# FRESHMAN ACADEMY TRANSITION GUIDE

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## COURSE DESCRIPTIONS

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<td>Art</td>
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</tbody>
</table>

**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 da sua criança se você precisar de ajuda. Obrigado.
MISSION/CORE BELIEFS STATEMENT

Mission Statement for Plymouth North High School
The mission of the 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

Plymouth South High School Core Beliefs and Expectations

Core Beliefs Statement
The mission of Plymouth South High School is to deliver a rigorous, comprehensive education and expose students to authentic experiences in a caring, safe, and respectful environment. Plymouth South High School welcomes a diverse student body and prepares them to become critical thinkers, productive citizens, and independent in a changing society. The Plymouth South High School student will maintain a culture of respect and lead by example.

Expectations

Academic
Successful PSHS students will...
1. write effectively for a variety of purposes and audiences.
2. read actively and critically for a variety of purposes.
3. speak articulately and listen actively for a variety of purposes and audiences.
4. use technology to acquire, create, and share information ethically and effectively.
5. solve problems using critical thinking skills and creativity.
6. set challenging educational and personal goals, and reflect upon their own progress towards meeting these goals.
7. demonstrate academic integrity and accountability.

Social
Successful PSHS students will...
1. exhibit responsibility for their own actions through tolerance and respect for others in the classroom and beyond.
2. demonstrate success in collaborative and independent work.
3. engage in healthy lifestyle decisions.

Civic
Successful PSHS students will...
1. act as informed citizens with an understanding of democratic ideals and their responsibilities therein.
2. participate in the community through volunteer opportunities, social action, and in civic/school initiatives.
IMPORANT 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 MCAS 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 increasing 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 MCAS 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.
### PERSONNEL DIRECTORY

<table>
<thead>
<tr>
<th>Superintendent’s Office</th>
<th>508-830-4300</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gary Maestas</strong></td>
<td>Superintendent of Schools 508-830-4300 Fax: 508-746-1873</td>
</tr>
<tr>
<td><strong>Chris Campbell</strong></td>
<td>Assistant Superintendent Administration and Instruction 508-830-4300 Fax: 508-746-1873</td>
</tr>
<tr>
<td><strong>Patricia Fry</strong></td>
<td>Assistant Superintendent Human Resources 508-830-4300 Fax: 508-746-1873</td>
</tr>
<tr>
<td><strong>Gary Costin</strong></td>
<td>School Business Administrator 508-830-4300 Fax: 508-746-1873</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plymouth South High School Administration</th>
<th>508-224-7512</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>James Hanna</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>Cynthia Sylvia</strong></td>
<td>CCTE Director</td>
</tr>
<tr>
<td><strong>Mark Fornaciari</strong></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>** Marc Loranger**</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>Carolan Whittle</strong></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>Scott Fry</strong></td>
<td>Athletic Director</td>
</tr>
<tr>
<td><strong>Stephanie Fleming</strong></td>
<td>Special Education Department Head</td>
</tr>
<tr>
<td><strong>Kristen Buchanan</strong></td>
<td>Guidance Department Head</td>
</tr>
</tbody>
</table>

PSHS Guidance: 508-224-8769 Fax: 508-224-1628

<table>
<thead>
<tr>
<th>Plymouth North High School Administration</th>
<th>508-830-4400</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peter Parcellin</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>Arthur Butters</strong></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>Ben Janulewicz</strong></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>Shannon McGuire</strong></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>Paul Demanche</strong></td>
<td>Athletic Director</td>
</tr>
<tr>
<td><strong>Beth Keane</strong></td>
<td>Special Education Department Head</td>
</tr>
<tr>
<td><strong>Shari Kahle</strong></td>
<td>Guidance Department Head</td>
</tr>
</tbody>
</table>

PNHS Guidance: 508-830-4410 Fax: 508-830-4422
FRESHMAN ACADEMY

Grade 9 is a year of transition from middle school to high school. The transition is supported by our Freshman Academy model. Entering 9th graders 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 9th 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 a team. The schedule will consist of the following classes:

**Core Academic Classes**

- **English**
  - English Comp & Critical Reading
  - Honors, CP 1, or CP 2

- **Math**
  - Geometry Honors, Algebra 1 CP 1, or CP 2

- **Science**
  - Biology Honors, CP 1, or CP 2

- **History**
  - World History Honors, CP 1, or CP 2

**Electives**

- **Foreign Language**
  - PSHS Spanish, French, or Latin
  - PNHS Spanish

- **Additional Requirements**
  - Health and Physical Education

- **Music**
  - Music Theory, Chorus, Concert Band, Sting Orchestra, Piano, Intro to Theater, Music Performance Seminar

- **Arts**
  - Drawing, Ceramics, Art, Sculpture, Painting

- **Other Electives**
  - Citizenship, Personal Finance, Creative Writing, Forensics, Biomedical Science, Technology Courses

- **CCTE**
  - PSHS Tech Exploratory
  - PNHS Allied Health, Marketing, Engineering Facilities Mgt.
SUCCESSFUL SCHOOL STRATEGIES

PARENTS
Success in ninth grade is critical for a student’s continued interest in education and achievement in high school. Ninth graders face a number of challenges in this transition phase - academically, socially, and personally. They need your encouragement and support. Here’s what you can do at home to help them.

Establish a homework routine:
1. On the first day of school, each student is provided a student agenda for recording homework assignments. Students should use their agendas on a regular basis. There are assignments every night, and there are no study halls, so your student will have work to complete at home.
2. Establish a regular homework time and place. Select a quiet and well-lit place away from distractions, such as the telephone or television. Reserve a 1½ to 2 hour block of time that can be used only for homework. If your child finishes before the time is up, he/she can read for the remaining time.

Establish and maintain communication with the teachers, guidance counselor, and assistant principal
1. Find out what team your student is on and check in on the Freshman Academy website for specific names and e-mail addresses. This information will also be available in print at open house before school begins.
2. The Freshman Academy Assistant Principal and guidance counselors are also listed on the website. They are key people in your child’s successful transition into high school. Please contact them with any concerns.
3. Many Freshman Academy teachers host web blogs, online postings of homework and class information. Take advantage of this opportunity to learn specifics about class expectations and talk to your child about his/her education. Your interest and support is an essential component of your son/daughter’s successful transition to high school.

Keep track of your child’s progress.
1. Activate your account with Aspen (online Student Information System). Aspen provides each student and parent with a secure account through which individual performance can be monitored in many classes. The Aspen link can be found on the homepage of the district website. Each student is assigned a unique username and password.
2. Refer to the school calendar that comes home on the first day of school (or check dates online) and note days when progress reports and report cards are issued to and sent home with students.

Set up a team meeting if necessary.
1. If your child is not meeting with success academically or socially, contact the teacher and/or guidance counselor as soon as possible to discuss the issues. If meeting with the team will be helpful, the guidance counselor will schedule a team meeting.
2. If there is a personal complication at home that might interfere with your child’s performance in school, please contact the guidance counselor who will confidentially disseminate information to your child’s teachers.

Please refer to the Freshman Academy Transition Guide 2020-2021 at www.plymouth.k12.ma.us for more information.
**Dear Incoming Ninth Grader:**

**Ten Pieces of Advice for Freshman Year from your Fellow Students**

1. First impressions are important; so be your best.
2. Be prepared to work harder and manage your free time better.
3. Get involved in extracurricular activities right away.
4. Do not fall behind in classes because it is hard to catch up.
5. Stay organized. Again, stay organized.
6. Make it your goal to talk to one new person every day.
7. Take your classes seriously. P.S. - Freshman year *does* count.
8. You will find your way around. It’s not as big and scary as it seems.
9. Teachers really do care about the students.
10. High school is a lot of fun - so enjoy it. Good luck!

**Dear Incoming Ninth Grader:**

**Ten Pieces of Advice for Freshman Year from your New Teachers**

1. You may go to your locker between classes if you have time. However, the excuse, “I was at my locker,” does not cover tardiness.
2. At lunch, you can sit at any table in the cafeteria. Just remember to clean up after yourself!
3. You may carry a backpack, purse, messenger bag, etc. with you during the day.
4. You cannot always count on the temperature of the building to be a certain way. Bring a sweatshirt or sweater because some rooms can be hot while others are cool.
5. Be sure to have a hallway pass at all times when you are out of the classroom.
6. You are only allowed five absences in a half year course before class credit is lost. You are only allowed nine absences in a full year course before credit is lost.
7. If you need help with your work, ask a teacher. Most teachers stay after school more than one day a week for extra help. There is nothing wrong with needing help - ask!
8. Pay attention to due dates and deadlines. Missing them will affect your grade.
9. The best way to meet new people is to get involved. Clubs and sports are offered almost every day, usually all year. So take advantage and GET INVOLVED!
10. “Effort is the key to success.” Most teachers recognize the hard worker with a good work ethic and attitude. These students know what it takes to succeed, follow through, and make it happen.

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**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).

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

*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.
## SPORTS, CLUBS & ACTIVITIES

<table>
<thead>
<tr>
<th>Fall Sports</th>
<th>Winter Sports</th>
<th>Spring Sports</th>
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<tbody>
<tr>
<td>Cheerleading</td>
<td>Basketball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Cheerleading</td>
<td>Softball</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Gymnastics</td>
<td>Tennis</td>
</tr>
<tr>
<td>Football</td>
<td>Indoor Track</td>
<td>Track</td>
</tr>
<tr>
<td>Golf</td>
<td>Ice Hockey</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Soccer</td>
<td>Wrestling</td>
<td>Sailing (Club)</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Girls Hockey</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
<td></td>
</tr>
</tbody>
</table>

### Student Activities

- Anime Club
- Band
- Chess Club
- Chorus
- Class Officers
- Color Guard
- Dance Team
- Debating Team
- DECA (Distributive Education Clubs of America)
- Diversity Club
- Drama Club
- Foreign Language Club
- Interact Club
- Intramural Programs
- International Club
- Literary Magazine
- Math Club
- Medical Career Club
- Model Congress
- Model United Nations
- National Honor Society
- Panther Pals
- Paranormal Club
- Peer Leadership
- Peer Mediation
- Philosophy Club
- Prayer Club
- P.R.I.D.E. (Pride, Respect, Integrity, Diversity, Equality)
- Renaissance Program
- Robotics
- SADD (Students Against Destructive Decisions)
- School Newspaper
- SkillsUSA
- Student Council
- Technology Education
- Yearbook

*Clubs and activities are subject to change depending on available advisors in each building*
**ACADEMIC REQUIREMENTS**

**Promotion Requirements**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Credits for Promotion</th>
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<tbody>
<tr>
<td>Grade 10</td>
<td>32.5</td>
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<tr>
<td>Grade 11</td>
<td>65</td>
</tr>
<tr>
<td>Grade 12</td>
<td>100</td>
</tr>
<tr>
<td>Graduation</td>
<td>135</td>
</tr>
</tbody>
</table>

*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.*

**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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
</tr>
<tr>
<td>(including US History 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>(including Algebra 1, Geometry and Algebra 2)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
</tr>
</tbody>
</table>

### Technical Studies Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
</tr>
<tr>
<td>(including US History 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>(including Algebra 1, Geometry and Algebra 2)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>10-15</td>
</tr>
<tr>
<td>(depending upon program)</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Art</td>
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<tr>
<td>Mathematics</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Music</td>
</tr>
<tr>
<td>Technology Education: Business Electives</td>
<td></td>
</tr>
</tbody>
</table>

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.

---

**RECOMMENDED COURSES FOR FURTHER EDUCATION**

<table>
<thead>
<tr>
<th><em>Four-year College or University</em></th>
<th>Nursing School</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
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<td>Four years</td>
<td>Four years</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
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<td>Three years</td>
<td>Three years</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Three to four years</td>
<td>Four years (including chemistry)</td>
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<tr>
<td><em>(depending upon program)</em></td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Four years</td>
<td>Four years</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td></td>
</tr>
<tr>
<td>Two years minimum of the same language, three recommended.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year Community College or Technical School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Four years</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Three to four years</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Three years</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>Three years</td>
</tr>
</tbody>
</table>

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

---

**ADMISSIONS STANDARDS TO STATE COLLEGES AND THE UNIVERSITY OF MASSACHUSETTS**

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. Three years of college preparatory social studies (including US History)
5. Two years of a single foreign language
6. Two years of electives from above or from the arts and humanities
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 freshman, sophomore and junior year during the school day. Students planning to attend a four year college should take the SAT Reasoning Test in the spring of their junior year and the fall of their senior year. Generally, the SAT Subject Tests (formerly called SAT 2 or Achievement Tests) are taken upon completion of certain honors or AP courses: guidance should be consulted. Please contact the guidance office or [www.collegeboard.com](http://www.collegeboard.com) for registration information.

---

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>[97–100]</td>
<td>Excellent Quality</td>
</tr>
<tr>
<td>A</td>
<td>[93–96]</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>[90–92]</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>[87–89]</td>
<td>Good Quality</td>
</tr>
<tr>
<td>B</td>
<td>[83–86]</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>[80–82]</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>[77–79]</td>
<td>Acceptable Quality</td>
</tr>
<tr>
<td>C</td>
<td>[73–76]</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>[70–72]</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>[67–69]</td>
<td>Poor Quality</td>
</tr>
<tr>
<td>D</td>
<td>[63–66]</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>[60–62]</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>[00–59]</td>
<td>Failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
</tr>
<tr>
<td>M</td>
<td>Medical</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from School</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
</tr>
<tr>
<td>GNA</td>
<td>Goals Not Attained</td>
</tr>
</tbody>
</table>

---

**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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>AP</th>
<th>Honors/Accelerated</th>
<th>College Prep 1</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>5.3</td>
<td>4.8</td>
<td>4.3</td>
<td>3.8</td>
</tr>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>A-</td>
<td>4.7</td>
<td>4.2</td>
<td>3.7</td>
<td>3.2</td>
</tr>
<tr>
<td>B+</td>
<td>4.3</td>
<td>3.8</td>
<td>3.3</td>
<td>2.8</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td>B-</td>
<td>3.7</td>
<td>3.2</td>
<td>2.7</td>
<td>2.2</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
<td>2.8</td>
<td>2.3</td>
<td>1.8</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td>C-</td>
<td>2.7</td>
<td>2.2</td>
<td>1.7</td>
<td>1.2</td>
</tr>
<tr>
<td>D+</td>
<td>2.3</td>
<td>1.8</td>
<td>1.3</td>
<td>0.8</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>D-</td>
<td>1.7</td>
<td>1.2</td>
<td>0.7</td>
<td>0.2</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
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 Career, 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 College, Career & Technical Education Program:

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

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

In order to ensure equal access to the Technical Studies 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
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 specific maximum number of students safely. Consequently, a complex of such shops lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. 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.

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 Education.

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 Program. (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. Programs exist at both Plymouth South and Plymouth North High Schools. 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.

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 Grade 7 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 is required.

For application to Grade 9 Exploratory, the number of unexcused absences from Grade 7 and the first semester of Grade 8 are required.

For application to Grades 10, 11 & 12 the number of unexcused absences from the previous school year(s) and from the current school year to the date of the application is required.

For application to Grade 9 Exploratory, the Grade 7 & 8 disciplinary record from Grade 7 and the first semester of Grade 8 is required.

For applications to Grades 10, 11 & 12 the disciplinary record from the previous school year(s) and from the current school year to the date of the application is required.

All application packages contain a rubric driven recommendation from the student's current Guidance Counselor, Housemaster and/or Team Teachers. (see section V11)

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, Housemaster and Team Teachers.

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 Grade 7 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 previous year(s) and from the current school year to the date of the application.

<table>
<thead>
<tr>
<th>Grade Average</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>5.0</td>
</tr>
<tr>
<td>A</td>
<td>4.7</td>
</tr>
<tr>
<td>A-</td>
<td>4.3</td>
</tr>
<tr>
<td>B+</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.7</td>
</tr>
<tr>
<td>B-</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.7</td>
</tr>
<tr>
<td>C-</td>
<td>2.3</td>
</tr>
<tr>
<td>D+</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.7</td>
</tr>
<tr>
<td>D-</td>
<td>1.3</td>
</tr>
</tbody>
</table>

B. Attendance (5 points maximum)

For application to Grade 9 College, Career & Technical Education Programs, the number of unexcused absences from Grade 7 and the first semester of Grade 8.

For application to Grades 10, 11 & 12 the number of unexcused absences from the previous school year(s) and from the current school year to the date of the application.

<table>
<thead>
<tr>
<th>Unexcused Absences</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>5</td>
</tr>
<tr>
<td>6-10</td>
<td>4</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
</tr>
<tr>
<td>21+</td>
<td>0</td>
</tr>
</tbody>
</table>
C. School Discipline/Conduct Rating (5 points Maximum)

For application to Grade 9 College, Career & Technical Education Programs, the Grade 7 & 8 disciplinary record from Grade 7 and the first semester of Grade 8.

For applications to Grades 10, 11 & 12 the disciplinary record from the previous school year(s) and from the current school year to the date of the application.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Referrals / Suspensions</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0 referrals</td>
<td>5 points</td>
</tr>
<tr>
<td>Good</td>
<td>1-3 referrals(no suspensions)</td>
<td>4 points</td>
</tr>
<tr>
<td>Fair/Average</td>
<td>4-6 referrals(no suspensions)</td>
<td>3 points</td>
</tr>
<tr>
<td>Below Average</td>
<td>7-10 referrals/1-2 suspensions</td>
<td>2 points</td>
</tr>
<tr>
<td>Poor</td>
<td>11+ referrals/3+ suspensions</td>
<td>0 points</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>5 points</td>
</tr>
<tr>
<td>Above Average</td>
<td>4 points</td>
</tr>
<tr>
<td>Average</td>
<td>3 points</td>
</tr>
<tr>
<td>Below Average</td>
<td>2 points</td>
</tr>
<tr>
<td>Not Recommended</td>
<td>0 points</td>
</tr>
</tbody>
</table>

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 CCTE programs. Students initially explore each CCTE 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.

Updated 11-16-18 mm
2020-2021 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 2/4/20. 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 Technology *** Auto Collision & Repair *** 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

Updated 10/25/19
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: __________

Updated 10/25/19
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: csylvia@plymouth.k12.ma.us
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 I 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 II 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 and coordinator approval 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 ARE DETERMINED BY THE IEP TEAM.
In order to meet the individual needs of all students, Plymouth High Schools offers a variety of courses taught at different levels. Our academic courses are college preparatory, designed to build the foundation for future success. Our high schools also offer 17 state of the art vocational/technical studies programs. Elective courses provide an opportunity for students to experience different subjects, explore new ideas and develop skills in areas of strong interest.

Selecting courses for next year should be a thoughtful process with the ultimate goal to create an appropriately balanced educational experience. There are some important things to keep in mind when selecting courses:

*Important Items for Students to Remember...*

- Courses should be challenging but not overwhelming. Try to choose the most rigorous level in which you can meet with success.
- Take into account everything you do, remembering that you need to balance homework with sports, extracurricular activities, and leisure time with friends and family.
- Use your best judgment in selecting the right course for you, keeping in mind your teacher’s recommendation; while it may be difficult, do not let the classes your friends are in sway you.
- Choose courses that keep you on track for meeting graduation requirements and the recommended years of study for college admissions.
- College, Career & Technical Education (CCTE) students also need to remember there are specific academic requirements to remain in the CCTE Program and/or to obtain a CCTE Certificate.

Leveled courses are designated H (Honors), CP1 (College Preparatory 1), and CP2 (College Preparatory 2). In addition, there are AP (Advanced Placement) courses offered to upperclassmen that are the equivalent of college-level courses; students taking these courses are required to take the College Board Advanced Placement Examination.

*The Process*

The steps for selecting courses are fairly simple. If you have questions, please do not hesitate to contact your guidance counselor.

1. Counselors will present and distribute the Program of Study booklets to students in groups in by early March.
2. Teachers also input their core course recommendations for their students around this same time (the midpoint of the 3rd Term).
3. Counselors will then meet individually with students to review the student’s course selections and the teacher course recommendations. The counselor and student complete the Course Request Sheet together, including course numbers, names, levels, and credits. Students are expected to have a full schedule of 40 credits.
4. The form then goes home for parent review and approval. If you are considering taking a different course level from the teacher’s recommendation, we recommend first discussing it with your parents and then having them contact the teacher in order to get his or her perspective. If you still want to change the level your parents need to complete a Course Override Form.
5. Return the completed Course Request Sheet (signed by student and parent) to the Guidance Department.
6. Late in the spring you will receive a confirmation of the courses you have requested for next year. This is **not** a confirmation that you have been **scheduled** in the courses. Scheduling is done over the summer. Please note that students do not always get their first choice of electives. Priority is given by grade level, with seniors first. Every attempt will be made to find a related elective. You should indicate alternate course choices on the form.

7. Final schedules are handed out on the first day of school.

**Level Selection Considerations**

When selecting course levels it is important to find the best course fit for each of your academic subjects. Students need to look at the whole picture to ensure that the course load will be rigorous, but not be overwhelming. For example, your individual teachers may each suggest Honors; you may decide to choose a schedule of four or five Honors classes and a CP1 level for your least favorite or most difficult class.

The best means of determining your course level next year is to gauge how you are doing this year.

- If you need additional instructional support from the teacher, help with subject organization and concepts, and require a pace that allows you to practice and develop skills, your teacher may recommend College Preparatory 2 levels for you.
- If you have effective reading and writing skills and understand concepts better when teachers provide some structure to help in understanding, College Preparatory 1 levels may be a good fit.
- If you like to learn independently, enjoy open-ended analysis, have strong communication and conceptual skills, are extremely motivated and can organize time well to manage a lot of homework, an Honors course can work for you.
- But remember, if the current work has been too hard, you've needed a lot of support of the teacher or a tutor, you have trouble organizing concepts and/or you are struggling to complete homework along with everything else in your day, you might want to consider shifting to a different level.
- Teachers are usually the best judge of appropriate levels.

*The School Counseling Department at Plymouth North and South High School is a comprehensive developmental counseling program that consists of guidance counselors, school psychologists and adjustment counselors available to address the academic, career, and personal/social development of all students.*
FOUR-YEAR PLAN

Adopted by the Board of Elementary and Secondary Education in 2007 and amended in 2018, MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations. The program of studies includes the successful completion of four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional "core" courses. A computer science course that includes rigorous mathematical or scientific concepts and aligns with the 2016 Digital Literacy and Computer Science Framework can substitute for either a mathematics course or a laboratory science course. Please visit http://www.doe.mass.edu/ccte/ccr/masscore/ for more information.

MassCore Framework
Massachusetts High School Program of Studies

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>UNITS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4 Units</td>
<td>Including completion of Algebra II or the Integrated Mathematics equivalent. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Units</td>
<td>A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.</td>
</tr>
<tr>
<td>Science</td>
<td>3 Units of lab-based science</td>
<td>Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.</td>
</tr>
<tr>
<td>History and Social Science</td>
<td>3 Units</td>
<td>Including U.S. History and World History.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 Units</td>
<td>Of the same language.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>As required by law</td>
<td>“Physical education shall be taught as a required subject in all grades for all students” (M.G.L. c.71 §3).</td>
</tr>
<tr>
<td>Arts</td>
<td>1 Unit</td>
<td>Other additional coursework (including Career and Technical Education) or any of the above.</td>
</tr>
<tr>
<td>Additional Core Courses</td>
<td>5 Units</td>
<td>Other additional coursework (including Career and Technical Education) or any of the above.</td>
</tr>
</tbody>
</table>

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.*** districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for foreign language.

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.
COURSE DESCRIPTIONS

THE COMPLETE HIGH SCHOOL PROGRAM OF STUDIES CAN BE ACCESSED AT www.plymouth.k12.ma.us AND AT YOUR CHILD’S SCHOOL

ENGLISH COURSES

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

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**English Composition and Critical Reading**

**Honors**

**College Prep 1**

**College Prep 2**

*Full year*  
5 credits  
9

How do audience and purpose impact the writing process and structure? 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 convey experiences. Students will gather relevant information from multiple print and digital sources and integrate the research into their own writing. Students will also 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 and literary terminology. Students will continue to build on their composition skills, with a focus on literary analysis. Students will also share and express ideas effectively in classroom discussions and other oral presentations.

**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.
ENGLISH ELECTIVES

Creative Writing Workshop
Honors
College Prep 1
Semester 2.5 credits 9-11
This course is designed for students who would like to improve their writing skills by practicing, studying, and reflecting on process and product within a community of writers. The goal of this course is to develop the student’s voice, encourage self-expression, improve writing and revising skills, and expose students to a variety of genres and writing styles. To achieve this goal, 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 student are motivated to experiment, take risks, and share work. 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. Students will complete a writing portfolio and will be expected to keep a metacognitive writer’s notebook.

Diverse Voices in American Literature
Honors
College Prep 1
Semester 2.5 credits 9-10
The American experience includes a multitude of multicultural backgrounds, narratives, and journeys. This course will examine the culturally diverse literature of the United States from pre-colonial America to the election of the first black president. Throughout the semester, students will read a variety of texts and will write for multiple purposes: to convey information, to develop an argument, and to convey experiences.
FOREIGN LANGUAGE COURSES

**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.

**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*

**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 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.

**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 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*
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 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

Latin 1  College Prep 1
Full year         5 credits          9–12
This is the beginning course for students with no previous background in Latin. Students are introduced to the reading and writing of the language as well as the culture of the ancient Romans. There is also analysis of the strong connection between English and Latin vocabulary. (SOUTH)

Latin 2  Honors
Full year         5 credits          9–12
This course is designed for students who have demonstrated exceptional ability and motivation to study Latin beyond level one at an accelerated pace. Students will expand their knowledge of the language’s grammar and vocabulary, refine skills of reading and translating, and broaden their understanding of the culture of ancient Rome. Prerequisite: Latin 1 and teacher recommendation (SOUTH)

Latin 2  College Prep 1
Full year         5 credits          10–12
This course will continue the study of Latin beyond level one. Students will expand their knowledge of the language’s grammar and vocabulary, refine skills of reading and translating, and broaden their understanding of the culture of ancient Rome. Prerequisite: Latin 1 and teacher recommendation (SOUTH)

Classical Studies  College Prep 1
Semester          2.5 credits          9–12
This elective course offers a glimpse into the worlds of ancient Greece and Rome. Students will study the history, culture, and mythology of these two superpowers and examine how they have influenced our world and language today. Students will use a variety of sources to explore and research a wide range of topics. (SOUTH)

Spanish for Students with Advanced Oral Proficiency  College Prep 1
Full Year          5 credits          9–12
– Beginner
– Intermediate
– 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. (NORTH)
**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. Students taking the math portion of the MCAS, the SAT, and the PSAT will be required to have their own graphing calculators and be proficient with them. 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>College Prep 1</th>
<th>Full year</th>
<th>5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra 1</strong></td>
<td><strong>College Prep 1</strong></td>
<td><strong>Full year</strong></td>
<td><strong>5 Credits</strong></td>
</tr>
<tr>
<td>College Prep 1</td>
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<tr>
<td>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. <strong>Prerequisite: Departmental recommendation</strong></td>
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<thead>
<tr>
<th>Course</th>
<th>College Prep 2</th>
<th>Full year</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra 1</strong></td>
<td><strong>College Prep 2</strong></td>
<td><strong>Full year</strong></td>
<td><strong>5 credits</strong></td>
</tr>
<tr>
<td>College Prep 2</td>
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<tr>
<td>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. <strong>Prerequisite: Departmental recommendation</strong></td>
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<thead>
<tr>
<th>Course</th>
<th>Honors</th>
<th>Full year</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td><strong>Honors</strong></td>
<td><strong>Full year</strong></td>
<td><strong>5 credits</strong></td>
</tr>
<tr>
<td>Honors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>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. <strong>Prerequisite: Algebra 1 and departmental recommendation</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>College Prep 1</th>
<th>Semester</th>
<th>2.5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consumer Math</strong></td>
<td><strong>College Prep 1</strong></td>
<td><strong>Semester</strong></td>
<td><strong>2.5 credits</strong></td>
</tr>
<tr>
<td>College Prep 1</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
Typical Sequence of High School Math Courses
Plymouth Public Schools

Freshman
- Geometry HON
  - Algebra 1 CP1
  - Geometry CP1
  - Algebra 1 CP2

Sophomore
- Algebra 2 HON
  - Algebra 2 HON AND Geometry CP1
  - Algebra 2 CP1

Junior
- Pre-Calculus HON
  - Algebra 2 HON
  - Pre-Calculus CP1

Senior
- Calculus AB AP
- Calculus HON
- Statistics and Probability CP1
- Pre-Calculus HON
- Pre-Calculus CP1
- Advanced Algebra and Trigonometry CP1
- Topics of Advanced Mathematics CP2

Full Year Mathematics Electives: Calculus BC AP, Statistics AP, Discrete Math HON
Semester Mathematics Electives: Consumer Math CP1, Personal Finance CP1, SAT Prep 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
SCIENCE COURSES

STE0022 Biology Honors
Full year 5 credits 9
This laboratory course is a rigorous exploration into biology for the highly motivated, academically talented college-bound student. Standards build from middle school to explain additional and more complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. More specifically, students are expected to use science and engineering practices in order to help students formulate answers to the following questions which help frame their understanding: how organisms live and grow; how and why organisms interact with their environment, and what are the effects of these interactions; how characteristics of one generation are passed to the next; how individuals of the same species and even siblings have different characteristics; and what evidence shows that different species are related. All students enrolled in this course will be expected to explore the various topics discussed in class, using a wide variety of resources. 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 focuses on learning that builds from middle school life science to explain complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. More specifically, students are expected to use science and engineering practices in order to help students formulate answers to the following questions which help frame their understanding: how organisms live and grow; how and why organisms interact with their environment, and what are the effects of these interactions; how characteristics of one generation are passed to the next; how individuals of the same species and even siblings have different characteristics; and what evidence shows that different species are related. All students enrolled in this course will be expected to explore the various topics discussed in class, using a wide variety of resources. 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 focuses on learning that builds from middle school life science to explain complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. More specifically, students are expected to use science and engineering practices in order to help students formulate answers to the following questions which help frame their understanding: how organisms live and grow; how and why organisms interact with their environment, and what are the effects of these interactions; how characteristics of one generation are passed to the next; how individuals of the same species and even siblings have different characteristics; and what evidence shows that different species are related. 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

SCIENCE ELECTIVES

Engineering Design Process College Prep 1
Semester 2.5 credits 9-12
This laboratory course will engage students with essential questions about technology, engineering, science, and decision-making. It will provide hands-on experience with the Engineering Design Process and further the introduction of the students to key physics concepts related to careers in technology and engineering.
Prerequisite: departmental recommendation.
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).

STE1032 Principles of Biomedical Science  Honors
STE1033 Principles of Biomedical Science  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 to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. 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.
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 (Grade 9), US 1 (Grade 10) and US 2 (Grade 11)**

**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, including opportunities to participate in local, state and national contests. 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 including 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**

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**World History**

**Honors**

**College Prep 1**

**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**
SOCIAL STUDIES ELECTIVES

The following courses are 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.

Citizenship and Civic Engagement
Honors
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.

The History of Plymouth & Massachusetts
Honors
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.
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).
**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 games. Their final projects include building, play-testing, and revising their own original game that can be played with friends and added to their game portfolio. *(NORTH)*

*There are no prerequisites for this foundations course. It is recommended for 9th graders.*
HEALTH COURSES

The focus of the 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.

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.

PHYSICAL EDUCATION COURSES

The high school Physical Education program 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. It is imperative that student participate each and every day. The quality of participation is a major portion of the course grade.

Grade 9 Physical Education
Semester 2.5 credits 9
The Grade Nine curriculum provides opportunities for students to improve and 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 Track/Field. The five components of fitness are also a priority and infused into all courses.

ELECTIVE COURSES

Personalized Fitness Training I 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.

Competitive Sports I 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.

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.
The College, Career & Technical Education (CCTE) 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 Technical Studies webpage at www.plymouth.k12.ma.us. 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 assessments. Completion of this program will result in the student receiving an OSHA 10-hour certification card.

All CCTE courses are CP1 level unless otherwise noted.

Beginning with the class of 2024 students will be eligible for 5 credits of CCTE 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.

EXPLORATORY at PLYMOUTH SOUTH HIGH SCHOOL

Technical Studies Exploratory PSHS

Full year 5 credits

Students accepted into the Exploratory Program will rotate through each of the programs. Students will explore all of the Vocational Technical Education programs and be assessed using a universal grading rubric. The average of all programs’ grading rubric will determine the selection process for each student upon the completion of Exploratory. Students will be required to have Occupational Safety and Health Training. Successful completion of this program will result in the student receiving an OSHA 10-hour certification card.

Students accepted into the Exploratory Program at South High School will be expected to choose a major from one of the following vocational technical education programs at the beginning of the third term. Vocational Technical Programs at Plymouth South High School include:

- Automotive Collision and Repair
- Automotive Technology
- 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

VOCATIONAL TECHNICAL EDUCATION at PLYMOUTH NORTH HIGH SCHOOL

Allied Health 1

Full year 5 credits

In the first year of the Allied Health Careers Program at Plymouth North High School, 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. A four year description can be found in the Plymouth North High School Program of Studies.
**Engineering Technology 1**

*Full year 5 credits*

This CCTE program is designed for students who are interested in applied math and science. It is strongly recommended for students pursuing an engineering or technical career. Participating students develop fundamental engineering math, science and design concepts as well as measurement, basic CAD design and engineering simulation skills. Students will acquire the requisite skills and knowledge through participation in a series of instructor led projects. A four year description can be found in the Plymouth North High School Program of Studies.

**Facilities Management 1**

*Full Year 5 credits*

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, electrical, masonry, landscaping and all other aspects of building maintenance. A four year description can be found in the Plymouth North High School Program of Studies.

**Marketing Education 1 (Plymouth North District Applicants Only)**

*Full Year 5 credits*

The first year course for Marketing College, Career & 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. A four year description can be found in the Plymouth North High School Program of Studies.

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**CCTE & TECHNOLOGY EDUCATION ELECTIVE COURSES**

### 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. Students are encouraged to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. *(NORTH)*

### 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. *(NORTH)*

### 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, MS Power Point, and iPads, 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. *(NORTH)*

### 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. *(NORTH)*

*Freshman Academy Transition Guide 2020-2021  www.plymouth.k12.ma.us*
**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 measurements and precision cuts associated with woodworking. Students will be taught finishing techniques to complete their wood design and have a completed project at end of the course. (NORTH)

**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, and shop safety. They will also be introduced to CNC. 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 Introduction to Wood Design Technology. (NORTH)

**Automotive Technology Academic**
*Semester 2.5 credits 9-12*
Automotive Technology is designed to provide students with the basic knowledge and understanding of the automobile and the automotive repair industry. Students will be instructed in both the classroom and shop using a combination of online textbooks and training mock ups. Automotive Technology students will be exposed to safety, basic hand and power tool use as well basic automotive maintenance. Students that find an interest in the field may apply to the vocational program. (SOUTH)

**Auto Collision Repair Academic**
*Semester 2.5 credits 9-12*
Auto Collision Repair Academic program is a one semester introduction is designed to provide students with the basic knowledge and understanding of the design and construction of the automobile and how the automotive collision repair industry works. Students will be instructed in both the classroom and shop settings, using online textbooks and Sim Spray VR paint simulator. Automotive Collision students will be exposed to auto body construction, shop safety, basic hand and power tool use as well basic automotive cosmetic touch ups. Students that find an interest in the field may apply to the vocational program. (SOUTH)

**CAD Academic**
*Full Year or Semester 2.5 or 5 credits 9-12*
CAD Academic is meant for the student who is planning to attend a technical school, engineering program, or other related field. It is also recommended for technical studies students in the construction cluster. In this course, students will be introduced to CAD (Computer Aided Drafting) as it relates to their particular area of interest. All aspects of drafting will be covered using the computer as the principal tool. The primary software utilized is AutoCAD 2020 and 3D software that includes Inventor, SketchUp, and Revit. (SOUTH)

**CAD Academic 2**
*Full Year or Semester 2.5 or 5 credits 9-12*
CAD Academic 2 is meant for the student who has taken CAD Academic and would like to study more in-depth skills using the AutoCAD 2020 platform. All aspects of drafting will be covered using the computer as the principal tool. The primary software utilized is AutoCAD and 3D software that includes Inventor, SketchUp, and Revit. Prerequisite: CAD Academic and teacher recommendation. (SOUTH)

**Child Care Academic**
*Semester 2.5 credits 9-12*
Study the stages of growth from birth to age three. Explore areas of development such as social/emotional, physical, and intellectual. Other areas covered are family relationships, pregnancy, childbirth, discipline, and the responsibility of parenting. Independent research is required. (SOUTH)
Prep for Success
Semester 2.5 credits 9-12
This course focuses on professionalism in the workplace. This knowledge will help to prepare students for the world of employment. Students will explore the best way to present themselves in today's professional environment. Students will focus on employability soft skills and explore techniques to prepare themselves for success. It takes just seconds for someone to form an opinion based on appearance, body language and attire. Wardrobe, hair and makeup are the key elements of establishing a personal and professional image. Make an outstanding first impression by taking this course. (SOUTH)

Health Career Pathways
Semester 2.5 credits 9-12
The world of healthcare is booming and proves to be one of the fastest growing industries today. In a rapidly growing and aging population, this trend is likely to continue for some time, thus creating an abundance of health care related jobs and careers. In healthcare, job choices are many and there are careers for those with varying levels of education ranging from a high school diploma to an associate's, bachelor's, master's, or professional degree. This course will focus on direct patient care, imaging and diagnosis, health care facility support, informatics and business, or research and development. (SOUTH)

Web Page Design
Semester 2.5 credits 9-12
In this Beginners course, which is open to all students, you will develop web pages using HTML and Flash. This course is designed for students who have no previous web page experience. (SOUTH)

Business Technology
Semester 2.5 credits 9–12
Business Technology is a half year course in which students will learn computer skills that will benefit them throughout their school years, personal lives and in their career path. Students will produce personal and professional business documents, such as resumes, letters, tables, reports, forms, spreadsheets, as well as a variety of desktop publishing documents. Students will complete a simulation using various applications to create realistic documents used by a business by using the advanced features of the Microsoft Office Suite and other applications in the Windows environment. (SOUTH)

Introduction to Marketing
Semester 2.5 credits 9-10
This course is designed to provide the students with basic principles of marketing. Topics covered include marketing and the marketing mix, ethics in business, marketing research methods, targeting and segmentation, social media, and consumer behavior. This first year course for students is a combination of discussion, 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 encouraged to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. (SOUTH)

Computer Applications
Semester 2.5 credits 9–12
Computer Applications is a half year course for students that wants to learn valuable computer skills that will make students job-ready and give them an edge over other job seekers. Students will become proficient using Microsoft Office and Google Applications and learn many advanced features that will benefit them academically, personally and throughout their career. Students will learn essential skills using a hands-on approach by completing daily assignments, concentrating on the most common personal and business documents. The students will complete various activities, projects and simulations that will provide an authentic learning experience. (SOUTH)

Personal Money Management
Full Year 5 credits 9-12
Personal Money management is a full-year course in which students will learn a wide range of financial literacy skills that will prepare them to become financially informed and responsible consumers. Topics include Career Development, Paychecks & Deductions, Financial Goals/Decisions, Budgeting, Banking,
Checking/Savings Accounts, Investing, Credit, Buying a Car, Insurance, Taxes, and College Planning. Students will explore conceptual aspects and mathematical applications for financial topics and will engage in a simulation that will provide an authentic learning experience in the world of personal money management. Students will explore, discuss and incorporate current events into the various assignments/projects as well as class activities that will reinforce class content. (SOUTH)

Intro to Broadcast Journalism and Sports Broadcasting

Full year 5 credits 9-11

This writing-intensive course blends traditional journalism with the rapidly evolving field of media studies. This course would serve as an introduction to the more intense Broadcast Journalism course students are able to take as juniors and seniors. Students will explore journalist theory, ethics, concepts and skills. Students will write copy for broadcast journalism and learn skills to perform as a broadcast journalist such as reporting, camera work and editing. They will also learn traditional television production positions and skills. Students will also focus on sports broadcasting including live broadcasts of games, filming action and interviewing athletes and coaches. They will be expected to fulfill homework assignments that will require them to film sporting events throughout the school year. Students will learn how to be comfortable with public speaking and contributing to daily classroom discussions and brainstorm sessions. Upon completion of this course, students will be encouraged to move on to the next level of broadcast journalism and contribute to the student-run news program, Panther TV. (SOUTH)

Introduction to Photography

Semester 2.5 credits 9-12

This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, how to use photo editing software. Students will, generally, receive basic instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning (SOUTH).
MUSIC COURSES

INSTRUMENTAL MUSIC ENSEMBLES

Concert Band  College Prep 1
* Full year 5 credits or Semester 2.5 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.

String Orchestra  College Prep 1
* Full year 5 credits  Grades 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

VOCAL MUSIC ENSEMBLES

Chorus  College Prep 1
* Full year 5 credits or Semester 2.5 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.

PEDAGOGY CLASSES

Class Piano 1
* Fall 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.

Class Piano 2
* Spring Semester 2.5 credit  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 I. (Class Piano 1 and 2 occupy the same space with differentiated teaching strategies and student expectations depending on course syllabi.)
Class Guitar 1
Fall 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.

Class Guitar 2
Spring Semester 2.5 credits 9-12
Class Guitar 2 piano will build on concepts and skills mastered in Class Guitar 1. Students will study individually and in small groups to increase musical independence. Intermediate chord positions and fingerings, 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. (Class Guitar 1 and 2 occupy the same space with differentiated teaching strategies and student expectations depending on course syllabi.)

Introduction to Performing Arts 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

MUSIC THEORY

Music Theory 1  College Prep 1
Fall Semester 2.5 credits 9-12
Music Theory 1 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

Music Theory 2  Honors
Spring 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

(Music Theory 1 and 2 will be offered each semester and taught in the same classroom, allowing students with accelerated skills to participate in peer teaching and all students to collaborate on group projects.)
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SURVEY CLASSES

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.

ART COURSES

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

VISUAL ARTS (LEVEL 1)

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.

Art 2: Survey

Semester: 2.5 credits 9-12
Students will explore the Elements of Art and the Principles of Design in 2D and 3D media: drawing, painting, printmaking, collage, cardboard and clay. Students will build a foundation of media and technique through lessons engaging observation and imagination. This course will expose students to a variety of artists, art styles, and art vocabulary building dialogue to critically analyze their work and the work of others. Students will be expected to complete one hour of homework per week and will participate in a gallery and/or public display of work. Prerequisite: Introduction to Art

Intro 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. (NORTH)

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. (NORTH)
VISUAL ARTS (LEVEL 2)

**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*  

**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*  

**Ceramics 2**  
**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: Intro to Ceramics*  

**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: Introductory to Ceramics or Introduction to Art*
Plymouth Public Schools Visual Arts High School Courses
(Please refer to the detailed course descriptions for prerequisites.)

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<td>Introduction to Digital Photo (NORTH)</td>
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<td>Ceramics 2</td>
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<td>AP 3D Studio Art</td>
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<td>AP Studio Art</td>
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