<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
</tr>
<tr>
<td>Latin</td>
</tr>
<tr>
<td>P.E.</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Algebra</td>
</tr>
<tr>
<td>Tech Studies</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Drawing</td>
</tr>
<tr>
<td>World History</td>
</tr>
<tr>
<td>Poetry</td>
</tr>
<tr>
<td>Prep for Shakespeare</td>
</tr>
<tr>
<td>CERAMICS</td>
</tr>
<tr>
<td>Success</td>
</tr>
<tr>
<td>Bioned</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>American Literature</td>
</tr>
<tr>
<td>Mythology</td>
</tr>
<tr>
<td>Media Studies</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Detective Speech and</td>
</tr>
<tr>
<td>Sculpture</td>
</tr>
<tr>
<td>Intro to</td>
</tr>
<tr>
<td>Philosophy Art</td>
</tr>
<tr>
<td>Pre-Calculus Stats</td>
</tr>
<tr>
<td>Chorus</td>
</tr>
<tr>
<td>Band</td>
</tr>
</tbody>
</table>

Drawing by: Kaitlyne Macedo
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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.

CORE BELIEFS STATEMENT

Plymouth South High School Core Beliefs and Expectations

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

Expectations

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

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

Civic
Successful PSHS students will…
1. act as informed citizens with an understanding of democratic ideals and their responsibilities therein.
2. participate in the community through volunteer opportunities, social action, and in civic/school initiatives.
IMPORTANT NOTICE TO STUDENTS AND PARENTS

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

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

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

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

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

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

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

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

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

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

**Guidance Department Mission Statement**
The mission of the Plymouth High Schools’ Guidance Department is to provide a comprehensive developmental counseling program, addressing the academic, career, and personal/social development of all students. Without regard to race, gender, religion, sexual orientation, handicap or national origin, we encourage all students to develop realistic perceptions of themselves, along with an understanding of the educational and career opportunities available to them. Counselors collaborate with teachers, administrators, parents, and community agencies (and resources) to provide the support necessary to ensure that all students maximize their academic achievement and potential. Moreover, we assist school administration in providing a safe and respectful environment that encourages a diverse student body to become life-long, independent, critical thinkers and productive citizens in a changing society.

**Guidance and Counseling Services**
The Guidance Office contains a wealth of career and educational information, such as college catalogs, college planning guides, college and financial aid information, and career outlook resources. Our guidance website also contains a variety of support information, including an ongoing calendar of events, counselor contacts, and links to essential resources. Visit us at www.plymouth.k12.ma.us. There is also internet access available to students in the guidance office.

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

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

Promotion Requirements

<table>
<thead>
<tr>
<th>Cumulative Credits for Promotion</th>
<th>Class of 2019 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>32.5</td>
</tr>
<tr>
<td>Grade 11</td>
<td>65</td>
</tr>
<tr>
<td>Grade 12</td>
<td>100</td>
</tr>
<tr>
<td>Graduation</td>
<td>135</td>
</tr>
</tbody>
</table>

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

Graduation

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

<table>
<thead>
<tr>
<th>Academic Students</th>
<th>Technical Studies Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies (including US History 1 &amp; 2)</td>
<td>Social Studies (including US History 1 &amp; 2)</td>
</tr>
<tr>
<td>Mathematics (including Algebra 1, Geometry and Algebra 2)</td>
<td>Mathematics (including Algebra 1, Geometry and Algebra 2)</td>
</tr>
<tr>
<td>Science</td>
<td>Science (depending upon program)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Art</td>
</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 Math, Science or Social Studies.

MCAS

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

The state also requires an EPP for students according to the criteria below. For students in the classes of 2021 and 2022:

- students who have yet earned the next generation MCAS equivalent (472 or higher) of at least Proficient/240 on the grade 10 MCAS English Language Arts test and/or
- students who have not yet scored the next-generation MCAS equivalent (486 or higher) of at least Proficient/240 on the grade 10 MCAS Mathematics test

Science and Technology/Engineering is not part of the EPP requirement.

The EPP includes:

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

**INDEPENDENT STUDY**

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

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

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

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

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

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

### Core Academic Classes

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

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

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

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

### Electives

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

**Additional Requirements**
- Health and Physical Education

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

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

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

**Tech Studies**
- PSHS Tech Exploratory
RECOMMENDED COURSES FOR FURTHER EDUCATION

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

Two-year Community College or Technical School

| English                          | Four years     |
| Mathematics                      | Three to four years |
| Science                          | Three years    |
| Social Studies                   | Three years    |

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

ADMISSIONS STANDARDS TO MASSACHUSETTS STATE COLLEGES AND UNIVERSITIES

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

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

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

PSAT/SAT INFORMATION

All students in preparation for further education will typically take the PSAT in October of their freshman, sophomore and junior year during the school day. Students planning to attend a four year college should take the SAT Reasoning Test in the spring of their junior year and the fall of their senior year. Generally, the SAT Subject Tests 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.
PROGRAM DESCRIPTIONS

Advanced Placement

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

Honors

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

College Preparation 1

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

College Preparation 2

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

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

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

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

Report Cards

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

<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>Good Quality</td>
</tr>
<tr>
<td>A-</td>
<td>[90–92]</td>
<td>Acceptable 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>Acceptable Quality</td>
</tr>
<tr>
<td>B-</td>
<td>[80–82]</td>
<td>Poor 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>Failing</td>
</tr>
<tr>
<td>C-</td>
<td>[70–72]</td>
<td>Failing</td>
</tr>
<tr>
<td>D+</td>
<td>[67–69]</td>
<td>Failing</td>
</tr>
<tr>
<td>D</td>
<td>[63–66]</td>
<td>Failing</td>
</tr>
<tr>
<td>D-</td>
<td>[60–62]</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>[00–59]</td>
<td>Failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
</tr>
<tr>
<td>M</td>
<td>Medical</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>GNA</td>
<td>Goals Not Attained</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDN</td>
<td>Withdrawn from School</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
</tr>
</tbody>
</table>

Progress Reports

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

RANK IN CLASS

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

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

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

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

### Grade Point Conversions

<table>
<thead>
<tr>
<th>Grade</th>
<th>AP</th>
<th>Honors</th>
<th>College Prep 1</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>5.3</td>
<td>4.8</td>
<td>4.3</td>
<td>3.8</td>
</tr>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>A-</td>
<td>4.7</td>
<td>4.2</td>
<td>3.7</td>
<td>3.2</td>
</tr>
<tr>
<td>B+</td>
<td>4.3</td>
<td>3.8</td>
<td>3.3</td>
<td>2.8</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td>B-</td>
<td>3.7</td>
<td>3.2</td>
<td>2.7</td>
<td>2.2</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
<td>2.8</td>
<td>2.3</td>
<td>1.8</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td>C-</td>
<td>2.7</td>
<td>2.2</td>
<td>1.7</td>
<td>1.2</td>
</tr>
<tr>
<td>D+</td>
<td>2.3</td>
<td>1.8</td>
<td>1.3</td>
<td>0.8</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>D-</td>
<td>1.7</td>
<td>1.2</td>
<td>0.7</td>
<td>0.2</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
A College, Career and Technical Education Program (CCTE) is offered to all students who wish to obtain a technical certificate in addition to being able to meet their high school diploma requirements.

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

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

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

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

Requirements to obtain a Massachusetts Vocational Technical Education Certificate:

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

Requirements to remain in the Technical Studies Program:

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

Students who do not remain academically eligible for 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
I. INTRODUCTION

An admission process is necessary in vocational technical programs where space is a limiting factor. College, Career & Technical Education programs are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such shops lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process has been developed. All applicants to grades 9-12 will be evaluated using the selection criteria contained in this Admissions Policy.

II. EQUAL EDUCATIONAL OPPORTUNITY

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

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

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

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

III. ELIGIBILITY

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

A. Home School

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

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

C. Transfer Students

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

IV. ORGANIZATIONAL STRUCTURE

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

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

The College, Career & Technical Education Department is located within Plymouth South High School, which is a comprehensive academic/vocational-technical high school in Plymouth. Programs exist at both Plymouth South and Plymouth North High Schools. Plymouth South High School serves all students grades 9-12 who live in the southern part of Plymouth, as well as all vocational technical students, regardless of where in Plymouth they live. Plymouth South High School and Plymouth North High School are accredited by the New England Association of Schools and Colleges.

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

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

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

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

- Program of Education booklets describing the offerings in CCTE are distributed to all eighth grade students along with a winter presentation to all grade 7 and 8 students in Plymouth.

- A tradeshow-type event (Tech Expo) is held each year, spotlighting student work and demonstrations from all vocational-technical areas.

- Parents and students are invited to tour the Tech Education facilities during the annual fall Open House and the annual Freshman Orientation Program in August.

- Parents of prospective students may also schedule an individual visit at a mutually convenient time.

VI. APPLICATION PROCESS

A. FALL ADMISSION – All Grades

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

For application to Grade 9 Exploratory the average of grades earned in English language arts or its equivalent, math, science and social studies from Grade 7 and the first semester of Grade 8 is required.

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

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

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

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

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

All application packages contain a rubric driven recommendation from the students current Guidance Counselor, Housemaster and/or Team Teachers (see section v11).

If accepted, students will complete a high school course selection sheet indicating their choice of vocational technical course of study as part of their school's regular scheduling process in the spring. This sheet must be signed by the student, current counselor, and a parent or guardian.
It is the responsibility of the student to ensure the signed course selection sheet is returned to his/her current Guidance Counselor so that it and the Student Rating Sheet may be forwarded to the College, Career & Technical Education Director.

B. CURRENT SCHOOL YEAR ADMISSION – All Grades

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

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

If an incomplete application is received, the College Career & Technical Education Office will inform the guidance counselor responsible for submitting the application which items are missing.

The applicant’s parent(s)/guardian(s) will be notified in the event that the problem is not resolved by the local school guidance counselor.

If the application package remains incomplete for ten school days thereafter, the application will be voided.

C. Home School

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

D. Late Applications

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

E. Transfer Students

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

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

VII. SELECTION CRITERIA

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

A. Scholastic Achievement (5 points maximum)

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

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

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

B. Attendance (5 points maximum)

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

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

<table>
<thead>
<tr>
<th>Unexcused Absences</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>5</td>
</tr>
<tr>
<td>6-10</td>
<td>4</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
</tr>
<tr>
<td>21+</td>
<td>0</td>
</tr>
</tbody>
</table>

C. School Discipline/Conduct Rating (5 points Maximum)
For application to Grade 9 College, Career & Technical Education Programs, the Grade 7 & 8 disciplinary record from Grade 7 and the first semester of Grade 8.

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

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

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

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

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

VIII. SELECTION PROCESS

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

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

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

IX. ENROLLMENT

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

X. COLLEGE, CAREER & TECHNICAL EDUCATION PROGRAM PLACEMENT

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

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

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

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

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

XI. REVIEW

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

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

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

Updated 11-16-18 mm
PLYMOUTH PUBLIC SCHOOLS
COLLEGE, CAREER & TECHNICAL EDUCATION
490 Long Pond Road
Plymouth, Massachusetts 02360

2020-2021 ADMISSIONS APPLICATION

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

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

This application must be completed and submitted to the Guidance Counselor prior to the deadline set forth by the district of 2/4/20. In addition to this application, the applicant's current guidance counselor will submit a rating sheet of the criteria that will be used for admission that includes the applicant’s academic grades, attendance record, conduct records and counselor/administrator recommendation. The rating sheet is also available online at www.plymouth.k12.ma.us.

APPLICANT SECTION

Applicant Name: Last: ________________________________ First: _______________ Middle: _______________
Home Address: ________________________________ Mailing Address: ________________________________
City/Town: ____________________________ State: _______________ Zip Code: _______________
Home Phone #: ________________________________ Current Grade: _______ Current School: ___________

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

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

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

1. __________________________ 2. __________________________ 3. __________________________

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

Updated 10/25/19
PARENT/GUARDIAN SECTION

Parent/Guardian Name: ___________________________________________________________

Home Address: ___________________________ Mailing Address: _______________________

Home Phone: ___________________________ Cell Phone: ___________________________

GUIDANCE COUNSELOR SECTION

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

Name of Guidance Counselor (Please Print): _______________________________________

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

SIGNATURE SECTION

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

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

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

Signature of Student: ___________________________ Date: __________

Signature of Parent/Guardian: ___________________________ Date: __________

Signature of Current Guidance Counselor: ___________________________ Date: __________
Applications are returned to the Counselors. A student moving in from another district may mail, fax or email the completed application prior to the deadline set forth by the district to:

**Plymouth South High School**

**Office of College, Career & Technical Education**

490 Long Pond Road

Plymouth, MA 02360

Phone: 508-224-5005

Fax: 508-224-6765

Email: csylvia@plymouth.k12.ma.us
EARLY GRADUATION

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

SUMMER HIGH SCHOOL PROGRAMS

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

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

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

ATHLETIC ELIGIBILITY

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

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

www.ncaa.org

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

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

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

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

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

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

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

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

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

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

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

COLLEGE COURSES

Plymouth Public Schools recognizes the need for and encourages qualified high school students to enhance their high school program with appropriate collegiate course work as an elective with approval of guidance and the principal.

Upon successful completion of the course, the appropriate number of high school credits is applied to the student record. The student may or may not receive simultaneous college credit.

DUAL ENROLLMENT PROGRAM

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

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

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

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**INDEPENDENT COLLEGE COURSEWORK**

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

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**ONLINE COURSEWORK**

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

**Mission Statement:**

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

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

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

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

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

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

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

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

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

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

Students enrolled in Advance Placement (AP) VHS courses are required to take the AP exam, and are required to report their AP examination scores to the VHS School Services Administrator. Following the conclusion of the spring semester, site coordinators must obtain
copies of the College Board AP examination scores either from the student or from their local school administration. The site coordinator will then forward a copy of the examination scores via fax or standard mail to the VHS School Services Administrator. Upon receipt, each score will be recorded and assigned an anonymous tracking number. Once recorded, the faxed or mailed examination scores will be destroyed to ensure student anonymity and confidentiality.

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

SENIOR PROJECT

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

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

VISUAL ARTS (LEVEL 1)

**VPA1014 Introduction to Art**

**Semester:** 2.5 credits  
**9-12**

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

**VPA1024 Art II: 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*

**VPA1034 Introduction to Ceramics**

**Semester:** 2.5 credits  
**9-12**

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

VISUAL ARTS (LEVEL 2)

**VPA2013 Drawing and Printmaking**  
**College Prep 1**

**Semester:** 2.5 credits  
**9-12**

Students will use drawing, wash, and printmaking media to develop technical proficiency and personal style. Observational skills will be developed, along with exposure to past and present artists. Students will demonstrate an increasing art vocabulary through reflective and critical analysis of their own work and the work of others. Students will be expected to complete one to two hours of homework per week. Students will participate in a gallery and/or public display of work. *Prerequisite: Introduction to Art*

**VPA2023 Painting and Illustration**  
**College Prep 1**

**Semester:** 2.5 credits  
**9-12**

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

**VPA2033 Ceramics II**  
**College Prep 1**

**Semester:** 2.5 credits  
**9-12**

This class is designed for students to expand their basic knowledge and skills in hand building. Students will also be introduced to wheel throwing techniques. More emphasis will be placed on the craftsmanship and quality of the finished product. Students will propose projects of their own design as well as teacher-designed projects. Students will be expected to complete one hour of homework per week. *Prerequisite: Introduction to Ceramics*
VPA2043 Sculpture  
**College Prep 1**  
**Semester**  
2.5 credits  
9-12  
This course offers students a visual arts experience in three-dimensional design, in clay, glass, paper, wire, plaster, jewelry and book making. Students will investigate the properties of 3-D media and build skills unique to each media. Students will build skills and creative ideas throughout the course. Students will choose and prepare artwork for exhibit. Students will be expected to complete one hour of homework per week.  
*Prerequisite: Introduction to Ceramics or Introduction to Art*

VPA3063 Art and the Community  
**College Prep 1**  
**Semester**  
2.5 credits  
10-12  
This course connects the art making process with the greater community of Plymouth. Students will work to solve challenging visual arts problems that benefit the community. This could include mural making, sculptures, and other forms of art and design. Students will be responsible for the entire project: design, approval, and implementation. Students will be working in the classroom as well as the job site. Students will not miss more than one class meeting of their other courses due to job site visits. Time out of the school day will be required to finish projects. This course will work with the Town of Plymouth’s public art initiative.  
*Prerequisite: Two Level 2 courses and teacher recommendation. Portfolio review possible*

**VISUAL ARTS (LEVEL 3)**

VPA3012 Portfolio Preparation  
**Honors**  
**Full Year**  
5 credits  
11-12  
Students will develop a portfolio of works in aligned mediums that may include; drawing, painting, collage, printmaking, and mixed media. Students will solve challenging visual arts problems using critical analysis, and evaluation. Experimentation and self-direction will be emphasized as the student continues to develop technical mastery and sophistication. Students will make connections to artists and culture through the study of current and historical trends in art. Disciplined homework completion and sketchbook maintenance is expected. Students will prepare and display their work for public exhibit.  
*Prerequisite: Three or more Art classes and teacher approval*

VPA3041 3D Studio Art  
**Advanced Placement**  
**Full Year**  
5 credits  
11-12  
The purpose of Advanced Placement 3D Studio Art is to prepare students for college and advancement in the development of their 3 dimensional visual voice. AP 3D Studio Art is a rigorous art course for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. This AP course focuses on the 3 dimensional arts. The class is taught at an accelerated pace with higher-level thinking skills, independent projects, sketchbook, and use of strong written and oral skills. Because of the nature of the course it is important that the instructor, student and parent agree to commit the time and energy needed to complete this course successfully. Summer course work is required. Students will submit their final portfolio with fee to the College Board for review and participate in a gallery and/or public display of work.  
*Prerequisites: Successful completion of: Intro to Art, Ceramics II, and at least one of the following: Painting and Illustration, Drawing and Printmaking, or Sculpture and AP 3D teacher approval*

VPA3031 Studio Art  
**Advanced Placement**  
**Full Year**  
5 credits  
11-12  
The purpose of Advanced Placement is to prepare students for college and advancement in the development of their visual voice. AP Studio Art is a rigorous art course for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. The class is taught at an accelerated pace with higher-level thinking skills, independent projects, sketchbook, and use of strong written and oral skills. Because of the nature of the course it is important that the instructor, student and parent agree to commit the time and energy needed to complete this course successfully. Summer course work is required. Students will submit their final portfolio with fee to the College Board for review and participate in a gallery and/or public display of work.  
*Prerequisite: Successful Completion of Portfolio Preparation and teacher approval*
# Plymouth Public Schools Visual Arts High School Courses

Please refer to the detailed course descriptions for prerequisites.

## Grades 9-12 Introductory Courses

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<th>Course</th>
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<td>Introduction to Ceramics</td>
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<tr>
<td>Introduction to Digital Photo**PNHS</td>
<td>Introduction to Film**PNHS</td>
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## Grades 9-12 Intermediate Courses

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<tr>
<td>Ceramics II</td>
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<td>Digital Photo II**PNHS</td>
<td>Film II ** PNHS</td>
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## Grades 11-12 Advanced Courses

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<td>Portfolio Preparation</td>
<td>AP 3D Studio Art</td>
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<td>AP Studio Art</td>
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ENGLISH COURSES

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

English Composition and Critical Reading
ELA0012 - Honors
ELA0013 - College Prep 1
ELA0014 - College Prep 2

Full year 5 credits

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

ELA 3014 Literacy Enrichment College Prep 2

Full year 5 credits

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

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

World Literature
ELA0022 - Honors
ELA0023 - College Prep 1
ELA0024 - College Prep 2

Full year 5 credits

Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Through the use of a variety of mentor texts and supplemental works (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students continue to develop more precise writing skills and write literary analyses, arguments, and narrative pieces, focusing on the skills of topic development, organization, diction/syntax, and the use of textual evidence. Grammar is reviewed through authentic writing to emphasize the finer points of mechanics and word choice, and vocabulary is drawn from both the readings and from other sources. Students will prepare for and participate effectively in a range of conversations to express their ideas and learn from/build on the ideas of others. They will formally and informally present their knowledge and ideas, utilizing various forms of digital media to enhance their message.
ELA 3024 English Essentials College Prep 2
Full year 5 credits 9
English Essentials provides a supportive, engaging environment in which students develop literacy skills through meaningful reading, writing, thinking, speaking, and listening. The course is designed to provide an opportunity for students to earn credit for English 9 while also receiving support with English 10. Students will use course texts to dissect universal themes of the human experience with special focus on how experiences and relationships shape our identities and lives. Students will present their findings in a number of ways, including: presentations, interviews, essays, narratives, and literary circles.

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

ELA0041 English Language and Composition Advanced Placement
Full year 5 credits 11
Using the diverse writings of American Literature and history as a foundation, this rigorous course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Student study the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conversations and the resources of language contribute to effectiveness in writing. The course is organized thematically around essential ideas of freedom, equality, and self-discovery. Required readings include novels and a variety of nonfiction essays, historical documents, journalism pieces, and poems. This class will study particular writing forms: argumentative, narrative, and expository and study how language itself (oral, written, formal, informal) shapes meaning. Course objectives are aligned to prepare students for the May AP exam. Summer reading will be required.

American Literature
ELA0032 - Honors
ELA0033 - College Prep 1
ELA0034 - College Prep 2
Full year 5 credits 11
Students will read a variety of mentor texts and supplemental works (novels, plays, poems, short stories, and seminal U.S. documents) that reflect the diverse voices of American culture to understand the following: what it means to be American, how the specific time period in American history affects the content and form of literature, and how the universal theme of individual versus society is reflected in American literature. Students engage in research to further inform their understanding of these themes and incorporate this information as they write for a variety of purposes and audiences (to explain, to convey experiences, and to present an argument). Students will further develop vocabulary knowledge through the use of context clues, word parts, and reference materials, and they will use accurately academic and content-specific vocabulary in their writing and in discussions and presentations.

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

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

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

NOTE: AP English Literature is a full-year course and may be taken in lieu of the two semester courses.
ELA0051 English Literature and Composition                 Advanced Placement
Full year                                           5 credits         12

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

Senior Selection: Science Fiction
ELA1012 - Honors
ELA1013 - College Prep 1
Semester 2.5 credits         12

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

Senior Selection: Dystopian Literature
ELA1032 - Honors
ELA1033 - College Prep 1
Semester 2.5 credits         12

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

Senior Selection: Historical Fiction
ELA1052 - Honors
ELA1053 - College Prep 1
Semester 2.5 credits         12

Students will explore fictional – but ultimately historically realistic – views of a variety of moments in both American and World history. Students will conduct research in order to enhance their understanding of the respective time periods and cultures they are encountering in the fictional novels and short stories of this course, and they will incorporate such research into their informative and analytical writing. Students will also investigate author’s craft and purpose in writing historical fiction.

Senior Selection: Humanities: Literature & Philosophy
ELA1062 - Honors
ELA1063 - College Prep 1
Semester 2.5 credits         12

Students will encounter various philosophical viewpoints spanning from ancient through contemporary thought. Through the use of a variety of texts (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students will be involved in intensive discussions and through independent inquiry will enhance their abilities to write analytically. Topics will include: why do we live the life we have, truth vs. belief, and duty vs. responsibility. Additionally, students will prepare for and participate effectively in a range of conversations to express their ideas and learn from/build on the ideas of others.
Senior Selection: Detective Literature
ELA1082 - Honors
ELA1083 - College Prep 1
Semester 2.5 credits 12
From the classic “whodunit?” to the courtroom drama, this course will examine the lives and actions of some of the most notorious criminals in literature. This course promises thrilling study of the criminal mind and the literary forces that give it shape. Students will read and analyze texts from multiple perspectives focusing on how criminal minds are portrayed in literature through various time periods and cultures. Students will also examine the techniques used by authors in this genre to establish plot, develop character, create mood, and convey tone. In addition to reading a variety of texts, students will write for multiple purposes in which they analyze literary works and create their own pieces in this genre.

Senior Selection: Shakespeare
ELA1102 - Honors
ELA1103 - College Prep 1
Semester 2.5 credits 12
This course provides students with the opportunity to study Shakespeare’s plays and sonnets. Students will study a variety of Shakespeare’s tragedies, comedies, romances, and histories in addition to selected sonnets. Additionally, the history of theatre will be studied and students will be required to perform Shakespearean scenes. There will be an emphasis on close reading, discussion, and universal themes. Students will prepare for and participate effectively in a range of conversations to express their ideas and learn from/build on the ideas of others. They will formally and informally present their knowledge and ideas through various writings.

Senior Selection: Beyond High School: English Language Arts in the 21st Century Workplace
ELA1112 - Honors
ELA1113 - College Prep 1
Semester 2.5 credits 12
This course examines the role of ELA skills within the professional world, specifically with a focus on the relationship between the professional and the public/client. Students will engage in authentic reading, writing, and speaking activities which are representative of real world situations. Assignments, activities, and class discussions will be based on Grade 12 ELA expectations and will be differentiated to meet student interests and post-secondary goals. Students will hone their skills in professional correspondence, persuasion, and the ability to relay information. They will also engage in differentiated reading tasks that focus on the nature of work and personal goal-setting.

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

Journalism/Media Studies
ELA2022 - Honors
ELA2023 - College Prep 1
Half-year 2.5 credits 10-12
This course blends traditional journalism with the rapidly evolving field of media studies. Students explore journalist theory, concepts, skills, and the history of journalism. Various journalistic styles are introduced and analyzed, and students practice writing and editing news stories, columns, feature stories, investigative stories, and entertainment reviews for newspapers and magazines. Students study the role of photography in journalism and design their own photojournalism project. Students also study and write journalism for a variety of ‘new media’ contexts like online blogs and other social-media platforms. In the media studies portion of the course, students analyze and critique the media’s presentation of print, broadcast, and electronic news. The fields of advertising and public relations are studied. Study is also focused on the history of television, film, music, and the Internet and their impact on society.
ELA2032 Broadcast Journalism/Media Studies       Honors
Full-year  5 credits  10-12
This writing-intensive course blends traditional journalism with the rapidly evolving field of media studies. Students explore journalist theory, ethics, concepts, skills, and the history of journalism. Various journalistic styles are introduced and analyzed, and students practice writing and editing news stories, columns, feature stories, investigative stories, and entertainment reviews for newspapers and magazines. Students also write copy for broadcast journalism and learn skills to perform as a broadcast journalist. In the media studies portion of the course, students analyze and critique the media’s presentation of print, broadcast, and electronic news. The fields of advertising and public relations are studied. Study is also focused on the history of television, film, music, and the Internet and their impact on society. In addition to being a writing-intensive course, students are expected to be comfortable with public speaking and should be comfortable contributing to daily classroom discussions. Students will also read multiple books—by professional journalists and by scholars that critique the media—in order to thoroughly examine the role of the media in today’s world.  Prerequisite: application and/or permission of instructor

Mythology
ELA2062 - Honors
ELA2063 - College Prep 1
Semester  2.5 credits  10–12
This literature course reviews the gods, goddesses, and heroes of cultures from around the world. Readings deal with the heroes, monsters, and tricksters of old and the impact of mythology upon selected works of modern storytelling. Frequently assigned compositions based on readings, research, and discussions focus on the further development of writing and oral presentation skills.

Speech and Debate
ELA2052 - Honors
ELA2053 - College Prep 1
Semester  2.5 credits  10-12
This course will encourage students to become effective communicators for a variety of purposes. Course coverage will include various styles of speeches, i.e., personal, persuasive, humorous, impromptu, and demonstration. Emphasis is placed on rhetorical development and students will be responsible for researching controversial issues and preparing and delivering speeches. The text of famous orators, clips of famous speeches, and political debates will be examined and analyzed. The course fosters an ongoing awareness of current events and encourages students to formulate and express viewpoints on a variety of social and political issues.

Poetry
ELA2122 - Honors
ELA2123 - College Prep 1
Semester  2.5 credits  10-12
What do Eminem, Lil Wayne, Dave Matthews, Anne Sexton, E. E. Cummings, Robert Frost, William Wordsworth and many others have in common? They are masters of the English word. In many respects they are all poets. During this course students will study these and many of their contemporaries as they seek to understand, analyze and write poetry. Students will study methods, forms, and experiences that have helped develop these poets and will write poetry using many of the same devices. Through in-class writing exercises, reading of model poems, and discussion of student work, this course encourages students to produce poetry of increasing quality. Students will learn the basic elements of poetry, important types of poems, and fundamental poetic techniques. Students will explore many different forms of poems from various time periods and begin to learn what it takes to create a poem. Students will be expected to write analytically about poetry in addition to writing their own.

Fiction and Film
ELA2042 - Honors
ELA2043 - College Prep 1
Semester  2.5 credits  10-12
Students will explore the art of storytelling through different mediums, namely through fictional literature and through film. Students will identify and analyze a filmmaker’s choices and craft in transitioning a story
from the structure of a novel to the genre of film, and they will write informatively and analytically about both the literature read for the course and the corresponding films viewed.

**Creative Writing Workshop**
**ELA2092 - Honors**
**ELA2093 - College Prep 1**
*Semester* 2.5 credits 9-11
This course is 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**
**ELA2132 - Honors**
**ELA2133 - College Prep 1**
*Semester* 2.5 credits 9-10
The American experience includes a multitude of multicultural backgrounds, narratives, and journeys. This course will examine the culturally diverse literature of the United States from pre-colonial America to the election of the first black president. Throughout the semester, students will read a variety of texts and will write for multiple purposes: to convey information, to develop an argument, and to convey experiences.
FOREIGN LANGUAGE COURSES

FRL0013 French 1 College Prep 1
Full year 5 credits 9–12
In this introductory level French course, students will begin to explore Francophone cultures and acquire the basic skills necessary to communicate in French. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to participate actively by using French to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice Mid level of proficiency, in which they will be able to communicate by using a number of isolated words and memorized phrases in contexts that are familiar and rehearsed.

FRL0022 French 2 Honors
Full year 5 credits 9–12
This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore the Francophone cultures and expand and refine all communication skills in French at an accelerated pace. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to participate actively by using French to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information. 
Prerequisite: French 1 and teacher recommendation

FRL0023 French 2 College Prep 1
Full year 5 credits 9–12
In this second level language course students will continue to learn about Francophone cultures and expand and refine all communication skills. This course will be taught 80% in French using comprehensible input techniques. Students will learn strategies to enable them to participate actively by using French to the fullest extent possible in the classroom. By the end of this course it is expected that students will attain a Novice High level of proficiency, in which they will be able to handle predictable topics, ask formulaic questions, and respond to simple questions or requests for information.
Prerequisite: French 1 and teacher recommendation

FRL0032 French 3 Honors
Full year 5 credits 10–12
This course is designed for students who have demonstrated an exceptional ability and motivation to learn a second language. Students will continue to explore Francophone cultures and expand and refine all communication skills in French at an accelerated pace with added emphasis on oral communication, composition and authentic reading material. This course will be taught 80% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Low level of proficiency, in which they will be able to use the language to create meaning.
Prerequisite: French 2 and teacher recommendation

FRL0033 French 3 College Prep 1
Full year 5 credits 10–12
In this third level language course students will continue to learn about Francophone cultures and expand and refine all communication skills with added emphasis on oral communication, composition and authentic reading material. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at a Novice High level and progressing towards an Intermediate Low level of proficiency, in which they will be able to use the language to create meaning. 
Prerequisite: French 2 and teacher recommendation
FRL0042 French 4 Honors
Full year 5 credits 11–12
This course is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. Communication skills and cultural knowledge will be refined and expanded at an accelerated pace. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. Prerequisite: French 3 HON or CP1 and teacher recommendation

FRL0043 French 4 College Prep 1
Full year 5 credits 11–12
In this fourth level language course communication skills and cultural knowledge will be refined and expanded. This course will be taught 90% in French using comprehensible input strategies. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Low level and progressing towards an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. Prerequisite: French 3 and teacher recommendation

FRL0052 French 5 Honors
Full year 5 credits 12
This course of college level work at an accelerated pace is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. This course will be taught 90% in French. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. Prerequisite: French 4 HON or CP1 and teacher recommendation

FRL0053 French 5 College Prep 1
Full year 5 credits 12
This challenging, fifth level language course will be taught at least 90% in French. Students will be expected to use French to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Mid level and progressing towards an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. Prerequisite: French 4 and teacher recommendation

FRL0061 French Advanced Placement
Full year 5 credits 12
This is a challenging course for students of high academic ability and strong motivation. Students will follow an approved AP curriculum that will prepare them for the exam in May. This course will be taught at least 90% in French and students will be expected to use French for all communication in class. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. Students will be expected to take the Advanced Placement Examination in May. Summer course work is required. Prerequisite: French 4 Honors and/or teacher recommendation

FRL4023 French for Travel College Prep 1
Semester 2.5 credits 10–12
This semester course will focus on various expressions, cultural knowledge, and travel tips that are particularly useful for travel to a French-speaking country. Students will be assigned a correspondent
from a French high school with whom they will participate in both written and spoken exchanges. This course is strongly recommended for French Exchange participants; however it does not replace enrollment and completion of a sequential full-year course.

Prerequisite: French 3 and teacher recommendation

**FRL1013 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.

Prerequisite: French 3 and teacher recommendation

**FRL1022 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

**FRL1023 Spanish 2**

*College Prep 1*

*Full year*  
*5 credits*  
*9–12*

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

Prerequisite: Spanish 1 and teacher recommendation

**FRL1032 Spanish 3**

*Honors*

*Full year*  
*5 credits*  
*10–12*

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

Prerequisite: Spanish 2 and teacher recommendation

**FRL1033 Spanish 3**

*College Prep 1*

*Full year*  
*5 credits*  
*10–12*

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

Prerequisite: Spanish 2 and teacher recommendation.
FRL1042 Spanish 4  Honors
Full year  5 credits  11–12
This course is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. Communication skills and cultural knowledge will be refined and expanded at an accelerated pace. This course will be taught 90% in Spanish using comprehensible input strategies. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. **Prerequisite: Spanish 3 HON or CP1 and teacher recommendation**

FRL1043 Spanish 4  College Prep 1
Full year  5 credits  11–12
In this fourth level language course communication skills and cultural knowledge will be refined and expanded. This course will be taught 90% in Spanish using comprehensible input strategies. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Low level and progressing towards an Intermediate Mid level of proficiency, in which they will more consistently create their own meaning with the language, be able to ask a variety of questions and be understood by native speakers who are accustomed to dealing with non-native speakers. **Prerequisite: Spanish 3 and teacher recommendation**

FRL1052 Spanish 5  Honors
Full year  5 credits  12
This course of college level work at an accelerated pace is designed for highly motivated students who have continued to demonstrate an exceptional ability to learn a second language. This course will be taught 90% in Spanish. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. **Prerequisite: Spanish 4 HON or CP1 and teacher recommendation**

FRL1053 Spanish 5  College Prep 1
Full year  5 credits  12
This challenging, fifth level language course will be taught at least 90% in Spanish. Students will be expected to use Spanish to the fullest extent possible and be active, daily participants. By the end of this course it is expected that students will be at an Intermediate Mid level and progressing towards an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. **Prerequisite: Spanish 4 and teacher recommendation**

FRL1061 Spanish  Advanced Placement
Full year  5 credits  12
This is a challenging course for students of high academic ability and strong motivation. Students will follow an approved AP curriculum that will prepare them for the exam in May. This course will be taught at least 90% in Spanish and students will be expected to use Spanish for all communication in class. By the end of this course it is expected that students will attain an Intermediate High level of proficiency, in which students will be able to converse with confidence on rehearsed tasks, narrate and describe in all major time frames using connected discourse of paragraph length and be understood by native speakers who are unaccustomed to dealing with non-native speakers. Students will be expected to take the Advanced Placement Examination in May. Summer course work is required. **Prerequisite: Spanish 4 Honors and/or teacher recommendation**
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Curriculum</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>FRL4033</td>
<td>Spanish for Travel</td>
<td>College Prep 1</td>
<td>2.5 credits</td>
<td>10-12</td>
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<td>This semester course will focus on various expressions, cultural knowledge, and travel tips that are particularly useful for travel to a Spanish-speaking country. Students will be assigned a correspondent from a Spanish high school with whom they will participate in both written and spoken exchanges. This course is strongly recommended for Spanish Exchange participants; however it does not replace enrollment and completion of a sequential full-year course. <strong>Prerequisite:</strong> Spanish 3 and teacher recommendation.</td>
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<tr>
<td>FRL3013</td>
<td>Latin 1</td>
<td>College Prep 1</td>
<td>5 credits</td>
<td>9-12</td>
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<td>This is the beginning course for students with no previous background in Latin. Students are introduced to the reading and writing of the language as well as the culture of the ancient Romans. There is also analysis of the strong connection between English and Latin vocabulary. <strong>Prerequisite:</strong> Spanish 3 and teacher recommendation.</td>
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<tr>
<td>FRL3022</td>
<td>Latin 2</td>
<td>Honors</td>
<td>5 credits</td>
<td>9-12</td>
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<td>This course is designed for students who have demonstrated exceptional ability and motivation to study Latin beyond level one at an accelerated pace. Students will expand their knowledge of the language's grammar and vocabulary, refine skills of reading and translating, and broaden their understanding of the culture of ancient Rome. <strong>Prerequisite:</strong> Latin 1 and teacher recommendation.</td>
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<tr>
<td>FRL3023</td>
<td>Latin 2</td>
<td>College Prep 1</td>
<td>5 credits</td>
<td>10-12</td>
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<td>This course will continue the study of Latin beyond level one. Students will expand their knowledge of the language's grammar and vocabulary, refine skills of reading and translating, and broaden their understanding of the culture of ancient Rome. <strong>Prerequisite:</strong> Latin 1 and teacher recommendation.</td>
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<tr>
<td>FRL3032</td>
<td>Latin 3</td>
<td>Honors</td>
<td>5 credits</td>
<td>11-12</td>
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<td>This course is designed for students who demonstrate exceptional ability and motivation to study Latin beyond level two at an accelerated pace. This course will focus on enhanced translations, readings and written assignments. <strong>Prerequisite:</strong> Latin 2 and teacher recommendation.</td>
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<tr>
<td>FRL3033</td>
<td>Latin 3</td>
<td>College Prep 1</td>
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<td>This course is designed for students who wish to continue the study of Latin beyond level two. Students will continue to expand and refine their knowledge of the language, history, and culture of Republican Rome, as well as translate and read selections from various authors, such as Julius Caesar and Cicero. <strong>Prerequisite:</strong> Latin 2 and teacher recommendation.</td>
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<tr>
<td>FRL3042</td>
<td>Latin 4</td>
<td>Honors</td>
<td>5 credits</td>
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<td>This course is designed for highly motivated college preparatory students who have continued to demonstrate exceptional ability to pursue the study of Latin at an accelerated pace. This course has a strong focus on reading, translating and writing. <strong>Prerequisite:</strong> Latin 3 and teacher recommendation.</td>
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<tr>
<td>FRL3043</td>
<td>Latin 4</td>
<td>College Prep 1</td>
<td>5 credits</td>
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<td>This course is designed for highly motivated students who wish to continue the study of Latin beyond level three. Students will continue to expand and refine their skills in the language, history, culture and mythology of the Roman Empire. Students will also translate and read selections from various authors, such as Ovid and Vergil. <strong>Prerequisite:</strong> Latin 3 and teacher recommendation.</td>
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<tr>
<td>FRL3052</td>
<td>Latin 5</td>
<td>Honors</td>
<td>5 credits</td>
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<td>This course is the culmination of a student's study of Latin literature in high school. In Latin 5 Honors,</td>
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</table>
students will: review complex grammatical structures and the terminology of literary devices, continue to acquire new vocabulary and refine methods of translating the Latin text, as well as practice scanning the poetic text in meter and reading it aloud. The primary texts for this course will be excerpts from Vergil’s *Aeneid* and Caesar’s *Gallic Wars*. Students will continue to develop their literary analysis skills by comparing the stylistic distinctions between poetry and prose as well as the differences between specific authors. *Prerequisite: Latin 4 and teacher recommendation*

**FRL3053 Latin 5**

*College Prep 1*

*Full year*  
5 credits  
12

This course is the culmination of a student’s study of Latin literature in high school. In Latin 5 College Prep 1, students will: review complex grammatical structures and the terminology of literary devices, continue to acquire new vocabulary and refine methods of translating the Latin text, as well as practice scanning the poetic text in meter and reading it aloud. The primary texts for this course will be students’ choice from a wide variety of selected authors and genres of poetry (the elegy of Catullus, the epigrams of Martial, the odes of Horace, Virgil’s *Aeneid* & *Eclogues*, Ovid’s *Metamorphoses* and Seneca’s *Thyestes*). Students will continue to develop both their understanding of the development of Latin poetry throughout Roman history and their literary analysis skills by comparing the stylistic distinctions between types of poetry and different authors. *Prerequisite: Latin 4 and teacher recommendation*

**FRL3051 Latin**

*Advanced Placement*

*Full year*  
5 credits  
12

This course is the culmination of a student’s study of Latin literature in high school. In AP Latin students will: review complex grammatical structures and the terminology of literary devices, continue to acquire new vocabulary and refine methods of translating the Latin text, as well as practice scanning the poetic text in meter and reading it aloud. While the main focus of the course is the required texts (selections from Vergil’s *Aeneid* & Caesar’s *De Bello Gallico*), students will also practice their sight reading skills with excerpts from a variety of poetry and prose authors including Ovid, Martial, Catullus, Cicero, Livy and Pliny the Younger. This course is designed to prepare students for the AP Latin exam.  
*Prerequisite: Latin 4 and teacher recommendation*

**FRL4013 Classical Studies**

*College Prep 1*

*Semester*  
2.5 credits  
9-12

This elective course offers a glimpse into the worlds of ancient Greece and Rome. Students will study the history, culture, and mythology of these two superpowers and examine how they have influenced our world and language today. Students will use a variety of sources to explore and research a wide range of topics.

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**NOTE**: Students will not be allowed to repeat a failed Foreign Language class more than once.
# HEALTH COURSES

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

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEH0014</td>
<td>Health Education 1</td>
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<td>2.5</td>
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<td>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.</td>
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<td>PEH0024</td>
<td>Health Education 2</td>
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<td>Health Education 2 is designed to enhance previous knowledge of health topics and focuses on demonstrating healthy behaviors to prevent disease, improve mental health, establish healthy relationships and resolve conflicts. Students will also explore violence prevention, reproductive health, sexuality and the basics of first-aid, and cardiopulmonary resuscitation (CPR).</td>
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<tr>
<td>PEH0054</td>
<td>Contemporary Living</td>
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<td>2.5</td>
<td>11-12</td>
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<td>In this course, students will explore skills for healthy living. Also, they will learn to handle emotions, set goals, improve relations with others, and make important decisions for their future. In addition, they will update their information on current health concerns and explore ways to improve family relations and career opportunities. Students share ideas in a course jammed with relevant discussions and needed communication.</td>
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<tr>
<td>PEH0064</td>
<td>Independent Living</td>
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<td>11-12</td>
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<td>In this course, students will expand their personal health and fitness goals. They will also study ways to enhance their self-esteem, increase their communication skills, make wise consumer decisions, and develop financial independence. In addition, they will develop skills to handle challenges within the family and to become a contributing member of the community.</td>
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<tr>
<td>PEH1104</td>
<td>Wellness for Life: Self Care and Mindfulness</td>
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<td>2.5</td>
<td>11-12</td>
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<td>This is a classroom based course that examines all of the dimensions of health and wellness. An emphasis is placed on the wellness wheel and what factors go into making someone well. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies to improve lifetime health, mindfulness and self-care such as breathing techniques and yoga.</td>
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MATHEMATICS COURSES

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

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

MAT0013 Algebra 1
College Prep 1
Full year 5 Credits
This college preparatory course formalizes and extends the mathematics that students learned in the middle grades, providing a solid foundation of algebra following the Common Core State Standards for the college-bound student. In this course, students will learn about solving equations and inequalities, graphing and solving both linear and quadratic equations, solving systems of equations, properties of exponents, working with polynomials and factoring, and operations with rational expressions. This course is recommended for students who took Algebra CP in the 8th grade and can benefit from strengthening their understanding of Algebra. Prerequisite: Departmental recommendation

MAT0024 Algebra 1
College Prep 2
Full year 5 credits
The content of this course is similar to Algebra 1 College Prep 1. Following the Common Core State Standards, students continue to express relationships between quantities verbally, pictorially, graphically, and symbolically. Concepts reviewed and reinforced include solving and graphing linear and quadratic equations, solving algebraic equations, solving systems of equations and inequalities, exponents, and operations with rational numbers. This course is recommended for students who took Algebra CP in the 8th grade and can benefit from strengthening their understanding of Algebra. Prerequisite: Departmental recommendation

MAT0034 Algebra Essentials
College Prep 2
Full year 5 credits
Algebra Essentials will provide a supportive and engaging environment in which students will develop a stronger mathematical foundation that should help them in multiple ways, including but not limited to, better MCAS performance, earned mathematics credit, and better math knowledge for future math courses. This course will focus on strengthening the fundamental mathematical skills that are taught in Algebra 1 and Geometry. Students will practice these skills in class and MCAS type questions will be used daily. This course is for grade 10 and 11 students and departmental recommendation is required.

MAT0042 Geometry
Honors
Full year 5 credits
The objective of this rigorous honors college preparatory course is for students to explore more complex geometric situations and deepen their explanations of geometric relationships by presenting and hearing formal mathematical arguments. Following the Common Core State Standards, this course requires students to develop basic definitions, examine and apply postulates and theorems to a detailed study of triangles, quadrilaterals, perpendicularity, and parallelism. Right triangle trigonometry is introduced and explored. Although mastery of concepts in two-dimensional geometry is the primary goal of the course, three-dimensional concepts are also introduced. Prerequisite: Algebra 1 and departmental recommendation
**MAT0043 Geometry College Prep 1**

*Full year 5 credits*

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

**MAT0044 Geometry College Prep 2**

*Full year 5 credits*

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

**MAT0052 Algebra 2 Honors**

*Full year 5 credits*

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

**MAT0053 Algebra 2 College Prep 1**

*Full year 5 credits*

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

**MAT0054 Algebra 2 College Prep 2**

*Full year 5 credits*

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

**MAT0082 Pre-Calculus Honors**

*Full year 5 credits*

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

MAT0083 Pre-Calculus College Prep 1
Full year 5 credits
This advanced college preparatory course prepares students for future studies in calculus and other college-level mathematics courses. Curriculum will follow the Common Core State Standards. The content of this course is similar to Honors Pre-Calculus beginning with more review of key Algebra 2 concepts including rational & radical equations and inequalities, and linear, quadratic, polynomial and inverse functions. The role of the graphs of each of these functions will be explored in detail. The study of trigonometry will be extensive including: solving triangles, graphing trigonometric functions, simplifying trigonometric expressions, and solving trigonometric equations. In addition, logarithms and analytic geometry will be studied. Prerequisite: Algebra 2 and departmental recommendation

MAT0091 Calculus AB Advanced Placement
Full year 5 credits
This Advanced Placement course challenges students to strengthen and build on their mathematical skills and to pursue diverse problem situations with clarity, conviction, and enthusiasm. This course adheres to the guidelines of the AP Program of the College Entrance Examination Board and is designed to prepare students for the AP Calculus AB Examination. An intensive and extensive coverage of functions, limits, continuity, differentiation and integration will be covered. This will include applications of the derivative such as curve sketching, maxima and minima problems, related rates, marginal cost and profit and applications of integration such as area under a curve, law of exponential change and volumes of revolution. In addition, practice and preparation for the AP exam will be included throughout the year. Students will be required to complete summer work which will be included in their first term grade. Prerequisite: Pre-Calculus and departmental recommendation

MAT0111 Calculus BC Advanced Placement
Full year 5 credits
This Advanced Placement course is designed for those exceptional math students who intend to pursue further study in mathematics, science, or engineering. AP Calculus BC extends the content learned in Calculus AB to different types of equations and introduces the topics of infinite series, and parametric, vector, and polar functions. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. This will be a fast paced course, taught with the expectation that students understand and can apply those topics learned in Pre-Calculus without further review. Prerequisite: Successful completion of Calculus AB or successful completion of Pre-Calculus Honors with departmental recommendation

MAT0092 Calculus Honors
Full year 5 credits
This honors course is intended for students who will be expected to take calculus in college. Students will build on concepts learned in Pre-Calculus, with topics including a review of functions, analytic geometry and trigonometry. The standard topics of calculus are covered including limits, continuity, differentiation, curve sketching, and integration with an emphasis on business applications. Prerequisite: Pre-Calculus and departmental recommendation

MAT1021 Statistics Advanced Placement
Full year 5 credits
This rigorous course adheres to the guidelines of the Advanced Placement Program of the College Entrance Examination Board. The course content is divided into four categories as follows: exploratory analysis of data which makes use of graphical and numerical techniques to study patterns and departure from patterns, collection of data according to well-developed plans in order to obtain valid information on
a conjecture, use of probability to anticipate what the distribution of data should look like under a given model, and statistical inference which guides the selection of appropriate models. In addition, practice and preparation for the AP exam will be included throughout the year. Students will be required to complete summer work which will be included in their first term grade. Prerequisite: Algebra 2 and departmental recommendation

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

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

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

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

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

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

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

This course is designed for college bound students who want to explore various applications of mathematics along with the traditional topics studied in high school math courses. Topics covered will include pattern recognition, sequences, series, Fibonacci numbers, number theory, logic, truth tables, combinatorics, probability, matrices and applications, Euler circuits, networks, scheduling, and conflict resolution problems. This course is especially suited to those who enjoy mathematics, are talented in math, want to be challenged, and/or intend on majoring in mathematics, computer science, engineering, or business in college. This course can be taken while enrolled in Pre-Calculus or Calculus and fulfills the four-year math requirement. Prerequisite: Honors Algebra 2 or departmental recommendation
**MAT2013 Consumer Math**  
*College Prep 1*  
*Semester*  
*2.5 credits*

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

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

This semester-long course is designed for students in grades 11 and 12 to study real world applications of mathematics and reinforce college preparatory high school mathematics skills. Topics may include post graduate employment, checking and savings accounts, credit cards, budgets, housing costs, loan payments, investments, and health insurance. This course does not fulfill mathematics course requirements for college entrance. This course cannot be taken while enrolled in the course Topics of Advanced Mathematics.
The chart above represents the typical sequence of math courses and does not demonstrate all possible options. During Sophomore year and continuing through Senior year, students have opportunities to take two math courses in the same year. Students should speak with their guidance counselor and math teacher to plan the best path for achieving their career and college goals.

NOTE: Four year math requirement
MUSIC COURSES

INSTRUMENTAL MUSIC ENSEMBLES

**VPA1513 Concert Band**  
College Prep 1  
*Full year  5 credits  9-12*

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

**VPA1532 Wind Ensemble**  
Honors  
*Full year  5 credits  10-12*

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

**VPA1563 String Orchestra**  
College Prep 1  
*Full year  5 credits  9-12*

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

**VPA2562 Advanced String Ensemble**  
Honors  
*Full Year  5 credits  10-12*

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

VOCAL MUSIC ENSEMBLES

**VPA1713 Chorus**  
College Prep 1  
*Full year  5 credits  9-12*

Chorus is an intermediate level vocal ensemble that will emphasize vocal health, proper breathing, posture and alignment. Students will practice sight-singing and ear-training strategies, part-singing, develop technical proficiency, and gain performance experience through the study and re-creation of a variety of musical genres. Repertoire in foreign languages will be explored. Students will perform in small ensembles for school and community events. Students will have the opportunity to audition and participate in district, state, regional and national festivals, honor ensembles, musical productions and performance/scholarship opportunities. This course may be repeated for credit.
VPA1742 Mixed Choir  
Honors  
**Full Year** 5 credits  10-12  
Choir is an auditioned, performance-based course designed to instruct the student in intermediate and advanced techniques of mixed voice singing and of music from a variety of time periods and genres. Students in the ensemble are expected to practice music outside of class, attend any and all performances outside of the school day, and are highly encouraged to take part in private voice study outside of school. This course may be repeated for credit. **Prerequisite: audition**

VPA1772 Treble Choir  
Honors  
**Full Year** 5 Credits  10-12  
Treble Choir is an auditioned, performance-based course designed to instruct the student in intermediate and advanced techniques of treble voice singing and of music from a variety of time periods and genres. Students in the ensemble are expected to practice music outside of class, attend any and all performances outside of the school day, and are highly encouraged to take part in private voice study outside of school. Students will practice sight-singing and ear-training strategies, partsinging, develop technical proficiency, and gain performance experience through the study and re-creation of a variety of musical genres. Repertoire in foreign languages will be explored. Students will perform in small ensembles for school and community events. Students will have the opportunity to audition and participate in district, state, regional and national festivals, honor ensembles, musical productions and performance/scholarship opportunities. This course may be repeated for credit. **Prerequisite: audition**

PEDAGOGY CLASSES

VPA2514 Class Piano 1  
**Semester** 2.5 credits  9-12  
Basic piano skills will be introduced, including scales, key signatures, chord structures, proper fingering and note reading. Students will learn and perform individually and in a group. Digital and acoustic pianos will be utilized. Students will have an opportunity to play solo, in an ensemble and to create, rehearse and perform personal compositions. The class will culminate with an in-class performance for invited guests.

VPA2524 Class Piano 2  
**Semester** 2.5 credits  9-12  
Class Piano II will build upon concepts and skills mastered in Class Piano I. Duet playing, accompanying, reading vocal scores, and improvisation will be studied. Students will perform individually and in a group. Digital and acoustic pianos will be utilized. The class will culminate in a public performance – solo, group ensemble and/or multi-media- presentation of historically varied piano repertoire. **Prerequisite: Passing grade in Class Piano 1**

VPA2534 Class Guitar 1  
**Semester** 2.5 credits  9-12  
Class Guitar 1 is an introduction to acoustic guitar playing. Students will learn note reading, chords, frets, tab, and notation will be emphasized. Strumming and picking techniques will be practiced. Group instruction will guide daily practice and encourage musical independence. Students will have an opportunity to play solo, in an ensemble, and to create, rehearse and perform personal compositions. The class will culminate with an in-class performance for invited guests.

VPA2544 Class Guitar 2  
**Semester** 2.5 credits  9-12  
Class Guitar 2 will build on concepts and skills mastered in Class Guitar I. Students will study individually and in small groups to increase musical independence. Intermediate chord positions and finger patterns, picking and strumming techniques and repertoire will be studied. Master guitar players and repertoire will be studied. Students will participate in peer teaching with teacher supervision. The class
will culminate in a public performance - solo, group, ensemble, and/or multi-media. This course may be repeated with teacher permission.  Prerequisite: passing grade in Class Guitar 1

VPA2554 Introduction to Performing Arts Technology
Semester 2.5 credits 9-12
Students will learn fundamental concepts of technology used in the performing arts, focused around audio, lighting, and visual projection equipment and software. The course will focus on topics including recording and manipulating audio and MIDI, audio and data signal flow, safety and setup of theatrical lighting equipment, and programming lighting cues and presets. Students will work on individual and small group projects using audio loops and found audio, as well as their own original compositions, and projects based on different uses of theatrical equipment. Prerequisite: recommendation from VPA Teacher

VPA3563 Advanced Music Technology  College Prep 1
Semester 2.5 credits 10-12
Students will learn advanced concepts of music technology, focused around creatively manipulating audio through the tools of a Digital Audio Workstation and live sound equipment. The course will focus on topics including audio editing and mixing, making informed creative decisions in audio, analyzing music from an audio engineering perspective, creating electronic sounds, and practical applications of audio technology. Students will work on individual and small group projects using loops, found audio, and their own original compositions. Prerequisite: Introduction to Performing Arts Technology, and either Music Theory 1 or two semesters of a music ensemble, or a recommendation from VPA Teacher based on prior personal experience in music technology

MUSIC THEORY

VPA3513 Music Theory 1  College Prep 1
Semester 2.5 credits 9-12
Music Theory I is designed for students to become familiar with the nomenclature of music. Students will learn to read and write notes in all clefs, identify and replicate musical intervals, understand simple and compound time signatures, learn key signatures for all keys and study the concepts of parallel and relative minor. Sight-reading and ear training abilities will be developed through the use of basic keyboard and singing techniques. Major key harmonies will be taught, including 7th chords. Melodic contour, simple 2 and 3-part songs, rounds, ostinatos and other basic musical forms and compositional techniques will be studied. Students will compose short original compositions displaying their application of knowledge. The compositions may be group or individual projects. All final compositions will be performed in a school-based lecture demonstration. Prerequisite: one of the following: Piano 1, Guitar 1, band or choral ensemble or private music instruction

VPA3522 Music Theory 2  Honors
Semester 2.5 credits 9-12
Music Theory II builds upon concepts mastered in Music Theory I. Minor key tonalities will be expanded. Modes and foreign harmonies will be introduced. Counterpoint and advanced rhythmic ideas will be incorporated in listening and writing exercises. The practice of ear training and sight singing will advance in tandem with the exploration of 20th century, jazz, and pop harmonies. Keyboards will be used as a vehicle for composing and understanding more complex chordal progressions and intervallic relationships. Software and technology will be incorporated to assist in the production of compositional products. Final products will be exhibited in a school performance. Prerequisite: passing grade in Music Theory 1.

VPA3531 Music Theory  Advanced Placement
Full Year 5 credits 11-12
AP Music Theory is designed for students proficient in the theoretical concepts developed through Music Theory I and II, interested in pursuing compositional skills and/or considering majoring in music in post-secondary education.) AP Music Theory is an intensive study in complex harmonic progressions, four-part writing, counterpoint, dictation, solfege, keyboard, form and analysis. Students will become familiar with compositional templates ranging from early chorales to the expanded sonata-allegro form found in the works of Beethoven. Emphasis will be placed on writing and analyzing in the styles of composers
from Bach through the 20th century and contemporary composers. Coursework will prepare students for success on the College Board AP Music exam.

Prerequisite: passing grade in Music Theory 2 and departmental recommendation

SURVEY CLASSES

VPA4524 Introduction to Theatre
Semester 2.5 credits 9-12
This is an introductory academic class in accordance with the National Theatre Standards for students genuinely interested in all aspects of the theatre. The course provides students with an in-depth introduction to the theatre, including history, stagecraft, technical theatre, and performance through the course textbook and additional resources. Students will also learn the basics of pantomime, improvisation, and scripted acting, and will be expected to perform regularly in front of the class individually and with partners.

VPA4553 Theatre II College Prep 1
Semester 2.5 Credits 10-12
An advanced scene study class that focuses on developing a process for performing non-realistic "heightened" acting texts. Students will encounter plays that present unique challenges for actors in terms of language, physicality, characterization, style, content and text analysis. The class will structurally fuse the traditionally separate disciplines of acting, voice, and movement into a comprehensive unit by approaching the text simultaneously from these three perspectives. The work will proceed from the assumption that the actor's performance must emerge from an expressively free and integrated instrument.

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

Each student must earn 10 credits of Physical Education in order to satisfy the local graduation requirements. Any exceptions to the policy require medical documentation. All students are exposed to the Fitness gram program as well as school-wide writing assignments. Each unit/activity is assessed according to a specific formula of 75% - daily participation 25%-written assessments. It is imperative that student participate each and every day. The quality of participation is a major portion of the course grade.

**REQUIRED COURSES**

**PEH1014 Grade 9 Physical Education** 2.5 credits

The Grade Nine curriculum provides opportunities for students to improve 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.

**PEH1054 Grades 10-12 Physical Education** 2.5 credits

The upperclassman curriculum provides opportunities to improve and maintain a healthy level of fitness. This curriculum is designed to give students a background in skills and activities. Each unit is based on a 9-12 day cycle. Students are asked to select one of four options for coursework during each cycle. Student voice is critical in this process. The options always involve both low and high impact activities. The rotation is assessed on a card that follows the student throughout the semester. Instructors will vary yet they communicate regarding student performance and overall assessment practices.

**Sample Unit Descriptions – Grades 10-12 – Options change each semester**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Basketball</th>
<th>Archery</th>
<th>Tennis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Team Handball</td>
<td>Golf</td>
<td>Tennis</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Table Tennis</td>
<td>Power Walking</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Badminton</td>
<td>Yoga</td>
<td>Pickle ball</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Volleyball</td>
<td>Body Shaping</td>
<td>Track &amp; Field Games</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Self Defense</td>
<td>Weight Training</td>
<td>Basketball</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Games Unit</td>
<td>Weight Training</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Fitness gram Follow-up</td>
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<td></td>
</tr>
</tbody>
</table>
ELECTIVE COURSES

PEH1124 World Sports 2.5 credits 9-10
This course will examine sports from around the world and see how they relate to sports played in the USA. International sports will be paired with traditional sports in order to examine the similarities and differences in rules, equipment, strategies, and game play. Activities may include (but are not limited to): Football, Rugby, Softball, Cricket, Team Handball, and Tchoukball.

PEH1114 Personalized Fitness I Training 2.5 credits 9-10
This course is designed for students motivated to learn more about fitness planning and exercising in the Weight Room. This course will consist of students learning about the important body systems and creating and implementing personalized fitness plans. Students should plan to workout vigorously for the entire class period. Training will focus on weight management, overall conditioning for health, sport specific training, muscle strength and endurance, and increasing cardiovascular endurance.

PEH1154 Personalized Fitness Training II 2.5 credits 11-12
This course expands upon what was done in Introduction to Personalized Fitness Training. Students must have completed that course or have been approved by a P.E Teacher to take PFT. This course is designed for students motivated to exercise in the Weight Room. This course will consist of students creating and implementing personalized fitness plans. Students should have a strong understanding of the muscular system. Training will focus on weight management, overall conditioning for health, sport specific training, muscle strength and endurance, and increasing cardiovascular endurance.

PEH1164 Competitive Sports I 2.5 credits 9-10
Using a variety of team sports, students will begin to practice skill improvement, learn the history of sport, develop strategies for successful game play, develop coaching skills, rules interpretation and the basics of officiating. Activity sessions include officiating, coaching, organization, game play, strategies, team building, sportsmanship, sports literacy and sports specific fitness training.

PEH1144 Competitive Sports II 2.5 credits 11-12
Using a variety of team sports, students will practice skill improvement, learn the history of sport, develop strategies for successful game play, develop coaching skills, rules interpretation and the basics of officiating. Activity sessions include officiating, coaching, organization, game play, strategies, team building, sportsmanship, sports literacy and sports specific fitness training. Students will gain an understanding of the roles associated with being a member of a sports program in all associated roles: player, coach, official, statistician and fan.
## SCIENCE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td>STE0021</td>
<td>Biology Advanced Placement</td>
<td></td>
<td>successful completion of Biology and Chemistry or departmental recommendation</td>
</tr>
<tr>
<td>STE0022</td>
<td>Biology Honors</td>
<td></td>
<td>departmental recommendation</td>
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<tr>
<td>STE0023</td>
<td>Biology College Prep 1</td>
<td></td>
<td>departmental recommendation</td>
</tr>
<tr>
<td>STE0024</td>
<td>Biology College Prep 2</td>
<td></td>
<td>departmental recommendation</td>
</tr>
<tr>
<td>STEL021</td>
<td>AP Biology Lab Advanced Placement</td>
<td></td>
<td>successful completion of Biology and Chemistry or departmental recommendation</td>
</tr>
<tr>
<td>STE0025</td>
<td>College Prep 3</td>
<td></td>
<td>departmental recommendation</td>
</tr>
</tbody>
</table>

### STE0021 Biology Advanced Placement
- **Full year** 5 credits 10-12
- This laboratory course is designed for talented students who are planning to major in one of the sciences in college, although not necessarily biology. Emphasis is placed on four big ideas: evolution, energetics, information storage and transmission, and systems interactions. These ideas are spiraled throughout eight units of study, which include: chemistry of life; cell structure and function; cellular energetics; cell cycle; heredity; gene expression and regulation; natural selection; and ecology. This course also emphasizes specific science practices outlined for AP Biology by the College Board. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

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

### STE0023 Biology College Prep 1
- **Full year** 5 credits 9
- This laboratory course focuses on learning that builds from middle school life science to explain complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. More specifically, students are expected to use science and engineering practices in order to help students formulate answers to the following questions which help frame their understanding: how organisms live and grow; how and why organisms interact with their environment, and what are the effects of these interactions; how characteristics of one generation are passed to the next; how individuals of the same species and even siblings have different characteristics; and what evidence shows that different species are related. All students enrolled in this course will be expected to explore the various topics discussed in class, using a wide variety of resources. Students in this course will take the MCAS Biology exam at the conclusion of the course. Passing the MCAS exam is a graduation requirement.

### STE0024 Biology College Prep 2
- **Full year** 5 credits 9
- This laboratory course focuses on learning that builds from middle school life science to explain phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. More specifically, students are expected to use science and engineering practices in order to help students formulate answers to the following questions which help
frame their understanding: how organisms live and grow; how and why organisms interact with their environment, and what are the effects of these interactions; how characteristics of one generation are passed to the next; how individuals of the same species and even siblings have different characteristics; and what evidence shows that different species are related. Students in this course will take the MCAS Biology exam at the conclusion of the course. Passing the MCAS exam is a graduation requirement.

Prerequisite: departmental recommendation

**STE3014 Biology for MCAS**  
**College Prep 2**

| Full year | 5 credits | 9-12 |

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

Prerequisite: successful completion of Biology and departmental recommendation

**STE0031 Chemistry**  
**Advanced Placement**

| Full year | 5 credits | 11–12 |

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

Prerequisite: successful completion of Chemistry and departmental recommendation

**STE0032 Chemistry**  
**Honors**

| Full year | 5 credits | 10–12 |

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

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

**STE0033 Chemistry**  
**College Prep 1**

| Full year | 5 credits | 10–12 |

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

Prerequisite: successful completion of Biology, successful completion of Algebra 1 and departmental recommendation
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>STE0042</td>
<td>Earth Science Honors</td>
<td>Full year</td>
<td>5</td>
<td>This laboratory course focuses on how the Earth’s systems – the rocks beneath one’s feet, the oceans in which one swims, and the air surrounding – interact to form the hospitable planet Earth. The course examines how human actions are fundamentally altering the processes, which have shaped the Earth over its 4.5 billion year history. In the first part of the course, students will examine the Earth system and how it has evolved over time. In the second part of the course, students will examine the system’s interactions with human society. Students will learn how the actions of one generation will affect the climate during the lifetimes of subsequent generations. Students will also consider the responsibility that each generation has to leave a habitable climate for the next. The design of the course is a hands-on laboratory approach supplemented with project-based instruction. Student assignments include projects requiring individual and group work. This course is recommended for those students who plan a career in the Earth sciences or other related fields. It may also be treated as an elective for those students interested in learning more about the Earth and its place in space. Prerequisite: successful completion of Biology and departmental recommendation.</td>
</tr>
<tr>
<td>STE0043</td>
<td>Earth Science College Prep 1</td>
<td>Full year</td>
<td>5</td>
<td>This laboratory course focuses on how the Earth’s systems – the rocks beneath one’s feet, the oceans in which one swims, and the air surrounding – interact to form the hospitable planet Earth. The course examines how human actions are fundamentally altering the processes, which have shaped the Earth over its 4.5 billion year history. In the first part of the course, students will examine the Earth system and how it has evolved over time. In the second part of the course, students will examine the system’s interactions with human society. Students will learn how the actions of one generation will affect the climate during the lifetimes of subsequent generations. Students will also consider the responsibility that each generation has to leave a habitable climate for the next. This course is project-based. Students will work with data collected from the environment to help shape their understanding of the related topics. This course is recommended for those who plan a career in the Earth sciences or as an elective for those students interested in learning more about the Earth and its place in space. Prerequisite: departmental recommendation.</td>
</tr>
<tr>
<td>STE0044</td>
<td>Earth Science College Prep 2</td>
<td>Full year</td>
<td>5</td>
<td>This laboratory course focuses on how the Earth’s systems – the rocks beneath one’s feet, the oceans in which one swims, and the air surrounding – interact to form the hospitable planet Earth. The course examines how human actions are fundamentally altering the processes, which have shaped the Earth over its 4.5 billion year history. In the first part of the course, students will examine the Earth system and how it has evolved over time. In the second part of the course, students will examine the system’s interactions with human society. Students will learn how the actions of one generation will affect the climate during the lifetimes of subsequent generations. Students will also consider the responsibility that each generation has to leave a habitable climate for the next. Prerequisite: departmental recommendation.</td>
</tr>
<tr>
<td>STE0061</td>
<td>Physics AP 1 Advanced Placement</td>
<td>Full year</td>
<td>5</td>
<td>This laboratory course is designed for talented students to provide an opportunity equal in rigor to a first-semester college course in algebra-based physics. Emphasis is placed on topics including kinematics; dynamics; Newton’s laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; impulse; linear momentum; oscillations, mechanical waves, and sound; and an introduction to electric circuits. This course also emphasizes specific science practices outlined for AP Physics by the College Board. Laboratory experiences will focus on small group cooperative learning experiences that will incorporate data collection and analysis. Several open-ended project-based investigations will also be incorporated through the year. Please note that students are</td>
</tr>
<tr>
<td>STE061</td>
<td>AP Physics 1 Lab Advanced Placement</td>
<td>Semester</td>
<td>2.5</td>
<td>This laboratory course is designed for talented students to provide an opportunity equal in rigor to a first-semester college course in algebra-based physics. Emphasis is placed on topics including kinematics; dynamics; Newton’s laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; impulse; linear momentum; oscillations, mechanical waves, and sound; and an introduction to electric circuits. This course also emphasizes specific science practices outlined for AP Physics by the College Board. Laboratory experiences will focus on small group cooperative learning experiences that will incorporate data collection and analysis. Several open-ended project-based investigations will also be incorporated through the year. Please note that students are</td>
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required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

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

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<th>Credits</th>
<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td>STE0071</td>
<td>Physics AP 2</td>
<td>Advanced Placement</td>
<td>5</td>
<td>11-12</td>
</tr>
<tr>
<td>STEL071 AP</td>
<td>Physics 2 Lab</td>
<td>Advanced Placement</td>
<td>2.5</td>
<td>11-12</td>
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</tbody>
</table>

This laboratory course is designed for talented students to provide an opportunity equal in rigor to a second-semester college course in algebra-based physics. Emphasis is placed on topics including fluid statics and dynamics; thermodynamics with kinetic theory, PV diagrams, and probability; electrostatics; electrical circuits; magnetic fields; electromagnetism; physical and geometric optics; and topics in modern physics. This course also emphasizes specific science practices outlined for AP Physics by the College Board. Laboratory experiences will focus on small group cooperative learning experiences that will incorporate data collection and analysis. Several open-ended project-based investigations will also be incorporated through the year. Please note that students are required to take the Advanced Placement Test. In order to meet the curriculum requirements of the Advanced Placement program, this course will be scheduled for two blocks in one semester and a single block in the other semester. Students should consider this additional time factor when planning their course selections.

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

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</tr>
</thead>
<tbody>
<tr>
<td>STE0053</td>
<td>Physics</td>
<td>College Prep 1</td>
<td>5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

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

**Prerequisite:** departmental recommendation

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<tr>
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<th>Type</th>
<th>Credits</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>STE1012</td>
<td>Human Anatomy &amp; Physiology</td>
<td>Honors</td>
<td>5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

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

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

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<tr>
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<th>Type</th>
<th>Credits</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>STE1013</td>
<td>Human Anatomy and Physiology 1</td>
<td>College Prep 1</td>
<td>2.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

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

**Prerequisite(s):** successful completion of Biology and departmental recommendation
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>College Prep</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STE1023</td>
<td>Human Anatomy and Physiology 2</td>
<td>College Prep</td>
<td>2.5</td>
<td>successful completion of Human Anatomy and Physiology College Prep 1 and departmental recommendation</td>
</tr>
<tr>
<td>STE2023</td>
<td>Oceanography</td>
<td>College Prep</td>
<td>2.5</td>
<td>completion of Biology and departmental recommendation</td>
</tr>
<tr>
<td>STE0081</td>
<td>Environmental Science</td>
<td>Advanced Placement</td>
<td>5</td>
<td>completion of Biology and Chemistry and departmental recommendation</td>
</tr>
<tr>
<td>STE2053</td>
<td>Environmental Science</td>
<td>College Prep</td>
<td>2.5</td>
<td>departmental recommendation</td>
</tr>
<tr>
<td>STE2063</td>
<td>Engineering Design Process</td>
<td>College Prep</td>
<td>2.5</td>
<td>departmental recommendation</td>
</tr>
</tbody>
</table>
STE2073 Forensics College Prep 1
Semester 2.5 credits 9-12
This laboratory course focuses on the analysis of physical evidence found at crime scenes. In addition to case studies, topics include blood, drugs and toxicology, types of evidence, and the analysis of DNA, hair, fibers, soil, and trace evidence. The fundamental objective is to learn the basic processes and principles of scientific thinking and apply them to solve problems through inquiry using critical thinking skills. The multidisciplinary nature of this course includes chemistry, anatomy and physiology, genetics, and physics, as well as math, law and communications. The course also includes independent research, student presentations, lab work, and informed decision-making using critical thinking and scientific problem solving.
Prerequisite(s): departmental recommendation

PROJECT LEAD THE WAY BIOMEDICAL SCIENCES PATHWAY

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

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

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

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

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

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

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

STE1032 Principles of Biomedical Science Honors
STE1033 Principles of Biomedical Science College Prep 1
Full Year 5 credits 9
In the introductory laboratory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce

Plymouth South High School Program of Studies 2020-2021 www.plymouth.k12.ma.us
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

**STE1042 Human Body Systems**  
Honors  
Full Year  
5 credits  
10

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

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

**STE1043 Human Body Systems**  
College Prep 1

**STE1052 Medical Interventions**  
Honors  
Full Year  
5 credits  
11

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

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

**STE1062 Biomedical Innovations**  
Honors  
Full Year  
5 credits  
12

In the final laboratory course of the Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, research institution or other institution related to the topic within the surrounding communities.

Prerequisite: passing grade in Medical Interventions; departmental recommendation
SOCIAL STUDIES COURSES

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

World History, US 1 and US 2

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

College Prep 1
Students will be engaged in the reading and interpretation of different types of primary source documents and will be guided in using these sources to construct and defend thesis statements. Focus will be on reading, writing and critical thinking skills. Students are expected to be able to demonstrate knowledge and skills through a variety of methods, and be able to work independently with successful completion of a research project. Course is designed for students with a commitment to achieve high academic standards. Prerequisite: departmental recommendation

College Prep 2
Students will be engaged in activities that focus on strengthening critical thinking, reading, and writing skills. Students will be expected to complete independent work and demonstrate content knowledge through a variety of assessments. This course will focus on the mastery of state learning standards. Students will be able to define and summarize large bodies of knowledge and further develop analytical and problem solving skills. Course is designed to enhance skills and content knowledge. Prerequisite: departmental recommendation

World History
SOC0012 - Honors
SOC0013 - College Prep 1
SOC0014 - College Prep 2
Full year 5 credits 9
Students will examine the major developments of world history from c. 1500 to present. Topics studied include the Age of Ideas, revolutions of the 18th & 19th centuries, the Industrial Revolution, 19th century imperialism, the World Wars, the Cold War, and contemporary world issues. This course will also help students develop their analytical reading and writing skills through the use of primary and secondary sources.
Prerequisite: departmental recommendation

US History 1
SOC0022 - Honors
SOC0023 - College Prep 1
SOC0024 - College Prep 2
Full year 5 credits 10
Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key
ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, and Reconstruction. Students will analyze the continued expansion westward and life on the frontier. The Honors course is designed to prepare students for AP level courses.

**Prerequisite: departmental recommendation**

**SOC0021 U.S. History Advanced Placement**

**Full year** 5 credits 11

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

**U.S. History 2**

SOC0032 - Honors
SOC0033 - College Prep 1
SOC0034 - College Prep 2

**Full year** 5 credits 11

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

**Prerequisite: departmental recommendation**

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**SOCIAL STUDIES ELECTIVES**

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

**The History of Plymouth & Massachusetts**

SOC2202 - Honors
SOC2203 - College Prep 1

**Semester** 2.5 credits 9–12

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

**Economics**

SOC1022 - Honors
SOC1023 - College Prep 1

**Full year** 5 credits 11–12

This course focuses on the production, distribution, and consumption of goods and services. Also included are the various economic activities by which people earn a living. Topics include important economic theories, comparative economic systems, business cycles, stock market investments, the effects of international trade and debts. An Applied Economics project is a requirement.
International Relations
SOC2012 - Honors
SOC2013 - College Prep 1

Semester 2.5 credits 11–12
This course is a study of current world problems. It focuses on timely world issues. Students learn about the background of the issues, examine possible options for American policy, and determine the best solutions. Reading, discussion, and decision-making skills are emphasized in this course.

Criminal Justice
SOC2032 - Honors
SOC2033 - College Prep 1

Semester 2.5 credits 11–12
This course explores the law and its application to American life today. Using case studies, students learn about our present legal system and how it has changed to meet the needs of our society. Topics include the foundations of our legal system, civil law, criminal law, the rights of victims and witnesses, and the workings of our jury system.

Psychology
SOC2052 - Honors
SOC2053 - College Prep 1

Semester 2.5 credits 11–12
This semester course introduces the following topics in psychology: sensation and perception; theories of personality; infancy, childhood and adolescence; intelligence and creativity. The study of psychology helps students to better understand themselves and others.

SOC2063 Sociology
SOC2062 - Honors
SOC2063 – College Prep 1

Semester 2.5 credits 11–12
This semester course will cover a number of social issues while providing an introduction to behavioral sciences. An understanding and respect for different cultures/lifestyles is emphasized. Social conflict, poverty, family roles, status, race relations, marriage and divorce, deviant behavior, and societal change are topics that are covered during the semester.

SOC2072 US Conflicts from 1950 to the Present
SOC2072 - Honors
SOC2073 - College Prep 1

Semester 2.5 credits 12
This course will focus on military conflicts involving the US from 1950 to the present. It will present material on the Korean War, Vietnam War, The Persian Gulf War and the War in Iraq and Afghanistan. Material will include the use of primary source documents and media. Students will gain an understanding of these events during the specific time period of the event and the historical perspective.

Sports in American Society
SOC2082 - Honors
SOC2083 - College Prep 1

Semester 2.5 credits 11-12
This course is designed to look at American society through the lens of sports. It will explore issues such as: racism, women in sports, the rise of organized sport and commercialization of sports.

Citizenship and Civic Engagement
SOC2122 - Honors
SOC2123 - College Prep 1

Semester 2.5 credits 9-12
This course is designed for students who are interested in studying about issues, both local and global. Students will learn about being an active citizen and the role individuals play in making changes in their community, nation and world. They will investigate an issue to research individually or as part of a
research team and create an action plan as a capstone project. Students will become familiar with local non-profit organizations serving the community as well as national and international groups. (Honors credit for conducting service-learning project)

**Irish History**  
SOC2152 - Honors  
SOC2153 - College Prep 1  
Semester 2.5 credits 10-12  
This course will study Irish History beginning with the Battle of the Boyne in 1690 and trace Ireland’s history to the present. It will focus on the politics and culture including major events such as The Famine, Irish Nationalism and Partition, immigration and modern day Ireland.

**The Civil War**  
SOC2162 - Honors  
SOC2163 - College Prep 1  
Semester 2.5 credits 11-12  
This course will study the U.S. Civil War in greater depth and detail. Students will examine the immediate causes of the war, military campaigns and leadership of both the North and South, and the political social, and economic consequences of the war.

**Conspiracy Theory**  
SOC2173 - College Prep 1  
Semester 2.5 credits 11-12  
This course will look at conspiracy theories connected to various historical events and analyze evidence to decide if how much of the theory is based on fact, what led to the development of the theories and who created them.

**Human Behaviors**  
SOC2213 - College Prep 1  
Semester 2.5 credits 11-12  
This course will examine a survey of important topics in the fields of psychology and sociology and explore the various theories and research regarding how people behave as both individuals and within a society. Particular emphasis will be given to what it means to be part of a community and understanding one’s own personal development. This course will assist students to better understand themselves and others, as well as provide an opportunity for the growth of knowledge and respect for different cultures, lifestyles, and behaviors. This will be an integrative inclusion learning experience, with students of all abilities and backgrounds welcome. Prerequisite: recommendation of teacher

**SOC1031 Psychology**  
Advanced Placement  
Full year 5 credits 12  
This AP class will provide students with an in-depth understanding of psychological processes and phenomena. It will look at the major theories and current practices in the field of psychology. Topics of study include perception, learning, motivation, memory, personality and social psychology. Summer reading/assignments are required. Students are expected to take the AP exam in May.

**SOC1011 European History**  
Advanced Placement  
Full year 5 credits 12  
This course examines European history from the end of the Middle Ages up through the current political scene today. Students will learn about major trends and patterns of recent history, as well as the rise and fall of European influence throughout the world. A major part of the course is the emphasis on primary source materials from which students will make their own interpretation of historical events. Summer course work is required. Students are expected to take the Advanced Placement examination in May. Prerequisite: recommendation of teacher
COLLEGE, CAREER & TECHNICAL EDUCATION COURSES

The College, Career and Technical Education Program is a four-year experience designed to develop basic entry level skills in a variety of vocational technical areas. During grade nine, students explore various career options. Upon completion of this exploratory phase, students will have the opportunity to select a specific program. In their remaining years, students will concentrate on gaining in-depth experience and knowledge within their chosen field, including co-operative education opportunities and internships. Throughout the entire program, the major importance of safety procedures, employability skills, entrepreneurship, and achieving competencies will be stressed. All Vocational Technical Programs follow the Massachusetts State Curriculum Frameworks.

EXPLORATORY

VTE9000 Technical Studies Exploratory
Full year 5 credits 9
Students accepted into the Exploratory Program will rotate through each of the programs. Students will explore all of the College, Career & 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 complete a safety training course.

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

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

All CCTE courses are CP1 level unless otherwise noted.

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

COOPERATIVE EDUCATION and INTERNSHIP PROGRAM

Students who are in good academic standing, who have an acceptable attendance record and who have completed at least two years of vocational technical training are eligible to participate in a cooperative education placement or internship program in which they will leave campus for an authentic work experience at a business/industry related to their program of study. Other specific requirements based on individual programs may need to be fulfilled for admission into the cooperative education/internship program. The following programs are eligible for Cooperative Education and/or Internship: Automotive Collision and Repair, Automotive Technology, Carpentry, Computer Aided Drafting, Cosmetology, Culinary Arts, Early Education and Care, Electrical, Graphic Design and Visual Communications, Heating, Ventilation & Air Conditioning, Marketing Education, Medical Assisting and Plumbing Technology.
AUTOMOTIVE COLLISION REPAIR

VTE9000 Exploratory - Auto Collision Repair
Full Year 5 credits 9
Students are introduced to basic vehicle construction, basic hand tools used for repair, paint and surface preparation, vehicle detailing, and the use of trade materials such as plastic fillers, masking supplies, abrasives, and solvents. Safety is an important issue and is stressed throughout the 4-year program.

VTE0513 Auto Collision Repair 10
Full Year 10 credits 10
Auto Collision basics are expanded to include use of pneumatic and electric tools, compressed air supply equipment, sheet metal work, paint and primer mixing ratios and applications, trim installation and removal, torqueing procedures, small dent repair, panel replacement and adjustment, and lifting and jacking. Safety and quality of workmanship are stressed.

VTE0553 Auto Collision Repair 11
Full Year 15 credits 11
Juniors fine-tune previously acquired skills. Instruction includes welding and cutting equipment and procedures, overall paint application including color and clear topcoats, body and frame straightening procedures, and automotive plastics. Juniors learn to diagnose each vehicle's unique collision damage and perform appropriate repair procedures. Students study interior repair, glass replacement, fiberglass panel repair, plastic panel repair and refinish procedures, structural panel replacement, wheels and tires, fasteners, and exterior molding and trim. Reading, writing, and math assignments related to the Auto Collision Repair and refinishing profession are integrated with academic frameworks in this class.

VTE0613 Auto Collision Repair 12
Full Year 15 credits 12
In addition to using previously acquired skills, seniors specialize in analyzing and repairing frame damage. Damage repair and refinishing skills are mastered. Mentoring of underclassmen, business and managerial concepts, such as damage estimating, part and material ordering, and customer interaction are introduced. Eligible seniors may participate in the co-op program. This course examines vehicle structural repair, analyzing and gauging frame damage, and advanced refinishing procedures, suspension systems, and basic electro/mechanical systems. Research as well as reading, writing, and math assignments related to the Auto Collision Repair and Refinishing profession are integrated with academic frameworks during this class.

VTE0653-VTE0673 Automotive Collision and Repair Internship
Full Year or Semester ***credits may vary 12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid internship in an Auto Collision and Repair related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

AUTOMOTIVE TECHNOLOGY

VTE9000 Exploratory - Automotive Technology
Full Year 5 credits 9
Students during their exploratory rotation in Automotive as a freshman will be introduced to the automotive field. Students will learn shop safety and how to keep the shop, themselves, and their classmates safe. Students will also learn proper vehicle lift operation, preventive engine and tire maintenance.

VTE0763 Automotive Technology 10
Full Year 10 credits 10
Grade 10 Automotive students will learn fundamental skills needed to orient themselves in the automotive shops of today. Students will be introduced to the many hand and power tools used in the automotive field and the safety procedures. Students will learn the basic operation of a gasoline powered engine and its components. Students will also learn about brakes and anti-lock brake systems, fuel and exhaust, and
undercar systems. As students exit their sophomore year they will be prepared for the next skill level as automotive technicians.

**VTE0813 Automotive Technology 11**
*Full Year*  
15 credits  
11
The grade 11 Automotive students will begin to learn advanced procedures in the automotive field. Students will learn procedures of aligning an automobile and the components of the steering and suspension system. They will also learn engine diagnostics and engine repair. From there they will learn electronic computer systems and evaporate emission systems. By the end of junior year students will be prepared to enter the automotive field as an apprentice.

**VTE0863 Automotive Technology 12**
*Full Year*  
15 credits  
12
The grade 12 Automotive Shop provides the students with training in the automotive field. Subjects covered include computerized engine controls diagnosis and repair, fuel, air induction, and exhaust systems diagnosis and repair, and emission control systems diagnosis and repair. As students graduate from the automotive program they will be prepared to take the next step into the workforce as an entry level technician or further their education in the automotive field. A senior project and/or portfolio are required for all students in their last year of Automotive Technology. Seniors will also have the opportunity to participate in the Cooperative Education program.

**VTE0913-VTE0933 Automotive Technology Cooperative Education/Internship**
*Full Year or Semester*  
***credits may vary***  
12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid Co-op/Internship in an Automotive Technology related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

**COMPUTER AIDED DRAFTING (CAD)**

**VTE9000 Exploratory - Computer Aided Drafting**
*Full Year*  
5 credits  
9
Freshmen students who are accepted in the exploratory program will be introduced to the basic CAD software and applications. Students will be shown and become familiarized how to utilize our primary software which is AutoCAD. Various example drawings will be provided to help the students in understanding basic commands and dimensioning in a 2D concept. Students also will be introduced to basic 3D design concepts which are utilized through the SketchUp software application. During exploratory the student will be exposed to potential career opportunities and job trades associated within the CAD engineering field.

**VTE1013 Computer Aided Drafting 10**
*Full Year*  
10 credits  
10
Sophomore students who have selected the CAD program from their exploratory experience will be re-introduced to basic CAD concepts to provide them with a comprehensive overview of the Computer Aided Drafting field, emphasizing the importance of learning the language of drafting. Upon completion of the basic CAD introduction skills the students will transform into more complex CAD projects. The student will learn to use the appropriate technology associated with CAD, including computers, printers/plotting and software applications and safety associated within the shop. The emphasis of their sophomore year is mechanical engineering and design, which includes mechanical parts and assembly, threaded fasteners, sectional drawings, advanced dimensioning and tolerance as well as 3D model making and printing.

**VTE1053 Computer Aided Drafting 11**
*Full Year*  
10 credits  
11
Juniors now entering into the third year of the CAD program will be introduced to architectural engineering concepts. Students will focus on residential construction design and associated building technology. This will include a completed architectural set, which will include floor plans, elevations and sections. The students will learn associated engineering such as, structural, civil, electrical, plumbing and septic
designs. In addition, students will apply their obtained knowledge in developing a scaled residential home model.

**VTE1213 Computer Aided Drafting 12**

*Full Year 10 credits*

Seniors now entering their fourth year of the CAD program will be developing and organizing their senior portfolio directed towards their preferred engineering field of interest. Because there is a wide variety in the field of engineering, the students will work on their preferred choice of engineering. These option choices can include but not limited to residential and construction drawings, mechanical and assembly drawings, pictorial drawings, 3D model projects, electrical engineering, civil design and surveying. The intent is to help the individual students to develop a portfolio in preparing for post-secondary education in either a 2-year technical school or a 4-year engineering degree program. The emphasis is in developing an individual project which demonstrates their applied knowledge which is culminated at the end of the year senior showcase. Seniors will also have the opportunity to participate in the Cooperative Education program.

**VTE1313-VTE1333 Computer Aided Drafting Cooperative Education/Internship**

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

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

**CARPENTRY**

**VTE9000 Exploratory - Carpentry**

*Full Year 5 Credits*

The students in Carpentry Exploratory will be exposed to various tools and equipment used in the building trades. General safety as well as safe use of tools and machinery will be stressed. The students will be involved in a small mass production project that will expose them to the woodworking trade. They will also be exposed to several larger projects that upper classman are currently working on.

**VTE1513 Carpentry 10**

*Full Year 5 Credits*

The student will select the correct measuring, marking, edge cutting, boring and fastening tools to advance their knowledge in shop practices. Portable power tools such as the electric drill, circular saw, router, power nailer, finishing sander and sabre saw are introduced. Machine operations include the radial arm saw, table saw, jointer, planer, band saw, drill press, and Sanders. Selection of materials, fasteners and hardware are learned. Work assignments include in-house projects, tool shed construction, play house, etc. Shop safety and safe operation of tools and equipment continue to be a priority.

**VTE1553 Carpentry 11**

*Full Year 10 credits*

The student will identify and observe shop rules and demonstrate proper construction safety practices, especially in the introduction to the outside building project. Advanced operations of hand and portable power tools are demonstrated in layout work, framing of floors, walls, ceilings and roofs. The outside project enables the student to advance through a sequence of framing, sheathing, roofing, siding, window and door installation, interior finishing, stair construction, insulation, joinery and millwork. Job site safety and safe operation of tools and equipment are stressed. *Enrollment begins 2018-2019.*

**VTE1713 Carpentry 12**

*Full Year 10 credits*

Program topics include trade vocabulary, job safety, shop rules and procedures. The student learns to demonstrate advanced operations on machines and tools. Work processes include roof framing, windows dormers, valley and hip roof construction, stair construction and finishing. Window and door trimming, exterior cornice construction and interior finish are also mastered. The Massachusetts Building Codes are introduced and studied. Job site safety and safe operation of tools and equipment are
stressed. A senior project and/or portfolio are required for all students in their last year of Carpentry. Seniors will also have the opportunity to participate in the Cooperative Education program. *Enrollment begins 2019-2020.

*Carpentry students are encouraged to take a semester or full year of CAD before they graduate.

**VTE1813-VTE1833 Carpentry Cooperative Education/Internship**

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<th>Full Year or Semester</th>
<th>***credits may vary</th>
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Students will have the opportunity to job shadow and/or participate in a paid or unpaid Co-op/Internship in a Carpentry related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

**COSMETOLOGY**

**VTE9000 Exploratory - Cosmetology**

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<th>Full Year</th>
<th>5 credits</th>
<th>9</th>
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The students that have been accepted into the Technical Studies Program will participate in an exploratory rotation of the Cosmetology program. This course surveys career exploration, hairstyling, and hair coloring using practical activities, projects and the corresponding theory. Infection control along with safe work habits will be a priority.

**VTE3013 Cosmetology 10**

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<th>Full Year</th>
<th>10 credits</th>
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Sophomore students are introduced to the general sciences of cosmetology. These include infection control, nail, scalp and skin properties, disorders and diseases. Non-chemical service activities including makeup, hair removal and hairstyling are part of the clinic procedures that meet state requirements and vocational technical frameworks. Students will develop skills in professionalism and positive self-image.

**VTE3053 Cosmetology 11**

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<th>Full Year</th>
<th>15 credits</th>
<th>11</th>
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Junior year the student will be introduced to general sciences including anatomy, physiology, chemistry and electricity. Students who have accumulated 400 hours are trained in chemical service theory and hands on application. Texturizing, hair coloring and haircutting are part of the clinical procedures that meet the state requirements and vocational technical frameworks. Students must be able to problem solve by customizing and formulating chemicals to enhance the client’s appearance and requests. The major project required for junior students incorporates science, math and computer skills as well as creativity and critical thinking. Students will prepare to master the skill required to work on “Live Client.”

**VTE3063 Cosmetology 11 Related Theory**

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<th>Full Year</th>
<th>5 credits</th>
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Students will synthesize every aspect of operating and working directly in our quality Salon. Students will analyze the theory behind texturizing, hair coloring and haircutting are part of the clinical procedures that meet the state requirements for licensure. Students must be able to problem solve by customizing and formulating chemicals to enhance the client’s appearance and requests. The major project required for junior students incorporates science, math and computer skills as well as creativity and critical thinking.

**VTE3213 Cosmetology 12**

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<th>Full Year</th>
<th>15 credits</th>
<th>12</th>
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During the senior year students are expected to master the skills in all phases of cosmetology mandated by the Massachusetts State Board of Cosmetology as well as the vocational technical frameworks. Students are required to have industry entry level employability skills. These are attained through various projects, field trips and management of the clinic floor. After the completion of 1000 Hours a written and practical state exam must be passed for state licensure. Students who qualify will acquire skills to accept apprenticeships in the industry utilizing the vocational technical frameworks. Demonstrations and guest speakers from the industry visit periodically to enhance the real salon experience. A senior project and portfolio are required for all students in their senior year of cosmetology. Students who acquire 1000 hours may be eligible to participate in the Cooperative Education Program.
**VTE3223 Cosmetology 12 Related Theory**

*Full Year*  
5 credits  
12

Students will analyze and use critical thinking in every phase of operating and working directly in our quality salon. Students will learn all the knowledge based content in cosmetology as mandated by the Massachusetts State Board of Cosmetology as well as the vocational technical frameworks. Students will be required to study and work toward mastery of industry entry level employability skills. These are attained through various projects, field trips and the completion of related hours and a written and practical state exam must be passed for state licensure.

**VTE3313-VTE3333 Cosmetology Cooperative Education/Internship**

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

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

**CULINARY ARTS**

**VTE9000 Exploratory - Culinary Arts**

*Full Year*  
5 credits  
9

During the exploratory cycle of Culinary Arts, students will be introduced to the four areas of Culinary: bakery, coldline, hotline and the front of the house. Emphasis will be placed on student safety, use of equipment and sanitation. Students will experience the set-up of a full service restaurant and bakery.

**VTE3513 Culinary Arts 10**

*Full Year*  
10 credits  
10

Students will confirm prior knowledge of safety and sanitation procedures. Students will enhance their knowledge on tools and equipment identification and use. Serve Safe Certification will be attained as an industry standard. Students will increase their independence in preparing basic recipes. Basic culinary math which includes fractions, decimals and percentages are introduced. Basic bakery items and cakes are introduced with emphasis on recipe comprehension. Cooking methods are introduced on both hotline and coldline. Introduction to customer service is experienced through the front of the house operations.

**VTE3533 Culinary Arts 11**

*Full Year*  
15 credits  
11

Students will learn CPR and abdominal thrust as part of our health and safety plan. Students will execute menu items to be served to the general public and patrons in our building. This includes meat fabrication, seafood identification and handling. American table service is taught and used as well as buffet service. Food identification is emphasized to accurately execute menu items. Proper cleaning and sanitation of the entire facility is done on a daily basis. Basic nutrition, portion control, balanced plating and food cost are introduced with an emphasis on diet and nutrition. Cake decorating is expanded as well as pastry production.

**VTE3713 Culinary Arts 12**

*Full Year*  
20 credits  
12

Seniors will demonstrate a safety and sanitation conscious attitude. Proper use of all fire equipment is expected. They will work towards attaining a proficient status on the culinary arts frameworks with an emphasis on menu creation, food cost analysis, pricing and descriptive writing. Opportunities are available to those who qualify for cooperative education. They will engage in management roles in the front of the house as well as the kitchen and bakery. Life skills are emphasized to include, resume writing, interview skills, work force readiness and professionalism. Students will be able to showcase their acquired skills of cake decorating, food plating and service. Seniors will have the opportunity to participate in the Cooperative Education program. A senior project and/or portfolio are required for all students in their last year of Culinary.
VTE3813-VTE3833 Culinary Arts Cooperative Education/Internship

Full Year or Semester  ***credits may vary  12

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

EARLY EDUCATION and CARE

VTE9000 Exploratory - Early Education and Care

Full Year  5 credits  9

The students that have been accepted into the Technical Studies Program will participate in an exploratory rotation of the Early Education and Care program. They are provided with hands-on activities in the study of growth and developmental stages of young children. The health and safety of the young child, as well as the caregiver, are also studied.

Early Education and Care 10

VTE2012 – Honors
VTE2013 – College Prep 1

Full Year  5 credits  10

The Early Education and Care 10 students will learn more about children and their development by working in our preschool. Students will create and participate in activities for the preschoolers and study the child development of three, four and five year olds. Students will also explore careers in child care and the various early childhood programs available to families.

Early Education and Care 10 Related Theory

VTE2052 – Honors
VTE2053 – College Prep 1

Full Year  5 credits  10

The sophomores will learn more about children and their development by working on theory and lesson/unit planning. Students will create and participate in related activities for the preschoolers and study the child development of three, four and five year olds. Students will also explore careers in child care and the various early childhood programs available to families. In addition, they learn behavioral management, children’s literature and learning centers.

Early Education and Care 11

VTE2112 – Honors
VTE2113 – College Prep 1

Full Year  5 credits  11

Students will learn every phase of operating and working directly in our quality preschool. Such essential topics as behavioral management, safety, first aid, parent/teacher relationships and staff training will be addressed. Students will be taught to develop and implement curriculum appropriate for preschoolers. Students will be responsible for developing a year-long portfolio project for a preschool child.

Early Education and Care 11 Related Theory

VTE2152 – Honors
VTE2152 – College Prep 1

Full Year  5 credits  11

Students will analyze every phase of operating and working directly in our quality preschool. Students will identify and make connections to the theory behind behavioral management, safety, first aid, parent/teacher relationships and staff training will be addressed. Students will develop, implement, analyze and reflect on curriculum appropriate for preschoolers. Students will be responsible for developing a year-long portfolio project for a preschool child.
VTE 2033 Early Education Care 12
VTE2212 – Honors
VTE2213 – College Prep 1
Full Year 5 credits 12
Students will further develop their knowledge of teaching and working directly in our preschool. They will participate in supervisory and administrative tasks, such as planning, preparing and evaluating developmentally appropriate activities, which they present in our preschool. Seniors have the opportunity to participate in an internship at a Plymouth Public Elementary School or a private Plymouth preschool to further their educational experience. The students will be responsible for a senior portfolio consisting of developmentally appropriate lesson plans containing all aspects of the preschool curriculum, a resume, cover letter and a career plan. Seniors will have the opportunity to participate in the Cooperative Education program. In addition the students will be responsible for a senior project which will be presented at the Senior Showcase.

Early Education Care 12 Related Theory
VTE2252 – Honors
VTE2253 – College Prep 1
Full Year 5 credits 12
Students will develop, analyze, and reflect on their pedagogical teaching strategies while working directly in our preschool. They will participate in supervisory and administrative activities, such as planning, preparing and evaluating developmentally appropriate unit, lessons and activities, which they present in our preschool. Seniors have the opportunity to participate in a Co-op/internship at a Plymouth Public Elementary and/or Preschool to further their educational experience. The students will be responsible for a senior portfolio consisting of developmentally appropriate unit and lesson plans containing all aspects of the preschool curriculum, a resume, cover letter and a career plan. Seniors will have the opportunity to participate in the Cooperative Education program. In addition, the students will be responsible for a senior project which will be presented at the Senior Showcase.

VTE2313-VTE2333 Early Education and Care Cooperative Education/Internship
Full Year or Semester ***credits may vary 12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid Co-op/Internship in a Plymouth Public Elementary and/or Preschool, performing duties within the scope of their license, preparation and training. A mentor or supervisor will be assigned and work closely with the students.

ELECTRICAL*

VTE9000 Exploratory - Electrical
Full Year 5 credits 9
The students that have been accepted into the Technical Studies Program will participate in an exploratory rotation of the Electrical program. This course is designed to introduce the students to the field of electricity and the tool safety related to this trade choice. The students will construct a simple electrical lighting circuit and learn the basic benefits and hazard of electricity. They will receive a presentation of the rigorous training it takes to become a Massachusetts Licensed Electrician and of the many opportunities available in this field of work.

VTE4013 Electrical 10
Full Year 10 credits 10
The students that have been accepted into the electrical program will continue their studies as in exploratory but with a new emphasis on expanding their knowledge in their chosen trade. This course is designed to further enhance shop and tool safety, stress the responsibilities of an electrician to themselves and their eventual customers. This year students receive intensive training in electrical theory, and the Massachusetts Electrical Code. Students will learn basic installation and repair of electrical systems. In the shop, students will learn schematic and one line diagrams, preparation of detailed materials list, and various methods of residential and commercial wiring. This also includes conduit and tubing bending using various benders. In their related class, students will learn: electron theory, history of electricity, Ohm’s law, and how to use and navigate their way through the code book.
VTE4023 Electrical 10 Related Theory
Full Year 5 credits
Electrical 10 students will begin to analyze the MA electrical Code Book and apply critical thinking in their chosen field. This course is designed to further enhance shop and tool safety, stress the responsibilities of an electrician to themselves and their eventual customers. This year students will receive intensive training in electrical theory, and the MA Electrical Code. Students will analyze basic installation and repair of electrical systems that include embedded academic skills. Students will discuss, create and analyze schematic and one line diagrams, the preparation of detailed materials list, and theory behind the methods of residential and commercial wiring. Topics covered include but are not limited to electron theory, history of electricity, Ohm’s law, and how to use and navigate their way through the MA Electrical Code Book.

VTE4053 Electrical 11
Full Year 10 credits
The junior class will continue their electrical training with construction, tool, and equipment safety sign offs. In shop they will focus on advanced residential and commercial wiring projects which include, services, residential kitchens, old work and new work installations. They will also participate on a regular basis on the outside job. During the second semester qualified students will have the opportunity to participate in the co-operative education program and work under a licensed electrician. All students will continue their related training and complete residential wiring curriculum and associated code.

VTE4063 Electrical 11 Related Theory
Full Year 5 credits
Electrical 11 students will develop a deeper understanding of the MA Electrical Code Book and hone their ability to apply the MA Electrical Code in their electrical field. This course discusses OSHA’s impact in the electrical field as well as the relationship between an electrician and their eventual customers. There is a focus on the related theory behind advanced residential and commercial wiring projects which include, services, residential kitchens, old work and new work installations.

VTE4213 Electrical 12
Full Year 15 credits
Seniors in the program will continue their training in the electrical shop, on the outside job, and in the classroom related course. Students will be able to go on co-op with local contractors, at a supply house, or other appropriate job sites. The outside job crew works on off campus work, in residential homes and small commercial projects. The related instruction will include motor control and transformer technology. Students will develop a personal portfolio with resume' and examples of their work for employment or college application and have the opportunity to participate in the Cooperative Education program. A senior project and/or portfolio are required for all students in their last year of Electrical.

VTE4223 Electrical 12 Related Theory
Full Year 5 credits
Electrical 12 students will work toward continued mastery of the MA Electrical Code Book and hone their ability to apply the MA electrical code in the electrical field. The students will analyze and discuss their experiences in residential homes and small commercial projects. The instruction will include but not limited to motor control and transformer technology. Students will develop a personal portfolio with resume’ along with examples of their work for employment or college application and develop a senior project and/or portfolio required for all students in their last year of electrical program.

*Electrical students are encouraged to take a semester or full year of CAD before they graduate.*

VTE4313-VTE4333 Electrical Cooperative Education/Internship
Full Year or Semester ***credits may vary 12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid Co-op/Internship in an Electrical related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.
GRAPHIC DESIGN and VISUAL COMMUNICATION

VTE9000 Exploratory - Graphic Design and Visual Communication
Full Year 5 credits 9
In the Graphic Design and Visual Communication exploratory rotation, students will learn that design is anything that visually communicates information. Exposure to graphic design, digital photography, and television/video production will be the three career skills introduced during the rotation. Students will produce a creative layout featuring themselves, by using digital photography and Adobe Photoshop. They will also create a short video clip through the introduction of storyboarding, simple camera shots, videotaping and editing in Adobe Premiere. Students will discover the diverse opportunities for employment in the design and visual communications field. Careers include, but are not limited to, Graphic Design, Advertising, Digital Illustration, Interactive Media, Entertainment, TV Production, Broadcasting, Photography, and Art Education.

VTE5513 Graphic Design and Visual Communication 10
Full Year 10 credits 10
Sophomores in their second year in the Graphic Design and Visual Communication Program will expand their skills through project-based lessons, learn the vocabulary of visual communication design and become familiar with graphic design processes. Students will use industry standard software: Adobe Photoshop, Illustrator and InDesign to explore elements of design, color theory, design process, typography, and digital photography. As sophomores, they will continue to expand their knowledge of television/video production and perfect their skills using Adobe Premiere. Project-based lessons using creative storyboarding, simple camera shots, studio lighting, videotaping, and editing will help students produce commercial films and documentaries. Students will produce real world and creative projects and begin developing their portfolios for college or to secure a position in the Graphic Design and Visual Communication industry.

VTE5553 Graphic Design and Visual Communication 11
Full Year 10 credits 11
Juniors will have the opportunity to advance their skills in graphic design and television/video production. Advanced understanding of the elements of design, color theory, design process, typography, and digital photography will help students develop their portfolio and choose their career path. In television/video production, students will continue to work on their creative storyboarding, camera prep, lighting, sound, videotaping and editing skills. Students will produce high caliber projects such as commercials, short films, documentaries, PSAs, and music videos. They will continue to develop their portfolios through creative term projects and advance their skills in Adobe Photoshop, Illustrator, Indesign, and Premiere in preparation for individual ACA Exam for Adobe Certification.

VTE5713 Graphic Design and Visual Communication 12
Full Year 10 credits 12
Seniors will be encouraged to specialize in one or a combination of disciplines in graphic design and/or video to develop individualized portfolios. Senior will be responsible for participating and presenting their portfolios at the Senior Showcase. This flexible and contemporary curriculum allows students freedom to hone their specialized skill sets with guidance from the instructors. Students will create and execute project plans to solve design problems, learn time management skills and taken upon leadership roles. Seniors will be given the opportunity to test for Adobe certification in Photoshop, InDesign, Illustrator and Premiere. Those students who meet the requirements, will also have the opportunity to participate in the Cooperative Education program for job placement and training in the industry.

*Students in the Graphic Design and Visual Communication program are strongly encouraged to enroll in at least two art classes in order to meet college portfolio requirements.

VTE5813-5833 GDVC Cooperative Education/Internship
Full Year or Semester ***credits may vary 12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid Co-op/Internship in a Graphic Design and Visual Communications related business or organization, performing duties within
the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

HEATING, VENTILATION & AIR CONDITIONING

VTE9000 Exploratory – HVAC
Full Year 5 credits 9
The students that have been accepted into the Technical Studies Program will participate in an exploratory rotation of the construction program. The HVAC portion is designed as an overview of several disciplines within this trade. Students gain specific knowledge and skills to explore the many career opportunities in the Heating, Ventilation, and Air Conditioning fields. Students are instructed in all basic theories, specific requirements for piping, types and uses of HVAC tools, and federal laws. Electrical theory as applied to the HVAC industry is studied, as well as wiring diagrams and descriptions of various mechanical-electrical controls.

VTE6013 HVAC 10
Full Year 5 credits 10
Students are instructed in heat energy theories, basic and advanced refrigeration components, advanced refrigerants, and refrigerant handling. Students design and install an advanced refrigeration system with accessories as well as a complete central air conditioning system. Students study electrical theories and applications used in the HVAC industry including pressure controls, starting relays, and circuit identification. Refrigeration system troubleshooting is a major component throughout the sophomore year. The shop program is CBVE based utilizing all standard safety procedures practiced in the HVAC industry. This course provides the fundamental knowledge necessary for continued success in this field. Shop instruction is project based and hands on in nature. The material is presented utilizing various methods including lectures, hands-on, term projects and select audio visual resources.

VTE 6113 HVAC 11
Full Year 15 credits 11
Students test and install various types of heating systems including oil, gas, electric, heat pumps and alternative heat sources. Heat transfer systems using hydronic principles and forced air delivery systems are also assembled and tested. Several projects and tasks are focused on troubleshooting heating controls and equipment. The shop program is CBVE based utilizing all standard safety procedures practiced in the HVAC industry. This course provides fundamental knowledge necessary for continued success in this field. Shop instruction is project based and hands on in nature. Energy requirements and estimation for winter climate control, and operation of all types of heating systems are major component of this course. Students examine theories of fluid dynamics and heat transfer such as hydronics and air systems. Students also perform heat loss calculations and design a modern residential heating system. They are introduced to, and compare heat pumps, alternative energy, gas, and oil fired systems. Reading, writing, and math assignments related to the HVAC professions is integrated with academic frameworks during this class.

VTE6213 HVAC 12
Full Year 15 credits 12
During the senior year, students are instructed in advanced troubleshooting techniques of heating/cooling systems. Students received instruction in preventative maintenance, indoor air quality as well as psychometrics. This course also includes introduction to pneumatic and digital controls, blueprint reading, and senior project presentations. The shop program is utilizing all standard safety procedures practiced in the HVAC industry. This course also provides fundamental knowledge necessary for continued success in this field. Shop instruction is project based and hands on in nature. This course examines advanced heating/cooling system design, computerized heat load/gain estimation, blueprint reading, and job estimating. Students examine air flow, air system design, and psychometrics as applied to air conditioning systems. Specific instruction will be offered to students seeking training in a specialized HVAC field. Students are required to complete one or more HVAC term projects. The subject of these projects will concur with lab or Co-Op related projects. Research, which includes reading, writing, and math assignments related to the HVAC professions, is integrated with academic frameworks during this class. Seniors on co-op will have an adjusted related grade based on their co-op experience. This class
supports all lab/shop projects performed during senior year in HVAC program. The material is presented utilizing various methods including lectures, hands-on, term projects and select audio visual resources. Safety instructions are addressed in all units presented.

VTE6313-6333 HVAC Internship
Full Year or Semester***credits may vary 12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid Internship in a HVAC related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

MARKETING EDUCATION

VTE9000 Exploratory - Marketing Education
Full Year 5 credits 9
Exploratory rotation for Marketing Education is designed to introduce the basic concepts of Marketing in a manner that will engage, motivate, and allow students to showcase their creativity relative to the marketing industry and related careers. Topics covered include, but are not limited to, target market, demographics, marketing mix, and social media. Students are introduced to DECA and its involvement in our program. Demographic and psychographic data of Generation Z is presented, discussed and used to complete a mock-up of a product along with the marketing mix that will accompany it.

Marketing Education 10 Related Theory
VTE6522 – Honors
VTE6523 – College Prep 1
Full year 5 credits 10
Through a combination of lecture, interactive course work, online resources and textbooks, this first year course provides students with a broad view of marketing, sales, and ethics and it’s far reaching presence throughout the economy and the world as a whole. Valuable presentation and interpersonal skills are learned and developed. Students may also participate in marketing competitions against other schools via DECA, a co-curricular international student marketing organization.

Marketing Education 11 Related Theory
VTE6612 – Honors
VTE6613 – College Prep 1
Full year 5 credits 11
This course is required for juniors enrolled in the Marketing Education Technical Studies program. This second year course delves into more specific areas of marketing such as promotion, merchandising, advertising, distribution, purchasing, inventory control and pricing. Using textbooks, trade publications, online resources and other media, students are able to relate theory to practice so as to reinforce the concepts learned. DECA is once again offered and all students are encouraged to participate.
Prerequisite: Marketing 10.

Marketing Education 12 Related Theory
VTE6712 – Honors
VTE6713 – College Prep 1
Full year 5 credits 12
This course is required for senior students enrolled in the Marketing Education Technical Studies program. This third year course focuses on the areas of marketing where management and decision making play a vital role. Textbooks, articles, case studies, online resources and projects are the tools used by students to study marketing research, product planning, branding, and packaging. In addition, entrepreneurial concepts from risk management to business financing are studied in detail. The course culminates with a capstone project in which students develop a business plan of their own. Participation in DECA as a senior is strongly encouraged.
Prerequisite: Marketing 10 & 11.
Marketing is a specialized field of study with a broad range of applications. The skills acquired through marketing can be applied to any industry therefore does not limit students to career options. The program works closely in conjunction with DECA and is designed to inspire intrinsic motivation through differentiated learning. Using the comprehensive learning program and competitive events program of DECA, students gain knowledge of business plan development, market research, project management, communications, public relations, advertising, interpersonal skills and professional business etiquette. Students acquire these skills through hands on projects such as event planning, school wide promotions, town wide public relation projects, and developing advertising campaigns. Students create in-depth, comprehensive projects in varied aspects of marketing and have the opportunity to compete with these projects at the State and International DECA Marketing Competitions. The rigor of this program is designed for students who plan on furthering their education beyond high school.

VTE6803-VTE6833 Marketing Cooperative Education/Internship

Full Year or Semester ***credits may vary 12

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

MEDICAL ASSISTING

VTE9000 Exploratory – Medical Assisting

Full Year 5 credits 9

This course provides students with 360 minutes of introductory instruction of basic clinical skills and knowledge needed to work as Medical Assistant or move forward into other areas of healthcare. This exploratory course focuses on the role of a Medical Assistant, communication skills, exploration of medical equipment, the cardiovascular system, skeletal system and infection control. Students will have the opportunity to perform basic clinical skills such as hand washing, taking a pulse, and counting respirations. This course allows the student to explore the basics of the healthcare field and decide if they would want to explore a career in the area.

VTE7013 Medical Assisting 10

Full year 10 credits 10

This course provides a foundation for the student interested in a career in Medical Assisting. This course is based upon the instruction, necessary to become a Certified Clinical Medical Assistant. Students will begin to learn about safety, infection prevention and control, legal and ethical concerns, and will be introduced to Anatomy, Physiology, and Pharmacology in conjunction with Medical Terminology. Students will have a strong knowledge of each body system and disease processes. Students will begin to learn the role of the Medical Assistant and apply that knowledge in the lab course. Students perform and analyze urinalysis, guaiac stool with proper technique, throat and flu swabs. Students will have a solid foundation of professionalism by the end of the course.

VTE7053 Medical Assisting 11

Full year 10 credits 11

This course provides a foundation for the student interested in a career in Medical Assisting as well as other health fields. This course is a continuation of Introduction to Medical Assisting in which the students will build on the foundations already learned. Students will begin to learn about safety, infection control, medical terminology, proper technique, patient education, and challenges related to performing electrocardiograms, medication administration (medication math and dosages), understanding of the immunization schedule and vaccines by age, phlebotomy, wound care, and testing blood sugar. Students will continue to develop administrative skills such as phone and written communication, triaging and prioritizing patient calls within the medical office. Industry approved computer software will expose students to an EMR (electronic medical record) by simulating a given patient. Students will continue to build on the foundation of professionalism throughout the course.
VTE7213 Medical Assisting 12
Full year 5 credits 12
Students will review for the CCMA which also includes proficient demonstration of vital signs, rooming patient, obtaining a health history, and exhibit professionalism in all areas of the medical office. Students need to complete 720 clock hours, including at least 160 hour clinical externship (www.medicalassistededu.org).

VTE7313-VTE7333 Medical Assisting Internship
Full Year or Semester ***credits may vary 12
Students will have the opportunity to job shadow and/or participate in a paid or unpaid Internship in a Medical Assisting related business or organization, performing duties within the scope of their preparation and training. A mentor or supervisor will be assigned and work closely with the students.

PLUMBING*

VTE9000 Exploratory - Plumbing
Full Year 5 credits 9
The students that have been accepted into the Technical Studies Program will participate in an exploratory rotation of the Plumbing program. Students are introduced to hand tools, specialized trade tools and the manual skills involved in assembling copper and CPVC. The identification and use of copper and CPVC as it relates to the Plumbing industry covered during students exploratory. Students fabricate table projects using copper and CPVC materials with an emphasis on safety.

VTE7513 Plumbing 10
Full Year 15 credits 10
Students are introduced to PVC, copper, PEX, and Cast Iron materials and fittings. Students advance to drainage, waste and venting, and learn basic plumbing skills. The proper use of plumbing testing equipment and troubleshooting procedures as used in the plumbing trade are covered. Plumbing theory and application are introduced. Detailed plumbing assignments are given with an emphasis on residential and small commercial plumbing designs to ensure the students acquire the knowledge to perform maintenance and service procedures. Proper installation, troubleshooting, and servicing techniques for plumbing systems are covered.

VTE7523 Plumbing 10 Related Theory
Full Year 5 credits 10
Plumbing 10 students analyze and explore the use of PVC, copper, PEX, and Cast Iron materials and fittings in the plumbing field. Students will research and analyze technique related to drainage, waste and venting, and basic plumbing skills. Proper use of plumbing testing equipment and troubleshooting procedures as used in the plumbing trade are explored and aligned to the MA Plumbing Code Book. Plumbing theory focuses on residential and small commercial plumbing designed to ensure the students acquire the related knowledge to perform maintenance and service procedures. Major topics discussed in this course include but are not limited to proper installation, troubleshooting, and servicing the techniques necessary for plumbing systems.

VTE7553 Plumbing 11
Full Year 10 credits 11
Advanced theory and hands on skills detailed plumbing assignments used with commercial and residential plumbing systems are covered with in shop projects. Students are introduced to live work through the outside work program under the supervision of an instructor. They are exposed through light commercial, residential, new installation, and service work. It is also recommended that Plumbing 11 students take a semester of CAD academic to broaden their blueprint reading and drawing skills.

VTE7563 Plumbing 11 Related Theory
Full Year 5 credits 11
Advanced Plumbing theory is explored in detail through critical thinking plumbing assignments highlighting commercial and residential plumbing systems. Plumbing 11 students will develop a deeper
understanding of the MA Plumbing Code Book and hone their ability to apply the MA Plumbing code in their chosen field. This course discusses OSHA’s impact in the plumbing field as well as the relationship between a plumber and their eventual customers. There is a focus on the related theory behind advanced residential and commercial plumbing projects which include, services, residential kitchens, old work and new work installations.

**VTE7713 Plumbing 12**

*Full Year* 15 credits 12

In the final year, seniors will complete more complex plumbing projects. Students will be installing, sizing, and designing residential plumbing systems. Students will continue in small commercial projects including underground piping. They will advance in the outside work program in the building and community under the supervision of an instructor. Seniors will also have the opportunity to participate in the Cooperative Education program. A senior project and/or portfolio are required for all students in their last year of Plumbing.

**VTE7723 Plumbing 12 Related Theory**

*Full Year* 5 credits 12

Plumbing 12 students will work toward mastery of the MA Plumbing Code Book and hone their ability to apply the MA Plumbing Code in the field. The students will analyze and discuss their experiences in residential homes and small commercial projects. Students will develop a personal portfolio with resume along with examples of their work for employment or college application and develop a senior project and/or portfolio required for all students in their last year of the plumbing program.

*Plumbing students are encouraged to take a semester or full year of CAD before they graduate.*

**VTE7813-VTE7833 Plumbing Cooperative Education/Internship**

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

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

**VTE0954 Automotive Technology Academic**

*Semester* 2.5 credits 9-12

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

**VTE1414, VTE1424 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, college engineering program, or other related field. It is also recommended for technical studies students in the construction cluster. In this course, students will be introduced to CAD (Computer Aided Drafting) as it relates to their particular area of interest. All aspects of drafting will be covered using the computer as the principal tool. The primary software utilized is AutoCAD 2020 and 3D software that includes Inventor, SketchUp, and Revit.

**VTE1434, VTE1444 CAD Academic 2**

*Full Year or Semester* 5 credits 9-12

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

**VTE2414 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.

**VTE8014 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.

**VTE8054 Computer Applications**
Semester 2.5 credits 9–12
Computer Applications is a half year course for students that wants to learn valuable computer skills that will make students job-ready and give them an edge over other job seekers. Students will become proficient using Microsoft Office and Google Applications and learn many advanced features that will benefit them academically, personally and throughout their career. Students will learn essential skills using a hands-on approach by completing daily assignments, concentrating on the most common personal and business documents. The students will complete various activities, projects and simulations that will provide an authentic learning experience.

**VTE5914 Graphics Academic**
Semester 2.5 credits 9-12
Students enrolled in this course will be introduced to the fundamental skills relevant to the discipline of graphic design. Through project based assignments students learn the basic vocabulary of visual communication design. Students enrolled will be introduced to: Adobe Photoshop, Illustrator, and Indesign. Students will produce projects, such as creating logos, posters, digital art, and brochures.

**VTE6884 Business Technology**
Semester 2.5 credits 9–12
Business Technology is a half year course in which students will learn computer skills that will benefit them throughout their school years, personal lives and in their career path. Students will produce personal and professional business documents, such as resumes, letters, tables, reports, forms, spreadsheets, as well as a variety of desktop publishing documents. Students will complete a simulation using various applications to create realistic documents used by a business by using the advanced features of the Microsoft Office Suite and other applications in the Windows environment.

**VTE6854 Introduction to Marketing**
Semester 2.5 credits 9-10
This course is designed to provide the students with basic principles of marketing. Topics covered include marketing and the marketing mix, ethics in business, marketing research methods, targeting and segmentation, social media, and consumer behavior. This first year course for students is a combination of discussion, interactive course work and texts. Students explore the basic functions of marketing, economics, free enterprise system, globalization, selling and management. Valuable presentation, job interview, and interpersonal skills are taught at this level. Students are encouraged to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA.

**VTE6894 Marketing Principles**
Semester 2.5 credits 11-12
This course is designed to provide the students with an expanded view of marketing in today’s society. Topics covered include market analysis, business law and ethics, primary and secondary marketing research methods, targeting and segmentation, social media, and buying behavior of consumers. This
course is a combination of discussion, interactive course work, case studies, simulations and required reading. Students explore the many functions of marketing, economics, free enterprise system, globalization, selling and management. Valuable presentation, job interview, and interpersonal skills are honed at this level. Students are encouraged to compete in the marketing arena against other schools from around the country via a co-curricular organization called DECA.

**VTE6904 Sports and Entertainment Marketing**
*Full Year* 2.5 credits 10-12
Students in the Sports & Entertainment Marketing class will learn the difference between the marketing of sports and entertainment along with an introduction to marketing concepts through the use of team projects, classroom discussions, virtual business online programs and engaging activities. Students will gain knowledge of real world business. If students wish to increase further knowledge of the subject, they may apply to the Marketing Vocational program.

**VTE6914 The School Store**
*Semester* 2.5 credits 11-12
The School Store, also known as “The House” is an entrepreneurial operation that serves as a valuable Community Center for the entire student body. Utilizing a web-based program titled “Virtual Business Retail”, students gain practical industry knowledge at their own pace and in a format that is relevant to today's student. Some of the topics include market research, promotion, and customer service, which are delivered via informative reading, math lessons, quizzes, and engaging projects. Also included, are a series of simulations where students have the opportunity to manage a variety of retail operations that include a sporting goods store, electronics retailer, and a convenience store. Upon successful completion of The Virtual Business Program students will receive a certificate in retailing which could be useful for interviews, resumes and college applications.

**VTE6873 Accounting 1**
*Full Year* 5 credits 10-12
Knowledge of accounting and business practices is beneficial to students throughout life, and essential for students that are pursuing careers in the business field or want to become an entrepreneur. In this full year course, students will learn how to complete the steps of the accounting cycle and explain the purpose of each step. In addition, students will learn how to determine the value of assets, liabilities, and equity according to generally accepted accounting principles, as well as understand the relationship of these accounts. Students will prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses. Current financial and business events will be researched, discussed, and incorporated into class content. The student will complete accounting simulations and projects that will provide an authentic learning experience.

**VTE6924 Personal Money Management**
*Full Year* 5 credits 9-12
Personal Money management is a full-year course in which students will learn a wide range of financial literacy skills that will prepare them to become financially informed and responsible consumers. Topics include Career Development, Paychecks & Deductions, Financial Goals/Decisions, Budgeting, Banking, Checking/Savings Accounts, Investing, Credit, Buying a Car, Insurance, Taxes, and College Planning. Students will explore conceptual aspects and mathematical applications for financial topics and will engage in a simulation that will provide an authentic learning experience in the world of personal money management. Students will explore, discuss and incorporate current events into the various assignments/projects as well as class activities that will reinforce class content.

**VTE6934 Fashion Marketing**
*Semester* 2.5 credits 10-12
Fashion Marketing will explore the nature of fashion and visual merchandising, the history of fashion, and the trends in the fashion industry using interactive activities, discussions, and projects. Students will analyze fashion information media, as well as design and color fundamentals. Through an online virtual business fashion program, students will learn about trend research, clothing design, and merchandising, along with an introduction to business, marketing, and the exciting world of fashion. Upon successful completion of this online program, students will receive a certificate which could be useful for interviews.
resumes, and college applications.

**VTE6944 Entrepreneurship**

*Semester* 2.5 credits 11-12

Through the use of a multimedia curriculum, class discussions, and independent study, students will gain an understanding of what is involved in becoming a successful entrepreneur. Students will study the personal characteristics of entrepreneurs; explore the advantages and disadvantages of Entrepreneurship as a career choice; examine innovation and creativity as a way to spur business ideas; research and recognize business opportunities; plan marketing strategies; and understand the skills needed to own, operate, and manage their own business. An overview of a business' legal structure and finances is also explored. The execution of a business plan is a required element in the passing of this course. Students who select this course should have a sincere interest in business and entrepreneurship, be self-motivated, and must have the ability to work independently. **PLEASE NOTE:** Junior and senior students, upon receiving notice from the University of Iowa that they have earned a qualifying score on the University Course Exam will have the opportunity to purchase three undergraduate college credits at a substantially reduced cost from the University of Iowa.

**VTE6954 Introduction to Business**

*Semester* 2.5 credits 10-12

Introduction to Business is a half year course in which the students will explore many important aspects of business including types of business ownership, management, ethics, the role of Human Resources, managing Financial Resources, production and operations management, legal aspects, and using technology to manage information. This course will be taught by using a multi-dimensional approach that incorporates class discussions and activities, interactive online content, Hands-On projects, Cooperative learning activities, as well as the use of technology to enhance learning. Current business events will be researched, discussed, and incorporated into class content. Students will complete business simulations and projects that will provide an authentic learning experience and is perfect for students that want to gain a solid understanding of the fundamentals of business.

**VTE8114 Intro to Broadcast Journalism and Sports Broadcasting**

*Full year* 5 credits 9-11

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

**VTE3414 Prep for Success**

*Semester* 2.5 credits 9-12

This course focuses in professionalism in the workplace. This knowledge will help to prepare students for the world of employment. Students will explore the best way to present themselves in today's professional environment. Students will focus on employability soft skills and explore techniques to prepare themselves for success. It takes just seconds for someone to form an opinion based on appearance, body language and attire. Wardrobe, hair and makeup are the key elements of establishing a personal and professional image. Make an outstanding first impression by taking this course.

**VTE0714 Auto Collision Repair Academic**

*Semester* 2.5 credits 9-12

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

**VTE7414 Health Career Pathways**  
*Semester 2.5 credits 9-12*  
This half year course provides students with the basic introduction to numerous career paths in the innovative, yet ever changing healthcare field. Students will learn about healthcare today, explore different healthcare fields, basic skills of the healthcare professional, legal and ethical responsibilities, culture in healthcare, medical terminology, safety, and Human Anatomy & Physiology basics. Students will all also focus on communication skills, exploration of medical equipment by having the opportunity to perform basic clinical skills such as hand washing, vital signs, basic assessments, and the use of assistive devices. This course allows the student to explore the basics of the healthcare field, in order to decide if they would want to pursue a career in the area.

**VTE5924 Introduction to Photography**  
*Semester 2.5 credits 9-12*  
This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, how to use photo editing software. Students will, generally, receive basic instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning.

**TEC0151 AP Computer Science Principles**  
*Advanced Placement Full Year 5 credits 10-12*  
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course prepares students for college and career. Whether it’s 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. The format of assessment for this course is 60% AP Exam score and 40% course performance tasks which are completed during classroom time throughout the school year. Please note that while this course does fall under Technical Studies, a strong mathematical background is suggested for students to be successful in this course. *Prerequisite: Algebra I*