester *2.5 credits* *11-12*

This laboratory course is designed for talented students to provide an opportunity equal in rigor to a college-level general chemistry course. Students must have a strong mathematical background to be successful in this course. Emphasis is placed on six big ideas with topics including the fundamental building materials of matter, chemical and physical properties of materials, changes in matter, reaction rates, laws of thermodynamics, and both the formation and breaking of bonds and intermolecular attractions. This course also emphasizes specific science practices outlined for AP Chemistry by the College Board. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

Prerequisite: successful completion of Chemistry and departmental recommendation

STE0032 Chemistry **Honors**

Full year *5 credits* *10-12*

This laboratory course provides a rigorous overview of general chemistry. To be successful in this course, students must be highly motivated and academically talented. The course emphasizes the strong connection between mathematics and science as all aspects are treated in an in-depth approach centering on disciplinary core ideas within matter and its interactions; motion and stability; forces and interactions; and energy. Students will be required to perform and design laboratory experiments and to communicate their findings through formal technical writing. Class work is supplemented by extensive laboratory work. Particular emphasis will be placed on science and engineering practices related to design and evaluation as well as investigation and modeling.

Prerequisite: successful completion of Biology, completion/enrollment in Algebra 2 and departmental recommendation

STE0033 Chemistry **College Prep 1**

Full year *5 credits* *10-12*

This laboratory course is designed to provide a general overview of basic chemistry. Successful completion of this course will provide a solid background in chemistry along with the necessary knowledge and skills to be successful in a college chemistry course. Students will supplement theory and class work with hands on laboratory experiences. Disciplinary core ideas include matter and its interactions; motion and stability – forces and interactions; and energy. Particular emphasis will be placed on science and engineering practices related to design and evaluation as well as investigation and modeling. Students are expected to apply mathematical reasoning when considering conservation of matter in chemical reactions and in comparing strength of acid-base solutions.

Prerequisite: successful completion of Biology, successful completion of Algebra 1 and departmental recommendation

Introduction to Organic Chemistry**STE2082 - Honors****STE2083 - College Prep 1**

Semester *2.5 credits* *11-12*

This laboratory course is an opportunity for students to be introduced to the basics of organic chemistry. Organic substances are a classification of chemicals that include many of the substances we

STE0061 Physics AP 1 **Advanced Placement**

Full year *5 credits* *10-12*

STEL061 AP Physics 1 Lab **Advanced Placement**

Semester *2.5 credits* *10-12*

This laboratory course is designed for talented students to provide an opportunity equal in rigor to a first-semester college course in algebra-based physics. Emphasis is placed on topics including kinematics, dynamics, circular motion and gravitation, energy momentum, simple harmonic motion, and torque and rotational motion. This course also emphasizes specific science practices outlined for AP Physics by the College Board. Laboratory experiences will focus on small group cooperative learning experiences that will incorporate data collection and analysis. Several open-ended project-based investigations will also be incorporated through the year. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

Prerequisite: enrollment in Pre-Calculus or enrollment/completion of Algebra 2 and departmental recommendation

STE0071 Physics AP 2 **Advanced Placement**

Full year *5 credits* *11-12*

STEL071 AP Physics 2 Lab **Advanced Placement**

Semester *2.5 credits* *11-12*

This laboratory course is designed for talented students to provide an opportunity equal in rigor to a second-semester college course in algebra-based physics. Emphasis is placed on topics including: fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course also emphasizes specific science practices outlined for AP Physics by the College Board. Laboratory experiences will focus on small group cooperative learning experiences that will incorporate data collection and analysis. Several open-ended project-based investigations will also be incorporated through the year. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

Prerequisite: successful completion of Physics Advanced Placement 1, enrollment/completion in Pre-Calculus and departmental recommendation

STE0053 Physics **College Prep 1**

Full year *5 credits* *10-12*

This laboratory course will provide a conceptual foundation in introductory physics along with problem solving strategies. A basic understanding of algebra is recommended. Motion and stability, forces and interactions, energy, and waves and their applications in technologies for information transfer will be presented. Appropriate small group, cooperative lab activities and hands-on experiences will be incorporated to develop students' problem solving skills with practical real world applications. Particular emphasis will be placed on developing and using models, analyzing and interpreting data, and engaging in argument from evidence. This course will provide significant foundational background for those students who wish to expand their understanding of physics to continue in a technical course of studies or humanities program at a post-secondary institution.

Prerequisite: departmental recommendation

STE1012 Human Anatomy & Physiology **Honors**

Full year *5 credits* *10-12*

This laboratory course will focus on all aspects of the human body, with emphasis on their interrelationships and regulation. Normal functioning is studied, as are the diseases that result when such functions break down. There is an extensive laboratory program emphasizing the relationship between structure and function in mammals. This course is recommended for those who desire a career in the medical field and plan on attending a four-year college or university.

Prerequisite: successful completion of Biology, completion/enrollment in Chemistry, and departmental recommendation

STE1013 Human Anatomy and Physiology 1**College Prep 1***Semester 2.5 credits 10-12*

This laboratory course focuses on the basic anatomy and physiology of the skeletal, muscular, nervous, digestive, respiratory, cardiovascular, endocrine, immune, urinary, and reproductive systems of the human body. The normal functioning of each system will be explored. This course is recommended for those who desire a career in the allied health sciences or as an elective for those students interested in learning more about the working of their body.

Prerequisite(s): successful completion of Biology and departmental recommendation

STE1023 Human Anatomy and Physiology 2**College Prep 1***Semester 2.5 credits 10-12*

This laboratory course focuses on the various diseases and wellness topics as they relate to the skeletal, muscular, nervous, digestive, respiratory, cardiovascular, endocrine, immune, urinary, and reproductive systems of the human body. This course is a continuation of Human Anatomy and Physiology 1 and is recommended for those who desire a career in the allied health sciences or as an elective for those students interested in learning more about the working of their body.

Prerequisite(s): successful completion of Human Anatomy and Physiology College Prep 1 and departmental recommendation

STE2023 Oceanography**College Prep 1***Semester 2.5 credits 10-12*

This laboratory course is designed for students who are interested in learning about the world's oceans and its inhabitants. It will review some basic biological and ecological concepts. Students will be introduced to general aspects of marine biology, including physical and chemical properties of the oceans, marine habitats and communities, a survey of marine organism diversity, relationships between humans and the sea, and careers in marine science.

Prerequisite(s): completion of Biology and departmental recommendation

STE0081 Environmental Science**Advanced Placement***Full Year 5 credits 11-12***STEL081 AP Environmental Science Lab****Advanced Placement***Semester 2.5 credits 11-12*

This laboratory course is designed for talented students to provide an opportunity equal in rigor to a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate

the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. There are several unifying themes that cut across these topics as well. This course also emphasizes specific science practices outlined for AP Environmental Science by the College Board. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

Prerequisite: successful completion of Biology and Chemistry and departmental recommendation

STE2053 Environmental Science**College Prep 1***Semester 2.5 credits 10-12*

This laboratory course will address global issues, which affect the sustainability of the planet. Students will explore how to meet the needs of the present without jeopardizing the needs of future generations. Major issues to be addressed will be: population and migration, climate change, energy, consumption and the quality of life, threats to ecosystems, and sustainability throughout the world by critically thinking about and discussing potential solutions. Required math skills include the ability to use the metric system to convert English system units, the use of scientific notation including operations that can be done on a scientific calculator, and the ability to resolve population-related equations using algebra skills.

Prerequisite: departmental recommendation

STE2063 Engineering Design Process**College Prep 1**

Semester 2.5 credits 9-10

This laboratory course will engage students with the application of the Engineering Design Process to the concept of physical computing and its use in technology, engineering, science, and decision-making. Through the use of microprocessors, sensors, and other electronic components students will gain hands-on experience gathering, processing, and using data. With an introduction to computer coding students will use the Engineering Design Process to explore problems related to systems utilized in modern toys and gadgets, Internet of Things devices, functional sensing and assessment, and more. The project-based nature of the course deals with all aspects of conceiving, designing and developing projects with physical computing. *Prerequisite: departmental recommendation*

STE2073 Forensics College Prep 1

Semester 2.5 credits 9-12

This laboratory course focuses on the analysis of physical evidence found at crime scenes. In addition to case studies, topics include blood, drugs and toxicology, types of evidence, and the analysis of DNA, hair, fibers, soil, and trace evidence. The fundamental objective is to learn the basic processes and principles of scientific thinking and apply them to solve problems through inquiry using critical thinking skills. The multidisciplinary nature of this course includes chemistry, anatomy and physiology, genetics, and physics, as well as math, law and communications. The course also includes independent research, student presentations, lab work, and informed decision-making using critical thinking and scientific problem solving. *Prerequisite(s): departmental recommendation*

PROJECT LEAD THE WAY BIOMEDICAL SCIENCES PATHWAY

The Plymouth Public Schools Science and Technology/Engineering Department offers a 4-year pathway in Biomedical Science. Students in this pathway will take the following courses, one each year, beginning as freshmen.

- Principles of Biomedical Science - available to freshmen accepted into the pathway
- Human Body Systems - available to sophomores enrolled in the pathway
- *Medical Interventions - available to juniors enrolled in the pathway
- Biomedical Innovation - available to seniors enrolled in the pathway

**Medical Interventions is the only Biomedical Sciences pathway course that may be counted toward graduation.*

The Biomedical Science Program requirements indicate that students are expected to take grade level appropriate mathematics and science classes each year concurrent with Biomedical courses. The Biomedical Science classes do not replace biology, chemistry, or physics classes. Students looking to go into a biomedical career need these sciences as well. Also, please note that all students must take and successfully pass the Science and Technology/Engineering MCAS exam in Biology as a requirement for graduation.

Additionally, it is expected that this program will connect students to courses and experiences that promote career exploration and readiness. Biomedical Science Staff will work collaboratively to create an instructional program that is rooted in project based learning and that which fosters partnerships with professionals that will expand on the opportunities for Plymouth students.

In order to be considered for acceptance into this program, you must complete an online application. The application may be found at <http://bitly.com/biomedapp>. Selection criteria include scholastic achievement, attendance, school behavior, and recommendations from the student's current Guidance Counselor, Assistant Principals, and Team Teachers. Applications are reviewed and selections made accordingly. Students may only apply for entrance into this program during the eighth grade. There is no wait list and late applications are not accepted.

For more information, check out <http://bitly.com/biomedinfo>. Also, feel free to contact Alison Riordan, Science Curriculum Coordinator (508-830-4477, ariordan@plymouth.k12.ma.us).

Principles of Biomedical Science

STE 1032 - Honors

STE1033 - College Prep 1

Full Year *5 credits* *9*

In the introductory laboratory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Prerequisite: enrollment in Biology and departmental recommendation

Human Body Systems

STE1042 - Honors

STE1043 - College Prep 1

Full Year *5 credits* *10*

In this laboratory course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students model organs and tissues; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Prerequisite: passing grade in Principles of Biomedical Sciences, passing grade in Biology; enrollment in Chemistry; and departmental recommendation

STE1052 Medical Interventions

Honors

Full Year *5 credits* *11*

In this laboratory course students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Prerequisite: passing grade in Human Body Systems, passing grade in Chemistry; and departmental recommendation

STE1062 Biomedical Innovations **Honors**

Full Year *5 credits* *12*

In the final laboratory course of the Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students must complete an independent project as part of the course requirements. *Prerequisite: passing grade in Medical Interventions; departmental recommendation*

SOCIAL STUDIES COURSES

The following are full year, five credit courses appropriate to the grade and ability level indicated. Students must pass United States History 1 and 2.

World History, US 1 and US 2

Honors

Students will be engaged in the reading and analysis of primary source documents beyond those required in the Massachusetts State Frameworks and will be expected to use such sources in formulating written response to open-response questions. Emphasis will be placed on the development and defense of thesis statements in writing essays. Focus will be on reading, writing and critical thinking skills. Students should be able to analyze, synthesize and evaluate concepts. Students choosing honors level classes need to be proficient in reading and writing and have demonstrated success in previous courses. Students should be organized and self-disciplined and be able to work independently outside of class. This course requires successful completion of a research project, and includes required summer assignments for World History and United States History 1 and 2. Course is designed for students who desire a high level of academic challenge. *Prerequisite: departmental recommendation*

College Prep 1

Students will be engaged in the reading and interpretation of different types of primary source documents and will be guided in using these sources to construct and defend thesis statements. Focus will be on reading, writing and critical thinking skills. Students are expected to be able to demonstrate knowledge and skills through a variety of methods, and be able to work independently with successful completion of a research project. Course is designed for students with a commitment to achieve high academic standards. *Prerequisite: departmental recommendation*

College Prep 2

Students will be engaged in activities that focus on strengthening critical thinking, reading, and writing skills. Students will be expected to complete independent work and demonstrate content knowledge through a variety of assessments. This course will focus on the mastery of state learning standards. Students will be able to define and summarize large bodies of knowledge and further develop analytical and problem solving skills. Course is designed to enhance skills and content knowledge. *Prerequisite: departmental recommendation*

World History

SOC0012 - Honors

SOC0013 - College Prep 1

SOC0014 - College Prep 2

Full year *5 credits* *9*

Students will examine the major developments of world history from c. 1500 to present. Topics studied include the Age of Ideas, revolutions of the 18th & 19th centuries, the Industrial Revolution, 19th century imperialism, the World Wars, the Cold War, and contemporary world issues. This course will also help students develop their analytical reading and writing skills through the use of primary and secondary sources.

Prerequisite: departmental recommendation

US History 1

SOC0022 - Honors

SOC0023 - College Prep 1

SOC0024 - College Prep 2

Full year *5 credits* *10*

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the

basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, and Reconstruction. Students will analyze the continued expansion westward and life on the frontier. The Honors course is designed to prepare students for AP level courses. *Prerequisite: departmental recommendation*

SOC0021 U.S. History Advanced Placement

Full year *5 credits* *11*

This course is an intensive college-level survey of United States history for the highly motivated student with a strong independent reading and writing skills and interest in history. Students are expected to take the Advanced Placement examination in May. Summer course work is required. *Prerequisite: successful completion of completion of US History 1 and departmental recommendation*

U.S. History 2

SOC0032 - Honors

SOC0033 - College Prep 1

SOC0034 - College Prep 2

Full year *5 credits* *11*

Students will examine the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations will be highlighted. Students will study the goals and accomplishments of the progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. *Prerequisite: departmental recommendation*

SOCIAL STUDIES ELECTIVES

All courses with the exception of AP level courses (and Conspiracy Theory), will be multi-level offering both Honors and College Prep 1. Students will choose Honors or College Prep 1 credit at the beginning of the semester. Honors and CP1 credit will be differentiated by the use of different rubrics, assignments and writing expectations.

The History of Plymouth & Massachusetts

SOC2202 - Honors

SOC2203 - College Prep 1

Semester *2.5 credits* *9–12*

This course is an overview of the history of our town and state from pre-1620 to present. Topics of study include Wampanoag history, the arrival of the Pilgrims, the establishment of the Massachusetts colony, the American Revolution from a local perspective, Plymouth & Massachusetts in the Civil War, the Industrial Revolution in our back yard, and 20th century state and local history. Particular emphasis will be given to studying the history of Plymouth in the context of our upcoming 400th anniversary.

Economics

SOC2022 - Honors

SOC2023 - College Prep 1

Semester *2.5 credits* *11–12*

This course focuses on the production, distribution, and consumption of goods and services. Also included are the various economic activities by which people earn a living. Topics include important economic theories, comparative economic systems, business cycles, stock market investments, the effects of international trade and debts. An Applied Economics project is a requirement.

International Relations

SOC2012 - Honors

SOC2013 - College Prep 1

Semester *2.5 credits* *11–12*

This course is a study of current world problems. It focuses on timely world issues Students learn about the

background of the issues, examine possible options for American policy, and determine the best solutions. Reading, discussion, and decision-making skills are emphasized in this course.

Criminal Justice

SOC2032 - Honors

SOC2033 - College Prep 1

Semester 2.5 credits 11-12

This course explores the law and its application to American life today. Using case studies, students learn about our present legal system and how it has changed to meet the needs of our society. Topics include the foundations of our legal system, civil law, criminal law, the rights of victims and witnesses, and the workings of our jury system.

Psychology

SOC2052 - Honors

SOC2053 - College Prep 1

Semester 2.5 credits 11-12

This semester course introduces the following topics in psychology: sensation and perception; theories of personality; infancy, childhood and adolescence; intelligence and creativity. The study of psychology helps students to better understand themselves and others.

SOC2063 Sociology

SOC2062 - Honors

SOC2063 - College Prep 1

Semester 2.5 credits 11-12

This semester course will cover a number of social issues while providing an introduction to behavioral sciences. An understanding and respect for different cultures / lifestyles is emphasized. Social conflict, poverty, family roles, status, race relations, marriage and divorce, deviant behavior, and societal change are topics that are covered during the semester.

SOC2072 US Conflicts from 1950 to the Present

SOC2072 - Honors

SOC2073 - College Prep 1

Semester 2.5 credits 12

This course will focus on military conflicts involving the US from 1950 to the present. It will present material on the Korean War, Vietnam War, The Persian Gulf War and the War in Iraq and Afghanistan. Material will include the use of primary source documents and media. Students will gain an understanding of these events during the specific time period of the event and the historical perspective.

Sports in American Society

SOC2082 - Honors

SOC2083 - College Prep 1

Semester 2.5 credits 11-12

This course is designed to look at American society through the lens of sports. It will explore issues such as: racism, women in sports, the rise of organized sport and commercialization of sports.

Citizenship and Civic Engagement

SOC2122 - Honors

SOC2123 - College Prep 1

Semester 2.5 credits 9-12

This course is designed for students who are interested in studying about issues, both local and global. Students will learn about being an active citizen and the role individuals play in making changes in their community, nation and world. They will investigate an issue to research individually or as part of a research team and create an action plan as a capstone project. Students will become familiar with local non-profit organizations serving the community as well at national and international groups. **(Honors credit for conducting service-learning project)**

Irish History

SOC2152 - Honors

SOC2153 - College Prep 1

Semester *2.5 credits* *10-12*

This course will study Irish History beginning with the Battle of the Boyne in 1690 and trace Ireland's history to the present. It will focus on the politics and culture including major events such as The Famine, Irish Nationalism and Partition, immigration and modern day Ireland.

The Civil War

SOC2162 - Honors

SOC2163 - College Prep 1

Semester *2.5 credits* *11-12*

This course will study the U.S. Civil War in greater depth and detail. Students will examine the immediate causes of the war, military campaigns and leadership of both the North and South, and the political, social, and economic consequences of the war.

African American History

SOC2172 - Honors

SOC2173 - College Prep 1

Semester *2.5 credits* *11-12*

This course offers students a deeper examination into Black and African American history spanning from ancestral Africa to the present day. This course will explore the major themes, issues and debates at the center of Black history and modern issues of race in America. Key topics studied in this course include ancestral origins in Africa; the transatlantic slave trade; slavery in the colonies; African Americans in the Revolutionary Era; agency, resistance, and abolition in antebellum America; The Civil War and Reconstruction; Jim Crow and segregation; Black joy and cultural achievement; the Civil Rights Movement; and contemporary issues of race in America.

Information and Media Literacy: Fake News, Hoaxes and Conspiracies

SOC2182 - Honors

SOC2183 - College Prep 1

Semester *2.5 credits* *9-12*

Why do conspiracy theories, hoaxes, and "fake news" spread so quickly? How do I know what is true or accurate? In this course, students will develop the critical thinking skills necessary to evaluate the validity of information in an increasingly complex and interconnected world. Students will learn and apply practical skills for spotting "fake news" and misinformation, using case studies from history and recent current events as examples. Students will also analyze the psychology of conspiracy theories to better understand how they spread through social media and other means.

History of Cinema and Television

SOC2042 - Honors

SOC2043 - College Prep 1

Semester *2.5 credits* *11-12*

The purpose of this course is to offer a deep insight into the evolution and the societal influence of cinema and television. Through complex reading and analysis activities that are aimed to develop visual literacy, which is a crucial component in shaping the 21st century learner. Using the National Film Study Standards set by the Film Foundation, the course will investigate the historical aspects of the film industry and how the art of filmmaking evolved throughout the 20th century through the study of the genre of film and television that spans decades. In our study of carefully selected films and television moments, we will critically write and debate about how they address or ignore societal issues such as race, gender, politics, etc.

SOC1031 Psychology

Advanced Placement

Full year *5 credits* *12*

This AP class will provide students with an in-depth understanding of psychological processes and phenomena. It will look at the major theories and current practices in the field of psychology. Topics of study include perception, learning, motivation, memory, personality and social psychology. Summer reading/assignments are required. Students are expected to take the AP exam in May.

SOC1011 European History**Advanced Placement**

Full year

5 credits

12

This course examines European history from the end of the Middle Ages up through the current political scene today. Students will learn about major trends and patterns of recent history, as well as the rise and fall of European influence throughout the world. A major part of the course is the emphasis on primary source materials from which students will make their own interpretation of historical events. Summer course work is required. Students are expected to take the Advanced Placement examination in May.

Prerequisite: departmental recommendation

TECHNOLOGY EDUCATION COURSES

TEC0014 Office Technology

Semester

2.5 credits

9–12

Students will get an introduction to the technology available to them in the school including Google Docs, MS Word, Google Sheets, MS Excel, Google Slides, and MS Power Point, as well as learn how to leverage these technologies in their work. An information literacy component is included. They will learn advanced techniques in Google Apps, including Drive, Gmail, and Sites. Students will also be introduced to web-based productivity tools for creation and presentation.

TEC0034 Introduction to Web Page Design

Semester

2.5 credits

9–12

Students will develop web pages using HTML and CSS, and Bootstrap. This course is designed for students who have no previous web page design experience. Students will work independently and collaboratively to create basic web pages.

TEC0043 Web Page Design II**College Prep 1**

Semester

2.5 credits

10–12

This class is designed to build on skills that students developed in Introduction to Web Page Design I. Students will learn to build, maintain, and design fully functional websites. They will work with different platforms including Weebly, Dreamweaver and Google.

Prerequisite: Introduction to Web Design or permission of the teacher

TEC0073 Basics of Computer Science**College Prep 1**

Semester

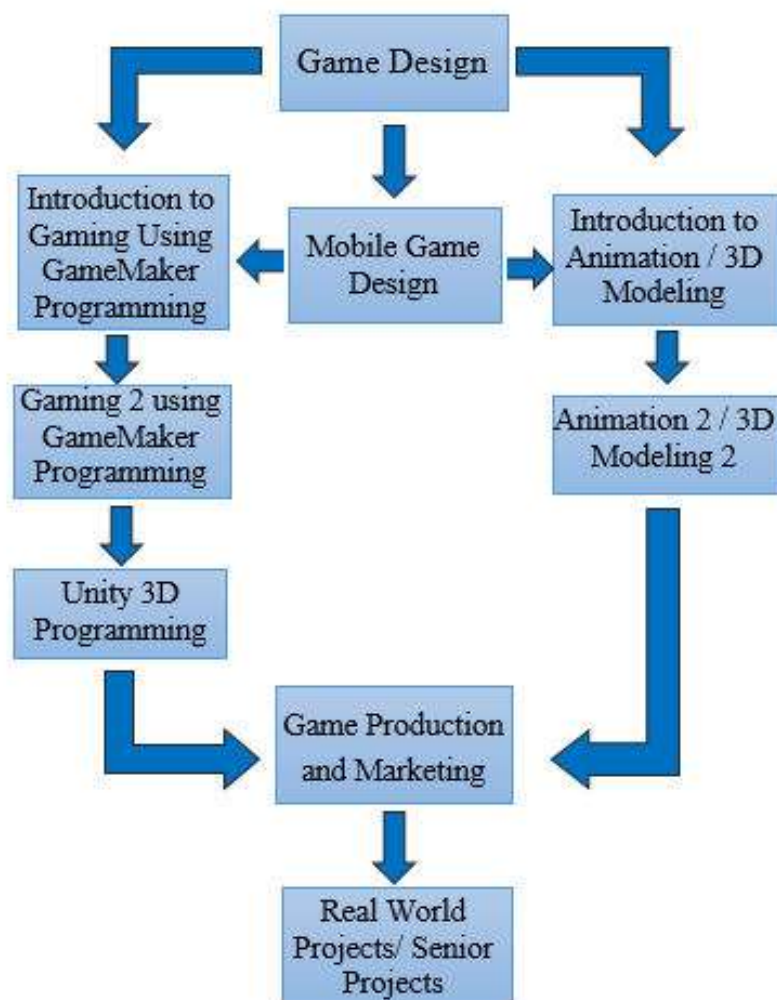
2.5 credits

10–12

Basics of Computer Science will introduce the fundamental concept of programming that can be applied across a variety of projects and computer languages. Students will utilize the *CodeHS* Introduction to Computer Science Curriculum. An emphasis will be placed on program. Students will be introduced to computer programming through object-oriented languages. Students will complete a variety of programming projects. *Prerequisite: Algebra I or permission of the teacher*

Plymouth Public Schools Entertainment Technology Academy

This elective program, developed by Carnegie Mellon University and the company Zulama, will have students learning the skills that are valued by companies like Microsoft, Google, and Pixar. This program combines Science, Technology, Engineering, and Math with the arts to give students the skills and creativity they will need to thrive in the new global digital workplace. As students work their way through these courses they will build a digital portfolio that they will be able to take with them for advance study in computer programming, digital design, and game development. The content in each course includes but is not limited to: interactive class discussions, online and offline activities, hands-on project based learning, formative and authentic assessments. Students also have the opportunity to work in an online instructional environment similar to what is used at university level online programs. All students will begin this pathway with the foundations course Game Design prerequisite and then they can pick which pathway they would like to take. The pathways include gaming, programming (Game Design Programming) and/or animation (Media / Game Art Design).



TEC0124 Game Design

Semester *2.5 Credits* *9-10*

Gaming doesn't only mean video games. Gamers also play board games, card games, simulations, and participate in interactive stories. This course breaks down the design process step by step. Students learn the fundamentals through hands-on modifications, prototyping, and iteration of a variety of board games. Their final projects include building, play-testing, and revising their own original board game that can be played with friends and added to their game portfolio.

Game Design Programming Courses

TEC0094 Introduction to Gaming using GameMaker Programming

Semester *2.5 Credits* *10-12*

Introduction to Gaming provides students the opportunity to learn the concepts taught in a college-level programming course, but all of the projects are games. Students will receive an introduction to basic programming by building two dimensional (2D) games, GameMaker, the 2D game engine you'll be using, is based on a scripting language that builds techniques that can be transferred to any other programming language such as Python, Java and C++. You will finish complete stand-alone executable games that can be played with friends and added to your digital portfolio. This course is an introduction and teaches the fundamentals of game development. Students will work independently and collaboratively to create a number of basic games.

Prerequisite: Game Design

TEC0103 Gaming 2 using GameMaker Programming College Prep 1

Semester *2.5 Credits* *10-12*

Students will build on the knowledge acquired in the Intro to Gaming course, and learn how to create dynamic games using the same industry –standard developing engine as professionals. This course is designed to give students experience in development and implementation of a video game. They will create fully executable games that can be played on many platforms and added to the digital portfolio. For their final project students will build an original (2D) game.

Prerequisites: Game Design, Introduction to Gaming, permission of the teacher

TEC0183 Unity 3D Programming **College Prep 1**

Semester *2.5 Credits* *10-12*

This course will take student programming skills to the next dimension. They will learn how to create dynamic Unit 3D games using the same industry-standard developing engine as professionals. Students will apply Unity JavaScript language to build gaming interactivity, create simple 3d Designs using Unity, and refine the iterative process of plan, implement, review and adjust to their games. Students will create two fully executable games that can be played on many platforms and added to the digital portfolio.

Prerequisites: Game Design, Introduction to Gaming, and Gaming 2, or permission of the teacher

Media / Game Art Design Courses

TEC0054 Introduction to Animation/3D Modeling

Semester *2.5 Credits* *10-12*

Introduction to Animation explores the basic components of 3D modeling techniques used in movies, visual effects, video games, cartoons, commercials, and animation. In this introduction course students will learn about flipbooks, pivot animation, stop motion and end the course by using 3DS Max. While using 3DS Max students will work in this highly skill-based art form to manipulate and sculpt pure animation into substantial forms. By the end of the course, they will have developed a portfolio of original projects that students can use when applying for an internship, higher education, or a job. Students will learn the basics of animation using multiple programs including Pivot Animator, Microsoft Video Editor, and iPads to explore *Stop Motion Animation*. Students will work independently and collaboratively to create basic animation.

Prerequisite: Game Design

TEC0063 Animation / 3D Modeling 2 College Prep 1

Semester *2.5 Credits* *10–12*

This class is designed to build on the skills learned in Introduction to Animation/3D Modeling. Students will receive a stronger knowledge of animation. Students will work with software tools such as with AutoDesk, Maya 3D, and Flash, Student project work will include independent and collaborative creation of 3D animation.
Prerequisite: Game Design, and Introduction to Animation/3D Modeling

Studio Course

TEC0143 Game Production and Marketing College Prep 1

Semester *2.5 Credits* *11–12*

Find out how the video game industry really works by learning the tools, skills, and Methodologies used to create and produce video games. Students will divide into teams to create, market, and sell their game while battling for the title of “Most Games Sold” using a virtual dollar system. Commercially viable board and card games may result, and recommendations are given at the end of the course for taking them to market.
Prerequisites: Game Design, Intro to Gaming, Gaming 2, Unity 3D Programming, and Animation/3D Modeling or permission of the teacher

Elective Course

TEC0134 Mobile Game Design

Semester *2.5 Credits* *10–12*

It seems as if everyone has an idea for an "app" these days! In this course, students will use professional game design techniques to create playable mobile games that you can be added to a game design portfolio. Using Game Salad, students will learn the fundamentals of game balance, apply competition and playfulness, demonstrate a working knowledge of triangularity, and debug using iterative game design.
Prerequisite: Game Design or departmental recommendation

COLLEGE, CAREER & TECHNICAL EDUCATION COURSES

The College, Career and Technical Education Program is a four-year experience designed to develop basic entry level skills in a variety of vocational-technical areas or preparation for post-secondary education. Applications are required for these programs and can be found on the College, Career & Technical Education webpage at www.plymouth.k12.ma.us. North District students apply for the Plymouth North High School programs listed below. Students will concentrate on gaining in-depth experience and knowledge within their chosen field, including co-operative internships and learning activities. Throughout the entire program, the major importance of safety procedures, employability skills, entrepreneurship, and achieving competencies will be stressed. In addition, students will be required to have Occupational Safety and Health Training. Students will use the Career Safe Online website. This site guides students through a series of audio and visual tutorial sessions on general industry safety followed by a series of tests. Successful completion of this program will result in the student receiving an OSHA 10-hour certification card. North District students may also apply to the Exploratory Program at Plymouth South High School if they have other career interests.

Vocational Technical Programs at North High School include:

- **Allied Health**
- **Engineering Technology**
- **Facilities Management**
- **Marketing Education (DECA)**

Vocational Technical Programs at South High School include:

- **Automotive**
- **Carpentry**
- **Computer Aided Design**
- **Cosmetology**
- **Culinary Arts**
- **Early Education and Care**
- **Electrical**
- **Graphic Design and Visual Communications**
- **Heating, Ventilation & Air Conditioning**
- **Marketing Education (DECA)**
- **Medical Assisting**
- **Plumbing Technology**

Additional Semester Electives are offered in Business Technology and Computer Science.

All CTE courses are CP1 level unless otherwise noted.

Beginning with the class of 2024 students will be eligible for 5 credits of CTE honors distinction each year during grades 11 and 12 for the Related Theory course in Allied Health, Early Education and Care, Engineering Technology and Marketing Education; all cooperative education courses and internships will be CP1 level.

COOPERATIVE EDUCATION and INTERNSHIP PROGRAM

Students who are in good academic standing, who have an acceptable attendance record and who have completed at least two years of vocational technical training are eligible to participate in a cooperative education placement or internship program in which they will leave campus for an authentic work experience at a business/industry related to their program of study. Other specific requirements based on individual programs may need to be fulfilled for admission into the cooperative education/internship program. The following programs are eligible for Cooperative Education and/or Internship: Allied Health, Engineering, Facilities Management and Marketing. ***Note credits may vary.

ALLIED HEALTH

VTE0013 Allied Health 9 College Prep 1

Full year *5 credits* 9

In the first year of the Allied Health Careers Program, students will explore multiple careers in healthcare. The student will develop an understanding of different healthcare settings, educational preparation, salaries, employability skills and career paths necessary for job opportunities in a wide range of occupations in the health field. Focus will be placed on cultural diversity and communication. Students will also explore legal and ethical issues effecting healthcare workers. Student projects will focus on teamwork.

VTE0053 Allied Health 10 Related Theory

Full year *5 credits* 10

This course offers broad knowledge necessary to prepare any student interested in healthcare occupations. Basic information focuses on: medical terminology, anatomy & physiology, healthcare scenarios, critical thinking, communication/writing skills, and employability skills. Students will continue to build on the foundations of safety, infection control, and professionalism throughout the course. The curriculum follows the state CTE frameworks for Health Assisting. *Co-requisite: Allied Health 2 Lab*

VTE0113 Allied Health 10 Lab

Semester *2.5 credits* 10

This course is required for students enrolled in the second year of Allied Health. This hands-on lab practical course is designed to expose students to the basic skills necessary to become certified nursing assistants. Students will be assessed in hands-on, written, and collaborative group learning activities. Students will be enrolled in either the first or second semester.

Allied Health 11 Related Theory

VTE0212 - Honors

VTE0213 – College Prep 1

Full year *5 credits* 11

This course builds from broad to specific based upon knowledge gained in AH I and AH II. Students will expand their knowledge of health related topics and will practice basic patient care skills. The course content follows the federal guidelines specific to the Mass. Department of Public Health Certified Nurse Assistant training program (C.N.A.) in addition to the DOE 2004 Health Services Cluster Frameworks. Students completing the required 75 hours of classroom theory and 21 hours of off-campus clinical work are eligible to take the nursing assistant certification exam. Proficiency must be exhibited in all classroom, lab, & clinical criteria. After passing the certification exam, students may participate in an internship or job shadow experience in their senior year. Students may also earn certifications in CPR, First Aid, & AED and Dementia Care Training. Students are required to have specific classroom related theory and off campus clinical hours in order to sit for the CNA exam. *Co-requisite: Allied Health 3 Lab*

Allied Health 11 Lab

VTE0253 – College Prep 1

Full Year *5 credits* 11-12

This course is required for students enrolled in the second year of Allied Health. This hands-on lab practical course is designed to expose students to the advanced skills necessary to become certified nursing assistants. Students will be assessed in hands-on, collaborative group learning activities that are specified by the state of Massachusetts and the Prometric Certified Nursing Assistant curriculum. Students are required to attend clinical training at a local health assisting facility.

Allied Health Fieldwork

VTE0313 – College Prep 1

Full Year or Semester *5 credits* 12

State of Massachusetts Certified CNA students will have the opportunity to work in a paid or unpaid internship in a health care related facility, performing duties within the scope and training of their State Board Certified Nursing Assisting License. A mentor or supervisor will be assigned and work closely with the students.

Allied Health 12 Internship

VTE0353-VTE0383 - College Prep 1

Full Year or Semester ****credits may vary* 12

Students will have the opportunity to job shadow and/or participate in a paid or unpaid internship in a health care facility, performing duties within the scope of their preparation and training. A mentor or supervisor will work closely with the student at all times.

ENGINEERING TECHNOLOGY

VTE2513 Engineering Technology 9 (IED)

Full year *5 credits* 9

This CTE program is designed for students who are interested in applied mathematics, science and technology. It is strongly recommended for students pursuing an engineering or technical career. Participating students in this Introduction to Engineering Design (IED) course develop fundamental engineering math, science and design concepts as well as measurement, basic CAD design and engineering simulation skills. Students will acquire the skills and knowledge through participation in a series of instructor led lessons and activities. Students will also participate in a variety of team-based projects. Students are required to take an online Occupational Health and Safety (OSHA) 10 Hour General Industry course and receive certification.

VTE2553 Engineering Technology 10 (POE)

Full year *5 credits* 10

This course covers curriculum in Principles of Engineering (POE) which builds on concepts outlined in Engineering Technology 9 and begins to allow students to explore some of the major concepts that they could encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students are introduced to basic machine tool methods and use them to participate in lectures, labs and activities aimed at developing a working knowledge of energy and power, mechanisms, drive systems, motion control systems and statistical analysis.

Engineering Technology 11

VTE2613 – College Prep 1

Full year *5 credits* 11

This course experiments with product design, with a major emphasis on the documentation involved in engineering and the independent develop of engineering skills that include but not limited to: Machine tool processes, CNC processes, electronics and programming, Advanced CAD design and mechanical and mechatronic design and construction. Students will develop intermediate skills in various engineering processes including: Identifying, specifying and sourcing engineering components, tool and fabrication processes, ideation, prototyping, modeling, testing, evaluating, revising and documenting newly developed technology. Students who participate in this course will be expected to work in teams to design, document and construct a working electromechanical solution to a stated problem. These students are expected to develop independent skills sets using particular machine tools, CNC tools and devices and or demonstrate a working mastery of microcontroller circuits, sensors and programming.

Engineering Technology 11 Related Theory

VTE2712– Honors

VTE2713 – College Prep 1

Full year *5 credits* 11

This theory course analyzes the product design process involved in engineering and the independent develop of engineering related theory and skills with regard to but not limited to: Machine tool processes, CNC processes, electronics and programming, Advanced CAD design and mechanical and mechatronic design and construction. Students will explore, analyze and reflect on the various engineering processes including: Identifying, specifying and sourcing engineering components, tool and fabrication processes, ideation, prototyping, modeling, testing, evaluating, revising and documenting newly developed technology.

Students who participate in this course will be expected to work in teams to design, document and construct a working electromechanical solution to a stated problem. These students are expected to develop independent skills sets using particular machine tools, CNC tools and devices and or demonstrate a working mastery of microcontroller circuits, sensors and programming.

Engineering Technology 12

VTE2813 – College Prep 1

Full year *5 credits* *12*

Senior students enrolled in the final year of the Engineering CTE Program at Plymouth North High School, will, under the direction of their instructor, work independently and in teams to identify a problem or opportunity, and engineer a working solution to that problem. Utilizing the hands-on skills learned in the prerequisite courses, students will apply this knowledge and skills to build and test a working solution. Students will have the opportunity to further enhance their project experience through participation in regional and national engineering competitions, if available. Students' final project will be presented to and evaluated by the Engineering Advisory Committee at the end of this course.

Engineering Technology 12 Related Theory

VTE2852 – Honors

VTE2853 – College Prep 1

Full year *5 credits* *12*

Senior students enrolled in the final year of the Engineering CTE Program at Plymouth North High School, will, under the direction of their instructor, explore engineering theory independently to identify an engineering problem or opportunity, and as an engineer a working solution to that problem. These students are expected to provide written documentation, multimedia, mathematical models, and oral presentations that demonstrate full understanding of the working solutions they develop. Students will also focus on preparing for an industry recognized CAD certification, which requires completing a proctored and timed, theoretical and practical application examination.

VTE2913-VTE2943 Engineering Internship

Full Year or Semester ***credits may vary *12*

Students will have the opportunity to job shadow and/or participate in a paid or unpaid Internship in an Engineering related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

FACILITIES MANAGEMENT

VTE5013 Facilities Management 9

Full Year *5 credits* *9*

Students will be taught the basics of many trades. At the start of the course they will be taught all the safety procedures related to the tools and equipment that they will use throughout the Facilities Management course. The students will be introduced to basic skill sets in plumbing, carpentry, masonry, landscaping, and all other aspects of building maintenance. Students will participate in individual and team-based projects. Projects will be documented in a classroom binder as the students start to develop a professional portfolio. Students are required to complete a live, 10 hour General Industry Occupational Health and Safety (OSHA 511) course.

VTE5053 Facilities Management 10

Full Year *5 credits* *10*

As sophomores the students will review all aspects of safety related to the tools used in all trades associated with building and property maintenance. Students will advance to projects in all fields of maintenance. They will learn basic plumbing repair, carpentry construction, landscape maintenance, small engine and power equipment repair and maintenance, masonry, prepping, painting, staining various surfaces and materials. Students will participate in individual and team projects while continuing to develop their professional portfolios.

VTE5213 Facilities Management 11

Full Year *10 credits* *11*

Juniors will take on more advanced projects in the same course of studies in plumbing, electrical, carpentry, small engine and power equipment repair and maintenance, and masonry and landscape. Students will receive basic training for both residential and plumbing jobs. In carpentry, students will focus on framing walls, sheet rocking, door and window installation and repair. Masonry will present students with more challenging walkways and walls. Students will also experience more opportunities to manage the landscape and grounds on campus with emphasis on proper use and maintenance of landscaping power tools and equipment. Students will be required to complete a 30 hour live Occupational Safety and Health Construction course (OSHA 510). This OSHA course is standard for construction professionals and will prepare students to be job ready.

VTE5313 Facilities Management 12

Full Year *10 credits* *12*

Students are exposed to real life situations working outside or inside the building doing basic system and building repair and landscaping. They will continue to tackle advanced projects, applying their skills to custom jobs around campus including building of stage sets, greenhouse build and landscape and building maintenance. Students will learn how to design a project including drawings, tools and materials required. They will learn project management skills including shopping for and ordering materials, how to manage the purchase order process, determining work assignments, keeping the project team on task and on time, and financial record keeping for the project. Students will also experience more opportunities to manage the landscape and grounds on campus and in other school district locations with emphasis on proper use and maintenance of landscaping power tools and equipment. Students will focus on customer relation skills, resume building, and interview skills in preparation for employment. Students will complete their professional portfolios.

**Students enrolled in the Facilities Management Program are ineligible to take Wood Design Technology classes due to the overlap of curriculum presented.*

VTE5413-VTE5433 Facilities Management Internship

Full Year or Semester ****Note credits will vary* *12*

Students will have the opportunity to job shadow and/or participate in a paid or unpaid Internship in a Facilities Management related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

MARKETING EDUCATION

VTE6513 Marketing Education 9

Full Year *5 credits* *9*

The first year course for Marketing Vocational Technical Studies students is a combination of lecture, interactive course work and texts. Students explore the basic functions of marketing, economics, free enterprise system, globalization, selling and management. Valuable presentation, job interview, and interpersonal skills are taught at this level. Students are required to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. Students are also required to complete an online Occupational Safety and Health (OSHA) 10 hour general industry course.

Marketing DECA Shop 12

VTE6553, VTE6653, VTE6753 Marketing DECA Shop 10, 11, 12 College Prep 1

Full Year *5 credits* *10-12*

All Marketing Technical Studies students are required to enroll in Marketing DECA/SHOP during grades 10, 11, and 12 in addition to their Marketing Education course. Students must be enrolled in the Vocational Technical Studies program and must also take a Marketing Education course for a total of two blocks of marketing. The Shop class includes hands-on experiences; lessons learned in the Marketing Education courses are applied to real life situations. DECA is a major component of this course and participation will be required of all students. Most students in this field of study are expected to achieve further college or technical training upon graduation of high school. *Prerequisite: Currently enrolled in Marketing Education 2, 3, or 4*

VTE 6523 Marketing Education 10 Related Theory

Full Year *5 credits* *10*

Students continue in their studies of the functions of marketing. Topics include promotion, advertising, distribution, pricing, visual merchandising and product/service management based on the study of retail businesses. By using a combination of the text, current events related to marketing, and role-play, students will get an in-depth look at the marketing world around them. Students are required to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. *Requirement: Concurrently enrolled in VTE 6653 Marketing DECA*

Marketing Education 11 Related Theory

VTE6612 – Honors

VTE6613 – College Prep 1

Full Year *5 credits* *11*

This course will focus on the study of market research, project planning, and pricing. In addition, the course is designed to promote the study of Hospitality, Travel, Tourism, and Entertainment Marketing. Plymouth is a community which has been built around the tourism industry and this program will allow students to develop a stronger understanding of its importance in their lives. Students are required to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. *Requirement: Concurrently Enrolled in VTE 6663 Marketing DECA*

Marketing Education 12 Related Theory

VTE6712 – Honors

VTE6713 – College Prep 1

Full Year *5 credits* *12*

The final year of Marketing Education is required for seniors enrolled in the Technical Studies Program. This course focuses on applying knowledge gained during the previous three years to the development of a business and a business plan. The course explores entrepreneurship, risk, and the financing required to develop a business plan which can be presented to a bank or other financial institution. Students learn accounting and managerial finance skills. Development of promotional plans, ad campaigns, sales presentations, product management and pricing for the business are all emphasized. Most students in this field of study are expected to achieve further college or technical training upon graduation of high school. Students are required to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. Students enrolled in this class are required to complete a final senior project. *Requirement: Concurrently Enrolled in VTE 6673 Marketing DECA*

VTE6803-VTE6833 Marketing Internship/Cooperative Education

Full Year or Semester ****credits may vary* *12*

Students will have the opportunity to job shadow and/or participate in a paid or unpaid Co-Op/Internship in a Marketing related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

ACADEMIC ELECTIVES WITHIN COLLEGE, CAREER & TECHNICAL EDUCATION

VTE6854 Introduction to Marketing

Semester 2.5 credits 9–12

This first year course for students is a combination of lecture, interactive course work and texts. Students explore the basic functions of marketing, economics, free enterprise system, globalization, selling and management. Valuable presentation, job interview, and interpersonal skills are taught at this level.

VTE6864 Retail Marketing

Semester 2.5 credits 9–12

Retail Marketing is a half year course that explores the world of Retailing. Students will learn about one of the most exciting and competitive businesses in the world. Retailing is a prime employment opportunity and a core business in our local area. The course will focus on four major themes, the retail business, retail strategies, the retail store, and exploring careers in retailing.

VTE8514 Hospitality: Restaurant Management

Semester 2.5 credits 10-12

This course addresses fundamentals of the leading industry in Plymouth, MA: The business of hospitality and tourism. Students will explore the marketing aspects and impact on the economy of the food service industry. They will practice the fundamentals of customer service and analyze career opportunities in the industry. Students will develop customer service techniques and design a restaurant. Health and safety issues in the industry including certification will be discussed.

VTE8524 Hospitality: Hotel Management

Semester 2.5 credits 10-12

This course is the companion course to Intro to Hospitality – Restaurant Management and continues to address fundamentals of the leading industry in Plymouth, MA: The business of hospitality and tourism. Students will explore the marketing aspects and impact on the economy of hotel and lodging, destination travel, and attractions. They will practice the fundamentals of customer service and analyze career opportunities in the industry. Students will develop customer service techniques and design a lodging property.

VTE6963 Accounting I

Semester 2.5 credits 10–12

Knowledge of accounting is beneficial to students throughout life, whether they go on to college or seek employment after completing high school. Students will learn how to complete the various steps of the accounting cycle for a sole proprietorship and they will learn double entry accounting. The basic principles for keeping accounting records for businesses will be stressed.

VTE6973 Accounting II

Semester 2.5 credits 10–12

This course is the companion course to Intro to Accounting. Students will determine the value of assets, liabilities, and equity according to generally accepted accounting principles. Students will prepare, interpret, and analyze financial statements using systems for merchandising businesses. Upon completion of this course, students will be prepared to accept an entry-level position as either a bookkeeper or accounting clerk.

Prerequisite: Accounting I

VTE6904 Sports and Entertainment Marketing

Semester 2.5 credits 9–12

What do Fenway park, Pit Bull and Instagram all have in common? Learn what it takes to have a career in the field of Sports and Entertainment marketing in this half year course. Students will “work” in the exciting world of Virtual Business where they can run their own stadiums, explore the marketing and management functions of a business and dive deeper into the multibillion dollar sports and entertainment marketing industry. Topics include ticket pricing, concessions, sponsorships, player management, social media and parking.

VTE1914 Wood Design Technology 1

Semester *2.5 credits* *9-10*

This half year course is designed to give students basic skills in CAD and woodworking. Students will be introduced to CAD using Sketch-up. Students will focus on learning the proper use of hand tools with a special focus on shop safety. In addition, students will also learn measurement skills associated with woodworking and they will be introduced to CNC machining. Students will be taught finishing techniques to complete their wood designs and have two completed projects at end of the course.

**Students enrolled in the Facilities Management program are ineligible to enroll in the Wood Design Technology classes due to overlap in curriculum.*

VTE1924 Wood Design Technology 2

Semester *2.5 credits* *9-12*

In this half-year course, students will continue working with CAD, the tools, materials, and skills associated with basic woodworking, CNC machining and shop safety. Students will design and manufacture assigned projects utilizing woodworking hand tools and machinery. This course will stimulate creativity, offer lifelong transferable skills, and provide the opportunity for personal satisfaction and accomplishment.

Prerequisite: Successful completion of Wood Design Technology 1

**Students enrolled in the Facilities Management program are ineligible to enroll in the Wood Design Technology classes due to overlap in curriculum.*

VTE1934 Wood Design Technology 3

Semester *2.5 credits* *10-12*

In this Half-year course, students will refine their CAD and CNC machining skills and use all, the tools, materials, and skills learned in Wood Design 1 and 2 stressing shop safety. Students will design and manufacture individual projects. This course will stimulate creativity, offer lifelong transferable skills, and provide the opportunity for personal satisfaction and accomplishment.

Prerequisite: Successful completion of Wood Design Technology 2