# FRESHMAN ACADEMY TRANSITION GUIDE

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## COURSE DESCRIPTIONS

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<td>Science</td>
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<td>Social Studies</td>
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<tr>
<td>Music</td>
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<td>Art</td>
<td>48</td>
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**Español:** Este es un documento importante. Por favor hágalo traducir. Póngase en contacto con la escuela de su niño si usted necesita ayuda. Gracias.

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

The mission of the Plymouth North High School community is to challenge all students to reach their full academic and personal potential, to become life-long learners, and to contribute to society as thoughtful, informed citizens who accept responsibility for their actions. With parents and community we strive to create a safe, personalized, and supportive environment that fosters tolerance and respect and prepares students for the challenges of higher education and careers.

The mission of Plymouth South High School is to deliver a quality education in a caring, safe, and respectful environment within small learning communities that encourage a diverse student body to become independent critical thinkers and productive citizens in a changing society.

IMPORTANT NOTICE TO STUDENTS AND PARENTS

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

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

Our academic offerings have all been carefully aligned with the State Frameworks in an effort to provide an educational program that will be engaging, as well as challenging. In addition, courses have been designed to provide a foundation that will promote optimum performance on the 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>Gary Maestas</td>
<td>Superintendent of Schools 508-830-4300 Fax: 508-746-1873</td>
</tr>
<tr>
<td>Chris Campbell</td>
<td>Assistant Superintendent Administration and Instruction 508-830-4300 Fax: 508-746-1873</td>
</tr>
<tr>
<td>Patricia Fry</td>
<td>Assistant Superintendent Human Resources 508-830-4300 Fax: 508-746-1873</td>
</tr>
<tr>
<td>Gary Costin</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>James Hanna</td>
<td>Principal</td>
</tr>
<tr>
<td>Cynthia Silvia</td>
<td>VTE Principal</td>
</tr>
<tr>
<td>Mark Fornaciari</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Marc Loranger</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Carolan Whittle</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Scott Fry</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Stephanie Fleming</td>
<td>Special Education 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>TBD</td>
<td>Principal</td>
</tr>
<tr>
<td>Arthur Butters</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Ben Janulewicz</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Shannon McGuire</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Paul Demanche</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Beth Keane</td>
<td>Special Education 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

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Comp &amp; Critical Reading Honors, CP 1, or CP 2</td>
<td>Geometry Honors, Algebra 1 CP 1, or CP 2</td>
<td>Biology Honors, CP 1, or CP 2</td>
<td>World History Honors, CP 1, or CP 2</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>Additional Requirements</th>
<th>Music</th>
<th>Arts</th>
<th>Other Electives</th>
<th>Tech Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSHS Spanish, French, or Latin</td>
<td>Health and Physical Education</td>
<td>Music Theory, Chorus, Concert Band, Sting Orchestra, Piano, Intro to Theater, Music Performance Seminar</td>
<td>Drawing, Ceramics, Art, Sculpture, Painting</td>
<td>Citizenship, Personal Finance, Creative Writing, Forensics, Biomedical Science, Technology Courses</td>
<td>PSHS Tech Exploratory PNHS Allied Health, Marketing, Engineering Facilities Mgt.</td>
</tr>
</tbody>
</table>
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.
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.

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!

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](http://www.ncaa.org) (the Core GPA/SAT/ACT test score sliding-scale index).

### DIVISION I

**16 Core-Course Rule**

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

### DIVISION II

**16 Core-Course Rule**

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

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

*PLEASE NOTE: PLYMOUTH PUBLIC SCHOOLS CAREER & VOCATIONAL TECHNICAL EDUCATION (CVTE) 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>
</tr>
</thead>
<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>Cumulative Credits for Promotion</th>
<th>Class of 2018</th>
<th>Class of 2019 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>27.5</td>
<td>32.5</td>
</tr>
<tr>
<td>Grade 11</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Grade 12</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>Graduation</td>
<td>130</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**

- **English** ........................................ 20 credits
- **Social Studies** ......................... 15 credits (including US History 1 & 2)
- **Mathematics** ............................. 20 credits (including Algebra 1, Geometry and Algebra 2)
- **Science** ........................................ 15 credits
- **Physical Education** ................. 10 credits

**Technical Studies Students**

- **English** ........................................ 20 credits (including US History 1 & 2)
- **Social Studies** ......................... 15 credits (including US History 1 & 2)
- **Mathematics** ............................. 20 credits (including Algebra 1, Geometry and Algebra 2)
- **Science** ........................................ 10-15 credits (depending upon program)
- **Physical Education** ................. 8.5 – 10 credits

Students are required to take Physical Education each year. Students are required to take Health Education in Freshman and/or Sophomore 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>
</tr>
<tr>
<td>Mathematics</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Technology Education: Business Electives</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. Tech Seniors must also be enrolled in at least 10 credits of coursework in addition to their Tech, five in English and five from either Math, Science or Social Studies.
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**

The state also requires that students, beginning with the class of 2010, either meet or exceed a scaled score of 240 on both grade 10 MCAS English Language Arts and Mathematics tests, **OR** meet or exceed a scaled score of 220 on both tests AND fulfill the requirements of an Educational Proficiency Plan (EPP). This EPP includes:

a. a review of your child’s strengths and area to improve, based on MCAS results, coursework, grades, and teacher input
b. the courses your child will take and complete in grades 11 and 12
c. 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Four years</td>
<td>Four years</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>Three years</td>
<td>Three years</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Three to four years <em>(depending upon program)</em></td>
<td>Four years <em>(including chemistry)</em></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></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><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong></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 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 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>Range</th>
<th>Quality</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>Excellent Quality</td>
</tr>
<tr>
<td>A-</td>
<td>[90–92]</td>
<td>Excellent Quality</td>
</tr>
<tr>
<td>B+</td>
<td>[87–89]</td>
<td>Good Quality</td>
</tr>
<tr>
<td>B</td>
<td>[83–86]</td>
<td>Good Quality</td>
</tr>
<tr>
<td>B-</td>
<td>[80–82]</td>
<td>Good Quality</td>
</tr>
<tr>
<td>C+</td>
<td>[77–79]</td>
<td>Acceptable Quality</td>
</tr>
<tr>
<td>C</td>
<td>[73–76]</td>
<td>Acceptable Quality</td>
</tr>
<tr>
<td>C-</td>
<td>[70–72]</td>
<td>Acceptable Quality</td>
</tr>
<tr>
<td>D+</td>
<td>[67–69]</td>
<td>Poor Quality</td>
</tr>
<tr>
<td>D</td>
<td>[63–66]</td>
<td>Poor Quality</td>
</tr>
<tr>
<td>D-</td>
<td>[60–62]</td>
<td>Poor Quality</td>
</tr>
<tr>
<td>F</td>
<td>[00–59]</td>
<td>Failing</td>
</tr>
</tbody>
</table>

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

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**

Effective 2017-18 School Year beginning with the class of 2021: Students’ rank in class will be based on a weighted, four-level grade point average scale. Courses are weighted according to level of difficulty, based on the system currently employed by the Massachusetts Board of Higher Education for admission to state colleges and the University of Massachusetts (see chart on next page). Only high school grades earned in English, Math, Science, Social Studies, Foreign Language, Technical Studies (fully enrolled in a vocational technical studies program), and certain approved elective courses taken either within the Plymouth Public School District or in a regionally accredited secondary school are included in these calculations, with the exclusion of Advanced Placement (AP) Science Labs (pass/fail).

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

For inclusion in class rank, a student must have spent a minimum of four high school semesters in the Plymouth Public School System. In addition, only courses taken within the parameters of the regular school day (Periods A1-B4) are included in class rank calculations. Courses taken during the summer and in the evening, including college courses, are not included in class rank calculations. Because of the wide variety of courses available, the inclusion of online and virtual high school coursework will be decided on a case-by-case basis. Please note that GPA is accessible through the student information system (Aspen).

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

---

### Grade Point Conversions

<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>
CAREER & VOCATIONAL TECHNICAL EDUCATION

A Career and Vocational Technical Education Program (CVTE) 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 Career and Vocational Technical Education will have the opportunity to participate at any academic level within the high school’s program. Students may apply to CVTE programs at both Plymouth North and South High School regardless of residency.

The Career and Vocational 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 Career and Vocational Technical Education Program completing the high school academic requirements, including MCAS, and a CVTE program requirements will receive both a High School Diploma and a Career and Vocational Technical Education Certificate from the Plymouth Public Schools.

Requirements to obtain a Massachusetts Vocational Technical Education Certificate:

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

Requirements to remain in the Technical Studies Program:

1. Unless otherwise specified, a C- average or better in the student’s specialized shop component of the program.
2. 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 Vocational 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
ADMISSIONS POLICY/GUIDELINES FOR STUDENT ACCEPTANCE INTO CAREER & VOCATIONAL TECHNICAL EDUCATION

I. INTRODUCTION

An admission process is necessary in vocational technical programs where space is a limiting factor. Vocational technical shops 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 which has been most recently approved by the Plymouth School Committee on October 6, 2014.

II. EQUAL EDUCATIONAL OPPORTUNITY

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.

If there is a student with limited English proficiency, a qualified representative from 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 Vocational 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 Career and Vocational 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 Plymouth Vocational 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 will be accepted to Plymouth Vocational Technical Education according to the selection criteria contained in this admission policy.

**C. Transfer Students**

Transfer students from other Chapter 74 State approved Career and Vocational Technical Education Programs 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 students 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 vocational-technical programs. Students who live in Plymouth and attend private or charter schools are also eligible to apply for admission. Plymouth does not participate in the School Choice Program.

The 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. Both high schools serve all students grades 9-12 who live in Plymouth, as well as all Career and Vocational Technical Education 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 Principal of Vocational 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 Vocational Technical Education through local school assemblies and press releases, and for collecting applications from the local schools.

Plymouth Vocational Technical Education has an admissions committee appointed by the Vocational Technical Education Principal, which includes himself or herself, the Vocational Technical Supervisor Director, the Freshman Counselor, and the 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 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 Career and Vocational Technical Education Programs available in the Plymouth Public School District. The Principal of Vocational Technical Education is responsible for disseminating information about the Career and Vocational Technical Education Program. A variety of methods are employed.

• Program of Education booklets describing the offerings in Career and Vocational Technical Education 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 Career and Vocational Technical 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

1. Fall Admission – All Grades

Plymouth residents interested in applying to the Career and Vocational Technical Education Program for fall admission to the ninth, tenth, eleventh or twelfth grade must complete the Admissions Application. Once 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 Principal of Vocational Technical Education prior to the deadline set forth by the district.

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.

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.

There is no formal Exploratory Program at Plymouth North High School. All applicants will use the same process as described above.

All application packages must contain a recommendation from the student’s current Guidance Counselor, Assistant Principal and Team Teachers. This is determined by a scoring of the student using a rubric that focuses on effort and responsibility.

2. Current School Year – All Grades

Students interested in applying to the Career and Vocational Technical Education Program for admission during the current school year must obtain an application from their guidance counselor or from the Career and Vocational 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 Career and Vocational Technical Education Office in a timely fashion.

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 Career and Vocational 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 school year to the date of the application, the number of unexcused absences from the previous school year(s) and from the current school year to the date of the application, and the recommendation score of effort and responsibility from the student’s current Guidance Counselor, Assistant Principal and Team Teachers.

If an incomplete application is received, the Career and Vocational 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.

3. **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%).

4. **Late Applications**

Applications received after the deadline set forth by the district 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.

5. **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 admission policy.

6. **Withdrawn Students**

Students who withdraw from Plymouth Vocational Technical Education and who are attending or not attending another high school may reapply to Plymouth Vocational Technical Education following the procedures contained in this admissions policy and will be evaluated using the criteria contained in this admissions policy.

7. **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**

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.
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>
<th>Grade Average</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>5.0</td>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>A</td>
<td>4.7</td>
<td>C</td>
<td>2.7</td>
</tr>
<tr>
<td>A-</td>
<td>4.3</td>
<td>C-</td>
<td>2.3</td>
</tr>
<tr>
<td>B+</td>
<td>4.0</td>
<td>D+</td>
<td>2.0</td>
</tr>
<tr>
<td>B</td>
<td>3.7</td>
<td>D</td>
<td>1.7</td>
</tr>
<tr>
<td>B-</td>
<td>3.3</td>
<td>D-</td>
<td>1.3</td>
</tr>
<tr>
<td>C+</td>
<td>3.0</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

B. Attendance

For application to Grade 9 Exploratory, 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

For application to Grade 9 Exploratory, 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>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0 referrals</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>1-3 referrals (no suspensions)</td>
<td>4</td>
</tr>
<tr>
<td>Fair/Average</td>
<td>4-6 referrals (no suspensions)</td>
<td>3</td>
</tr>
<tr>
<td>Below Average</td>
<td>7-10 referrals or 1-2 suspensions</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>11+ referrals or 3+ suspensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Administrator, Counselor, and Team Teachers Recommendation

For all applicants, a recommendation from the student's current Guidance Counselor, Administrator and Team Teachers. This is determined by a scoring of the student using a rubric that focuses on effort and responsibility.
Outstanding 5 points
Above Average 4 points
Average 3 points
Below Average 2 points
Not Recommended 0 points

VIII. SELECTION PROCESS
The Career and Vocational Technical Education Admissions Committee considers scholastic achievement, attendance, school behavior, and recommendation from the student’s current Guidance Counselor, Administrator and Team Teachers. 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 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 deadline set forth by the district will be evaluated using the above criteria and their composite scores will be integrated into the established waiting list.

IX. ENROLLMENT
In order to enroll in the Plymouth Public Schools Career and Vocational 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 Career and Vocational Technical Education.

X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT
All ninth graders who enroll in the Career and Vocational 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 different vocational technical programs. Students initially explore each vocational technical shop for approximately 5 days during the first semester. Students are evaluated and graded by each shop teacher during Exploratory using a universal 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 CVTE 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 Career and Vocational 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 vocational technical education Marketing program at Plymouth North High School as a Chapter 74 State approved vocational technical education Marketing program exists at Plymouth South High School.*

**XI. REVIEW**

The applicant’s parent/guardian, upon receipt of a letter from the Career and Technical Education Principal indicating that the applicant was not accepted for admission into the 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 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.
PLYMOUTH PUBLIC SCHOOLS
CAREER & VOCATIONAL TECHNICAL EDUCATION
490 Long Pond Road
Plymouth, Massachusetts 02360

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 Career and Vocational Technical Education has published an admissions policy. A copy may be obtained from the Career and Vocational Technical Studies 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 Career and Vocational Technical Studies Office prior to the deadline set forth by the district. 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 check one:
☐ 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. __________________
   Allied Health
   Automotive Technology
   Auto Collision & Repair
   Computer Aided Drafting
   Carpentry
   Cosmetology

2. __________________
   Culinary Arts
   Early Education & Care
   Electrical
   Engineering Technology
   Facilities Management

3. __________________
   Graphic Design & Visual Com.
   Heating, Ventilation & Air Cond.
   Marketing Education (PNHS)
   Marketing Education (PSHS)
   Medical Assisting
   Plumbing
PARENT/GUARDIAN SECTION

Parent/Guardian Name: ____________________________________________

Home Address: _________________________________________________

Mailing Address: _______________________________________________

City/Town: __________________________ State: __________ Zip Code: _______

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 Career and Vocational Technical Studies Office provides this rating sheet, as well as the Admission Policy.

Name of Guidance Counselor: ______________________

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 Career and Vocational Technical Studies Admission 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: _______
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 Career and Vocational Technical Studies
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.

TECHNICAL STUDIES COURSES (FULLY ENROLLED IN A VOCATIONAL TECHNICAL STUDIES 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.
COURSE SELECTION INFORMATION

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 16 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.
- Vocational Technical Studies students also need to remember there are specific academic requirements to remain in the Vocational Technical Studies Program and/or to obtain a Vocational Technical Studies 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 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 – most students who overrode their teacher’s recommendation have since requested to move back to the recommended level.

*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

The Massachusetts High School Program of Studies (Mass Core) adopted by the Massachusetts Department of Elementary and Secondary Education, is intended to help high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. Mass Core recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The recommended program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. Mass Core also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning. Please visit http://www.doe.mass.edu/ccr/masscore/ for more information.

<table>
<thead>
<tr>
<th>MassCore: Massachusetts High School Program of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
</tr>
<tr>
<td>4 Units*</td>
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<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>4 Units</td>
</tr>
<tr>
<td>Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>3 Units of lab-based science</td>
</tr>
<tr>
<td>Coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
</tr>
<tr>
<td>3 Units</td>
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<tr>
<td>Including US History and World History.</td>
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<tr>
<td><strong>Foreign Language</strong></td>
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<tr>
<td>2 Units</td>
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<tr>
<td>Of the same language.</td>
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<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td>As required by law</td>
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<tr>
<td>State law (M.G.L. c. 71,s. 3) states: “Physical education shall be taught as a required subject in all grades for all students.”</td>
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<td>Health can be integrated into Physical Education, science, or taught as a stand-alone course.</td>
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<tr>
<td><strong>The Arts</strong></td>
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<tr>
<td>1 Unit</td>
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<tr>
<td><strong>Additional Core Courses</strong></td>
</tr>
<tr>
<td>5 Units</td>
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<tr>
<td>Business Education, Career and Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multi-media and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.</td>
</tr>
<tr>
<td><strong>22 Units - Is a minimum that students should take in high school</strong></td>
</tr>
<tr>
<td><strong>Additional Learning Opportunities</strong></td>
</tr>
<tr>
<td>Complete as many of the following as possible:</td>
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<tr>
<td>Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.</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.

MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.
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

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 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.

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 experie
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 be 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 be 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

French 2 College Prep 1
Full year 5 credits 9–12
In this second level language course students will continue to learn about Francophone cultures and expand and refine all communication skills. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to be 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 be participate actively by using Spanish to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice Mid level of proficiency, in which they will be able to communicate by using a number of isolated words and memorized phrases in contexts that are familiar and rehearsed.

Spanish 2 Honors
Full year 5 credits 9-12
This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore Hispanic cultures and expand and refine all communication skills in Spanish at an accelerated pace. This course will be taught 80% in Spanish using comprehensible input techniques. Students will learn strategies to enable them to be participate actively by using Spanish to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information.
Prerequisite: Spanish 1 and teacher recommendation
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Type</th>
<th>Credits</th>
<th>Duration</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td><strong>Spanish 2</strong></td>
<td>College Prep 1</td>
<td>5</td>
<td>Full year</td>
<td>9–12</td>
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<td>In this second level language course students will continue to learn about</td>
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<td>Hispanic cultures and expand and refine all communication skills. This course</td>
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<td>will be taught 80% in Spanish using comprehensible input techniques. Students</td>
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<td>will learn strategies to enable them to participate actively by using Spanish</td>
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<td>to the fullest extent possible in the classroom. By the end of this course it</td>
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<td>is expected that students will attain a Novice High level of proficiency, in</td>
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<td>which they will be able to handle predictable topics, ask formulaic questions,</td>
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<td>and respond to simple questions or requests for information.</td>
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<td><strong>Prerequisite:</strong> Spanish 1 and teacher recommendation</td>
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<tr>
<td><strong>Latin 1</strong></td>
<td>College Prep 1</td>
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<td>Full year</td>
<td>9–12</td>
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<td>This is the beginning course for students with no previous background in Latin.</td>
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<td>Students are introduced to the reading and writing of the language as well as</td>
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<td>the culture of the ancient Romans. There is also analysis of the strong</td>
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<td>connection between English and Latin vocabulary. <strong>(SOUTH)</strong></td>
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<tr>
<td><strong>Latin 2</strong></td>
<td>Honors</td>
<td>5</td>
<td>Full year</td>
<td>9-12</td>
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<td>This course is designed for students who have demonstrated exceptional ability</td>
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<td>and motivation to study Latin beyond level one at an accelerated pace. Students</td>
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<td>will expand their knowledge of the language’s grammar and vocabulary, refine</td>
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<td>skills of reading and translating, and broaden their understanding of the</td>
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<td>culture of ancient Rome. <strong>Prerequisite:</strong> Latin 1 and teacher recommendation</td>
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<td><strong>(SOUTH)</strong></td>
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<tr>
<td><strong>Latin 2</strong></td>
<td>College Prep 1</td>
<td>5</td>
<td>Full year</td>
<td>10–12</td>
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<td>This course will continue the study of Latin beyond level one. Students will</td>
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<td>expand their knowledge of the language’s grammar and vocabulary, refine skills</td>
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<td>of reading and translating, and broaden their understanding of the culture of</td>
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<td>ancient Rome. <strong>Prerequisite:</strong> Latin 1 and teacher recommendation <strong>(SOUTH)</strong></td>
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<tr>
<td><strong>Classical Studies</strong></td>
<td>College Prep 1</td>
<td>2.5</td>
<td>Semester</td>
<td>9-12</td>
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<td>This elective course offers a glimpse into the worlds of ancient Greece and</td>
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<td>Rome. Students will study the history, culture, and mythology of these two</td>
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<td>superpowers and examine how they have influenced our world and language today.</td>
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<td>Students will use a variety of sources to explore and research a wide range of</td>
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<td>topics. <strong>(SOUTH)</strong></td>
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<tr>
<td><strong>Spanish for Students with</strong></td>
<td>College Prep 1</td>
<td>5</td>
<td>Full Year</td>
<td>9-12</td>
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<tr>
<td><strong>Advanced Oral Proficiency</strong></td>
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<td></td>
<td>This challenging, high-level language course will be taught 100% in Spanish.</td>
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<td>Students will be expected to use Spanish 100% of the class and be active, daily</td>
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<td>participants. The primary goal of this course is for students to develop</td>
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<td>advanced literacy in Spanish with a special focus on reading, writing, and 21st</td>
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<td>century communication skills. While enrolled students are expected to meet oral</td>
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<td>proficiency standards in Spanish, the course accommodates various levels of</td>
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<td>literacy in Spanish through personalized instruction and skill development. Due</td>
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<td>to the personalized nature of the curriculum, this course is considered</td>
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<td>multi-level. As such, students may enroll in Spanish for Students with Advanced</td>
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<td>Oral Proficiency as a beginner, intermediate, and advanced learner over the</td>
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<td>course of three years. <strong>Prerequisite:</strong> Students enrolling in this course</td>
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<td>should have no less than Advanced Low ACTFL oral proficiency, as determined by</td>
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<td>teacher recommendation. <strong>(NORTH)</strong></td>
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</tbody>
</table>
Note about calculators: All mathematics courses listed here include the use of calculators. It is strongly recommended that all students purchase their own calculators and develop proficiency with them. The TI-84 Plus graphing calculator is the recommended graphing calculator. In addition, 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 when taking the Calculus and the Statistics AP Exams.

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>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra 1</strong></td>
<td>Full year</td>
<td>5 credits</td>
</tr>
<tr>
<td>This course is a continuation of grade 8 Algebra. It introduces and develops the structure and the techniques of algebra. Topics studied include: number sets, variables, functions, linear equations, quadratic equations, inequalities and graphing. Real world applications and problem solving are integrated throughout the course. Students are strongly encouraged to have a graphing calculator for use in class and on homework.</td>
<td>Prerequisite: Departmental recommendation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>College Prep 2</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra 1</strong></td>
<td>Full year</td>
<td>5 credits</td>
</tr>
<tr>
<td>This course is a continuation of grade 8 Algebra. The content of this course is similar to Algebra 1 College Prep 1. Algebraic concepts will be reviewed and extended to cover all Algebra 1 course content in preparation for Algebra 2. Students continue to express relationships between quantities verbally, pictorially, graphically, and symbolically. Concepts reviewed and reinforced include lines, slopes, distances, simplifying expressions, and extensions of the number system to include irrational numbers (radicals). Algebraic and geometric models are developed and integrated including coordinate and geometric transformation techniques. Linear and quadratic equations are explored and solved algebraically and graphically. Students are strongly encouraged to have a graphing calculator for use in class and on homework.</td>
<td>Prerequisite: Departmental recommendation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Honors</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td>Full year</td>
<td>5 credits</td>
</tr>
<tr>
<td>This course includes the definitions, postulates, and theorems of plane geometry using a rigorous theoretical approach, including proofs. The course covers plane geometry, deductive reasoning and logic, areas and volumes of plane and solid figures, coordinate and transformational geometry. Right triangle trigonometry is introduced and explored. Students are strongly encouraged to have a graphing calculator for use in class and on homework.</td>
<td>Prerequisite: Algebra 1 and departmental recommendation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>College Prep 1</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Personal Finance</strong></td>
<td>Semester</td>
<td>2.5 credits</td>
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<tr>
<td>This course is designed to study practical applications of mathematics including such topics as calculating hourly wages, commissions, salary, benefits, net pay, checking accounts, charge accounts, credit cards, loans, transportation costs, business costs, employee expenses, overhead costs, state and federal taxes, mark-ups, mark-downs, discounts. This course cannot be taken to fulfill mathematics course requirements for college entrance and does not fulfill the PPS four-year mathematics requirement. This course can be taken as an elective in grades 9 – 12 and carries no prerequisite.</td>
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Typical Sequence of High School Math Courses
Plymouth Public Schools

Freshman
- Geometry HON
- Algebra 1 CP1

Sophomore
- Algebra 2 HON AND Geometry CP1

Junior
- Pre-Calculus HON
- Algebra 2 HON

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: 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

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. All aspects of biology are treated in depth with the approach centering on the chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, and ecology. Class work is supplemented by extensive laboratory work and independent projects. 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

Biology College Prep 1
Full year 5 credits 9
This laboratory course will present the same topics as Biology Honors: chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, and ecology. The topics are presented less in-depth and there is less independent work expected than in the honors level class. Students will investigate the interrelationship among the human body systems and maintaining homeostasis at the cellular level. Investigation, experimental design, and the interpretation and analysis of data will be practiced. 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

Biology College Prep 2
Full year 5 credits 9
This laboratory course presents all strands on the MCAS Biology exam: chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, and ecology. Investigation, experimental design, and the interpretation and analysis of data will be practiced. 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. The program began in 2015 and follows that which is prescribed by Project Lead the Way (PLTW).

Students in this pathway will take the following courses, one each year, beginning as freshmen.

- Principles of Biomedical Science – available to freshmen accepted into pathway
- Human Body Systems – available to sophomores enrolled in pathway
- Medical Interventions – available to juniors enrolled in the pathway
- Biomedical Innovation (Capstone Course) – offered for first time 2018, available to seniors

The PLTW program requirements indicate that students are expected to take grade level appropriate mathematics and science classes each year concurrent with PLTW courses. The PLTW 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. PLTW instructors 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://bit.ly/2fdTsfl. 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 pltw.org/our-programs/biomedical-science. Also, feel free to contact Alison Riordan, Science Curriculum Coordinator (508-830-4477, ariordan@plymouth.k12.ma.us).

<table>
<thead>
<tr>
<th>Principles of Biomedical Science (PLTW BMS 1)</th>
<th>Honors</th>
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<tbody>
<tr>
<td>Principles of Biomedical Science (PLTW BMS 1)</td>
<td>College Prep 1</td>
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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**

World History
Honors
College Prep 1
College Prep 2
**Full year** 5 credits 9
This grade 9 offering traces world history and geography from the Middle Ages through World War II. The arts and literature will be linked to the political and economic events that trace human history. **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 as national and international groups. (Honors credit for conducting service-learning project)

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.

Economics
Honors
College Prep 1
Full year 5 credits 9–12
This course focuses on the production, distribution, and consumption of goods and services. Also included are the various economic activities by which people earn a living. Topics include important economic theories, comparative economic systems, business cycles, stock market investments, the effects of international trade and debts. An Applied Economics project is a requirement.
Plymouth Public Schools Entertainment Technology Academy

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

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.

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 2.5 credits 9-10
This course is designed for the motivated student who is interested in making a difference in their fitness level. A personal fitness plan will be designed with input from the instructor and closely monitored for progress. Students should plan to workout vigorously for the entire class period. Fitness plans will be customized for each student’s short and long term goals based on Fitnessgram pre and post-test. Training will focus on weight management, overall conditioning for health, sports specific training, muscle strength and conditioning, or increasing cardiovascular endurance.

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.
CAREER & VOCATIONAL TECHNICAL EDUCATION COURSES

The Vocational Technical Education Program is a four-year experience designed to develop basic entry level skills in a variety of vocational-technical areas or preparation for post-secondary education. Applications are required for these programs and can be found on the 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. Unless otherwise specified, students must earn a C- or better in their shop/lab portion and earn the required credits each school year to be promoted to the next grade level to remain in the Vocational Technical Studies Program.

EXPLORATORY at PLYMOUTH SOUTH HIGH SCHOOL

Technical Studies Exploratory PSHS

Full year 5 credits 9

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 9

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 9

This CVTE 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 9

Students will be taught the basics of many trades. At the start of the course they will be taught all the safety procedures related to the tools and equipment that they will use throughout the Facilities Management course. The students will be introduced to basic skill sets in plumbing, carpentry, 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 9

The first year course for Marketing Vocational Technical Studies students is a combination of lecture, interactive course work and texts. Students explore the basic functions of marketing, economics, free enterprise system, globalization, selling and management. Valuable presentation, job interview, and interpersonal skills are taught at this level. Students are required to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA. A four year description can be found in the Plymouth North High School Program of Studies.

## ACADEMIC ELECTIVE OFFERINGS FROM CAREER & VOCATIONAL TECHNICAL EDUCATION

**Automotive Technology Academic**

*Semester* 2.5 credits 9-12

Automotive Technology is designed to provide students with the basic knowledge and understanding of servicing automobiles. Hands-on training will be provided through mock-ups, live work and training aids. Automotive Technology students will also be exposed to small gas engine repair. 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

The program is an intensive one semester introduction in basic automotive panel straightening and repair on actual automotive body panels and painting procedures, which includes students refinishing an actual automotive body panel in a base coat / clear coat refinish process. Related theory focuses on the general topics of shop safety and career potential in the collision repair industry. *(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 and 3D software that includes Inventor, SketchUp, and Revit. *(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)*
Computer Science Academic College Prep 1
Semester 2.5 credits 9-12
Computer Science Academic will introduce the fundamental concept of programming that can be applied across a variety of projects and computer languages. Students will utilize the CodeHS Introduction to Computer Science Curriculum along with Scratch and Visual Basic programming. Find out if computer programming is for you! (SOUTH)

Computer Science – JAVA I College Prep 1
Semester 2.5 credits 9-12
Java is a widely used programming language that provides students with the opportunity to learn a practical and applicable programming language. Students will learn Java Fundamentals including variables, data types, assignment operators, string class, scope, programming style, reading input, dialog boxes, classes, passing arguments, instance fields and methods, constructors, packages and import statements with focus on Object-oriented Design. (SOUTH)

Computer Science – JAVA II College Prep 1
Semester 2.5 credits 9-12
Java II will build upon the concepts taught in Java I. Students will learn decision structures, loops, input validation, string comparisons, variable declarations, scope, more about classes and objects and file input and output with a focus on problem solving using algorithms and proper Object-oriented Design. Check out the job market and look at the skills that are in demand today and what is expected to fuel the jobs of the future! Prerequisite: Successful completion of Computer Science – JAVA I (SOUTH)

Cosmetology Academic – Prep for Success
Semester 2.5 credits 9-12
The Cosmetology Academic class “Prep for Success” incorporates the professional aspects taught in our licensed program, as well as some “tricks of the trade” to help you in having the most professional presentation. This knowledge will help to prepare students for the world of employment. (SOUTH)

Electrical Academic
Semester 2.5 credits 9-12
The Electrical Academic program is designed to introduce students to the Electrical Industry. The students will be presented with the proper use of hand tools, the use of common electrical equipment, and electrical safety. Students will construct several lighting projects and learn about the different options and the future of the electrical field, from being a residential electrician to installing green energy systems. Student will also learn about basic electrical theory and code regulations. (SOUTH)

Graphics Academic
Semester 2.5 credits 9-12
Today's Graphic Design environment requires that students use computers to master visual communication. Graphic Designers use a variety of tools to communicate a message. Students will be introduced to several of these tools including Adobe Photoshop CS5 software, digital photography, elements of design and color theory. At the end of the semester, the students will have completed software lesson books, a self-portrait, a hand colored photography project, a re-designed magazine cover and a movie poster. They will also learn basic skills in professionalism, meeting deadlines and critiquing their work through written artistic statement. (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)
HVAC Academic
Semester  2.5 credits  9-12
The Heating, Ventilation and Air Conditioning (HVAC) field is one of the fastest expanding occupations in the country today. This course will present basic skills to students in installing, maintaining, and servicing HVAC equipment. (SOUTH)

Plumbing Academic
Semester  2.5 credits  9-12
Students will receive basic training via plumbing mock-ups, simulation techniques, and live installation models. Plumbing code requirements in the layout and design of residential and commercial plumbing will be emphasized. Students that find an interest in the field may apply to the vocational program. (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 career path. Students will learn to 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 also learn to use current technologies and applications to create websites, presentations, and other relevant publications. The student will complete business simulations and projects that will provide an authentic learning experience. This course provides students with hands-on experience using advanced features of Microsoft Office applications in the Windows environment. (SOUTH)

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)

Computer Applications I
Semester  2.5 credits  9–12
Computer Applications 1 is a half-year course for the student that wants to learn valuable computer skills that will make you job ready and give you an edge over other job seekers. Students will become proficient using Microsoft Office applications including Word and PowerPoint, and learn many advanced features that will benefit them throughout their school years, personal lives and career path. Students will learn essential skills using a hands-on approach by completing daily assignments, concentrating on the most common personal and business documents. The student will complete activities, projects and simulations that will provide an authentic learning experience. (SOUTH)
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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade Level</th>
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<tr>
<td><strong>Computer Applications II</strong></td>
<td>2.5</td>
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</tr>
<tr>
<td><strong>Personal Money Management</strong></td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Video and Sports Broadcasting</strong></td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Office Technology</strong></td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Introduction to Web Page Design</strong></td>
<td>2.5</td>
<td>9-12</td>
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**Computer Applications II**

Semester 2.5 credits 9–12

Computer Applications II is a half-year course for the student that wants to learn valuable computer skills that will make you job ready and give you an edge over other job seekers. Students will become proficient using Microsoft Office applications including Excel and Publisher, and learn many advanced features that will benefit them throughout their school years, personal lives and career path. Students will learn essential skills using a hands-on approach by completing daily assignments, concentrating on the most common personal and business documents. The student will complete 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 the student will learn a wide range of financial literacy topics including career development, paychecks, taxes, budgeting, banking, managing savings and checking accounts, investing, credit, insurance, housing, and college planning and expenses. To create an authentic experience, the student will develop and manage a simulation that builds upon each topic throughout the school year. Current events will be explored, discussed, and incorporated into class content. The student will complete various assignments, projects and class activities that will reinforce the content. (SOUTH)

**Video and Sports Broadcasting**

Semester 2.5 credits 9-12

This class is designed to teach the basics of video production and how they can be applied to the world of sports. Students will film live sporting events, edit highlight videos, learn how to do play-by-play and color commentary for sporting events, and create news-style features on athletes and coaches for a “Sports Center” type show. Students will learn all the video crew positions for an in-studio show and learn how to create graphics for on-air broadcasts. A love of sports and a desire to be creative are crucial to being successful in this course. (SOUTH)

**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 Dreamweaver. 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)
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 fingering patterns, picking and strumming techniques and repertoire will be studied. Master guitar players and repertoire will be studied. Students will participate in peer teaching with teacher supervision. The class will culminate in a public performance solo, group, ensemble, and/or multi-media. This course may be repeated with teacher permission. **Prerequisite: passing grade in Class Guitar 1. (Class Guitar 1 and 2 occupy the same space with differentiated teaching strategies and student expectations depending on course syllabi.)**

**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 Performance Seminar**  
*Semester*  
2.5 credits  
9-12  
Can be taken multiple times

Students with developing to advanced performance abilities will explore contemporary musical genres through study and performance. Students will individually practice and research different contemporary genres, discover and develop appropriate performance practice, and collaborate with other classmates for the performance of songs and the completion of projects. Emphasis will be placed on composition, arranging, and improvisation skills through the use of technology. Genres covered may include folk, country, jazz, pop, rock, and rap, with a final project culminating in a fusion composition utilizing all the talents of the class. **Prerequisites: None; student must obtain permission of instructor; audition may be required.**

(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.)

*Freshman Academy Transition Guide 2018-2019*  
[www.plymouth.k12.ma.us](http://www.plymouth.k12.ma.us)
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.

**Introduction to Digital Photography and Graphic Design**

*Semester* 2.5 credits 9-12

Students will learn and explore basic methods and techniques of manual, digital photography through projects focused on the elements and principles of art and design. Emphasis on developing skills around composition, lighting, exposure, aperture, and shutter speed. Students will compare analog and digital photographic methods, and utilize Adobe Photoshop software for manipulating images. This photography-heavy course includes an exploration of basic graphic design and multi-image placement and manipulation. Shared digital cameras are available to lend out if student does not have their own. Students will be expected to complete one hour of homework per week. *(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 digital media utilizing iMovie software and digital film cameras. This course will consider a brief history of filmmaking and its significance in culture, and review some of the employment expectations in the film industry, as well as the process and logistics of researching, storyboarding, script writing, filming, and editing. Students will work individually and in groups, incorporating video, still images, sound and voice over, text, transitions and effects. Students should expect to be filming a few hours every week outside of class time. *(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.)

**Grades 9-12 Introductory Courses**

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**Grades 9-12 Intermediate Courses**

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**Grades 11-12 Advanced Courses**

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