

Old Business

MEMORANDUM

To: Tewksbury School Committee

From: Christopher Malone
Superintendent of Schools

Date: February 6, 2020

Re: 2020-2021 School Committee Calendar Draft

This Requires A Roll Call Vote

I am recommending the School Committee approve the 2020-2021 School Calendar as presented. The Committee is asked to approve the:

- First and last day of school
- School vacations & holidays (with early release days before the vacations/holidays)
- Open houses and parent / teacher conferences
- Full-day professional development days

This requires a Roll Call Vote of the School Committee

Please note:

Teacher workshop half-days (4) and the TMHS Graduation date have not been identified. Once they have been determined, the Committee will receive a copy of the final calendar.



2020-2021

Approved:

DRAFT

School Calendar

DRAFT

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	ALL SCHOOLS OPEN
	LAST DAY OF SCHOOL - HALF DAY (Includes 5 snow/emergency days)
	SCHOOLS CLOSED
	NO SCHOOL - PROFESSIONAL DEVELOPMENT DAY
	TEACHER WORKSHOP- HALF DAY (4) ---- TBD
	EARLY DISMISSAL - HALF DAY
	TMHS GRADUATION --- TBD

Aug 31-Sep 1	Professional Development Days	Feb 15-19	February Recess
Sep 2	First Day of School for Students	Apr 19-23	April Recess
Dec 24-Jan 1	December Recess	Jun 25	*Last Day of School (Early Dismissal) *Includes 5 snow/emergency days

TEWKSBURY SCHOOL COMMITTEE MEMBERS

Keith M. Sullivan, Chairman
James A. Cutelis, Vice-Chair
Shannon M. Demos, Clerk

• ksullivan@tewbury.k12.ma.us
• jcutelis@tewbury.k12.ma.us
• sdemos@tewbury.k12.ma.us

John R. Stadtman, Member
Scott D. Wilson, Member

• jstadtman@tewbury.k12.ma.us
• swilson@tewbury.k12.ma.us

DRAFT

Aug 31-Sep 1	Professional Development Day	Jan 18	No School – Martin Luther King, Jr. Day
Sep 2	All Schools Open	Feb 12	Early Release*
Sep 4	No School – Vacation Day	Feb 15-19	No School – February Recess
Sep 7	No School – Labor Day	Apr 2	No School – Good Friday
Oct 9	No School – Professional Development Day	Apr 16	Early Release*
Oct 12	No School – Columbus Day	Apr 19-23	No School – April Recess
Nov 3	No School – Professional Development Day	May 28	Early Release*
Nov 11	No School – Observance of Veterans Day	May 31	No School – Memorial Day
Nov 25	Early Release*	Jun 25	Last Day of School – Early Release**
Nov 26-27	No School – Thanksgiving Recess		** (Includes 5 Snow/Emergency Days)
Dec 24-Jan 1	No School – December Recess		
Jan 4	Schools Reopen		

*** We will follow an early-release day schedule on:**

**November 25th, February 12th
April 16th, May 28th, and June 25th**

NO SCHOOL ANNOUNCEMENTS

Schools will be closed only in the case of severe, inclement weather.

Announcements relative to closing schools for inclement weather will be carried by TV stations, Twitter@tpsdistrict, and through the district's telephone notification system "One Call Now."

Delayed Openings: Superintendent will notify the public by the same procedure as "no school" announcements.

Parents and students are requested not to call the Police Station, Fire Station, Bus Contractors, School Principals, or the Superintendent of Schools for "no school" information. Information will not be available from these sources.

Preschool Programs and Community Services Preschool Delay and No School Schedule –

Please contact your child's school or visit their website.

www.tewksbury.k12.ma.us/dewing www.tewksbury.k12.ma.us/heath-brook
www.tewksbury.k12.ma.us/departments-programs/community-services/

AlphaBest Extended Day Program: Delay and No School Schedule – Visit AlphaBest's website

<https://www.alphabest.org/tewksburyma/>

All programs, activities, and employment opportunities of the Tewksbury Public Schools are offered without regard to race, creed, color, age, sex, gender identity, national origin, sexual orientation, or disability.

SCHOOL HOURS

High School	7:30 am – 1:50 pm
Middle School	7:40 am – 2:00 pm
Ryan School	8:15 am – 2:35 pm
Elementary Schools	8:45 am – 3:05 pm

EARLY RELEASE HOURS

High School	7:30 am – 10:40 am
Middle School	7:40 am – 10:50 am
Ryan School	8:15 am – 11:25 am
Elementary Schools	8:45 am – 12:10 pm

OPEN HOUSE SCHEDULE

ELEMENTARY

Preschool – Grade 2
September 15

ELEMENTARY

Grades 3 & 4
September 17

RYAN SCHOOL

Grades 5 & 6
September 8

MIDDLE SCHOOL

Grades 7 & 8
September 10

HIGH SCHOOL

Grades 9-12
September 24

PARENT/TEACHER CONFERENCES

ELEMENTARY

Preschool – Grade 2
November 12
April 6

ELEMENTARY

Grades 3 & 4
November 16
April 8

RYAN SCHOOL

November 17
March 23

MIDDLE SCHOOL

November 5
March 4

HIGH SCHOOL

November 19
March 25

Parents are urged to make appointments for school visits to discuss their child's progress with teachers, guidance counselors, or principals.

**WEB SITE ADDRESS: <http://www.tewksbury.k12.ma.us>
FOLLOW US ON TWITTER @tpsdistrict**

Approved:

New Business

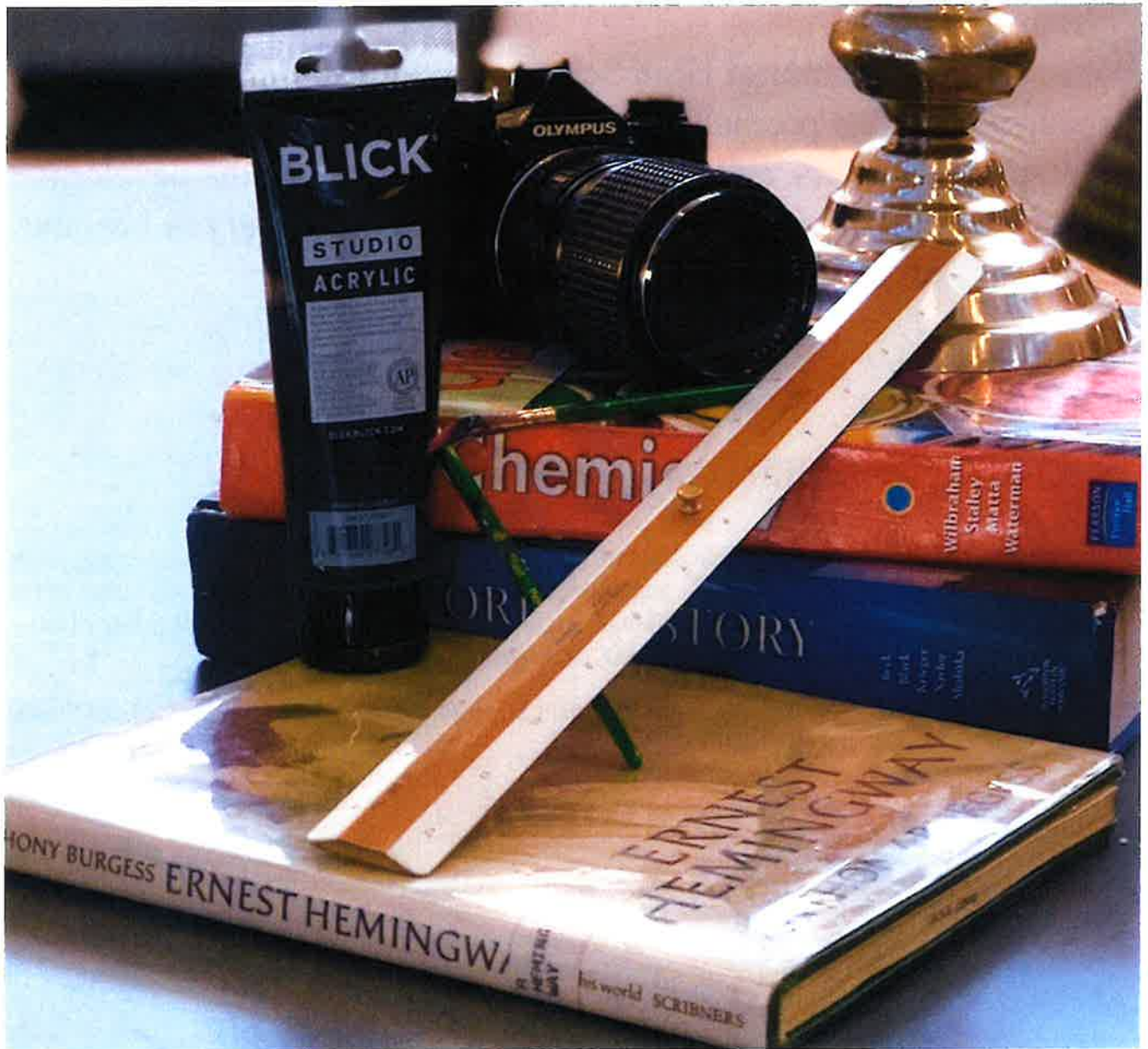
MEMORANDUM

TO: Chris Malone, Superintendent; Brenda Theriault-Regan, Assistant Superintendent;
TPS Tewksbury School Committee
FROM: Kristen Vogel, Sean O'Leary, Eileen Osborne, TMHS Administration
DATE: January 27, 2020
RE: Changes for the TMHS 2020-2021 Program of Study

The following bullets summarize the changes made to the 2020-2021 TMHS Program of Studies. A draft copy of that document accompanies this memo.

- Updated the dates to reflect the 2020-2021 school year
- Updated the Civil Rights Notification to mirror the district's statement
- Added a section on the rights of English Language Learners as specified by district and state guidelines.
- Updated the description for the Seal of Biliteracy (SoBL) to reference the information on the district's SoBL website.
- Updated the course pathways to show updated course names that better reflect course content
- Re-order and revise course list to better reflect pathways and course names
- Updated guidance staff
- Revised Course Selection Process in terms of timelines and clarified language.
- Revised Course Placement Review Process and Course Change Procedure in order to cut down on the number of students changing elective courses after the schedule is finalized
- Renamed *Sports in Literature* to *Sports in Society* to better reflect course content
- *American Government* will no longer be a stand-alone course
- *Robotics and Engineering I/II/III* are listed as both CTBE and Science courses
- Added a *Calculus* recommendation for *AP Physics*.
- Added description for *IP Skills and Strategies*
- Added a *Writing Lab* course
- Added links to video course descriptions
- Several changes were made to course names and descriptions to better describe course content.
- Grammatical errors and typos were corrected

Tewksbury Memorial High School Program of Studies 2020-2021



Henry Pestana (2021)

Tewksbury High School

Mission Statement

Tewksbury Memorial High School provides students with an experience that promotes academic excellence, intellectual curiosity, respect for others, and self-confidence. We foster the development of communication and problem-solving skills necessary to become successful, contributing members of society.

Civil Rights Notification

No person shall be excluded or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, **native language (or language other than English)**, sexual orientation, **homelessness**, or disability.

Any questions should be directed to the Assistant Superintendent of Schools, 139 Pleasant Street, Tewksbury MA, 01876, 978-640-7800

TABLE OF CONTENTS

<u>How to use the Program of Studies</u>	3
<u>Expectations for Student Learning</u>	3
<u>Graduation Requirements</u>	4
<u>Course Level Descriptions</u>	6
<u>Course Offerings</u>	9
<u>Guidance and Counseling Program and Services</u>	10
<u>Course Selection Process</u>	12
<u>English Department</u>	14
<u>Social Studies Department</u>	17
<u>Mathematics Department</u>	21
<u>Science Department</u>	24
<u>World Language Department</u>	28
<u>Fine Arts Department</u>	33
<u>Performing Arts Department</u>	37
<u>CTBE Department</u>	40
<u>Wellness Department</u>	46
<u>Additional Course Offerings</u>	48
<u>Special Education Department</u>	49

HOW TO USE THE PROGRAM OF STUDIES

High school is your last chance to take advantage of a free, public education. Make the most of your years here! Take as many challenging courses as possible and explore new areas of interest. As you select your courses for next year:

1. Review the Table of Contents of the Program of Studies so that you know what kinds of information it contains.
2. Select courses to fill every block, typically five 5-credit courses and four 2.5-credit courses, while remaining aware of our graduation requirements.
3. Talk with your guidance counselor about your plans for your schedule and ask your counselor any questions you may have.

Think of the graduation requirements as a starting point. Note, for example, that the minimum admissions requirements for Massachusetts state colleges and universities include two years in a single world language. If you are able, however, to take more years of a world language, we urge you to do so.

Expectations for Student Learning

We **RISE** at TMHS

All members of the TMHS community will RISE and demonstrate:

RESPECT for self, others, property, and the community

INTEGRITY by being honest, ethical, and responsible

SKILLS necessary to pursue their goals in and out of the classroom

ENGAGEMENT in academic and co-curricular activities

TMHS Students will:

- Communicate effectively by gathering information and presenting ideas in a clear, articulate manner
- Solve complex problems using a variety of higher order thinking skills
- Work independently and collaboratively as an engaged learner
- Respect the rights of others

GRADUATION REQUIREMENTS

All students must earn a **minimum of 120 credits** to graduate from Tewksbury Memorial High School*. These credits must include the following minimum requirements:

English	4 courses* (one each year)	20 credits
Mathematics	4 courses* (one each year)	20 credits
Science	3 years of a lab science	15 credits
Social Studies	3 years (World History I & II and US History I/II)	15 credits
World Languages	2 years of the same language	10 credits
Physical Education	4 semesters (one each year)	10 credits
Health	2 semesters (9th and 11th)	5 credits
Fine Arts	1 course	2.5 credits
Performing Arts	1 course	2.5 credits
Career, Technology and Business Education (CTBE)	2 courses* (Beginning with the Class of 2022, one course must be a computer class)	5.0 credits*

***NOTES**

- All students must pass certain MCAS tests in order to graduate from any public high school in Massachusetts.
- Electives can include a variety of courses. However, please be aware that all students at Tewksbury Memorial High School must take courses to fulfill the Fine Arts, the Performing Arts and the Career, Technology and Business Education requirements.
- Pursuant to MA Gen Law Chapter 71 Section 3, all students at Tewksbury Memorial High School must take at least one semester of physical education each year. Junior and Senior students may waive this requirement if they are currently participating in a full season of a junior varsity or varsity sport at TMHS.
- TMHS Graduation Requirements meets or exceeds all [MassCore Requirements](#).
- English and math courses must be full-year 5-credit courses.
- Students must take a minimum of two courses to fulfill the CTBE requirement. Beginning with the Class of 2022 one of these courses must be a computer class. The courses can be either 2.5 or 5.0 credits.

PROMOTION REQUIREMENTS

Grade 9 to Grade 10 -- 30 Credits

Grade 10 to Grade 11 -- 60 Credits

Grade 11 to Grade 12 -- 90 Credits

COURSE OFFERINGS

The course offerings described in the Program of Studies specify the course number, the number of credits to be earned and the level of the course. There is also a brief description of the course content and expectations.

COURSE LEVEL DESCRIPTION

College Preparatory (CP) Courses offer coverage for college bound students with highly developed study skills. Classroom activities are mostly student directed. Course content tends to be abstract and conceptual. Students are expected to work collaboratively and independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Outside reading and research are required, and students will work well beyond mere memorization. Emphasis in these courses is on the ability to think logically and to write and communicate effectively.

Honors (H) Courses at this level indicate a great degree of challenge and are taught in great depth for college bound students with highly developed study and subject skills. Course content demands critical, relative, and analytical thinking. Course requirements may include any or all of the following: a major research project, formal oral presentations, and frequent substantive, critical written responses to material studied. It is recommended that students desiring to remain in this sequence should be earning grades of B or better and 90% attendance.

Advanced Placement (AP) The designation “Advanced Placement” indicates the greatest degree of difficulty. These courses are taught in compliance with the AP curriculum recommended in each subject area by [CollegeBoard™](#). All AP courses require extensive summer work that will be assessed at the beginning of the school year. Courses are rigorous and taught at an accelerated pace and in greater depth. Students work independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Teacher recommendations and/or a signed AP contract may be required prior to enrollment. Students enrolled in the AP program must pay for and take the [CollegeBoard™](#) AP Exam. The AP exam fee can be found at the [CollegeBoard™ website](#). It is recommended that students choosing these courses should be achieving grades of at least a B or better in the Honors sequence and 95% attendance. Students with financial hardship may apply for scholarships to cover the fees associated with AP exams. ([AP expectations agreement](#))

Dual Enrollment (DE) provides students the opportunity to take college, credit-bearing courses while also completing their high school graduation requirements. These college courses are not extra classes taken before or after school. They are part of the daily class schedule and are taught at the college level by Tewksbury Memorial High School teachers who meet or exceed the hiring qualifications to teach at the college level. Currently, high school students with junior or senior status are eligible to participate in the Dual Enrollment Program. We currently partner with Middlesex Community College to offer college credit-bearing courses on our own high school campus. There is a fee that is determined by the college. Course offerings may vary from year to year, and not all sections of classes will be designated as Dual Enrollment courses. Please talk to your high school guidance counselor to learn more about dual enrollment and what courses are offered. DE courses will be weighted at a minimum of Honors credit to be determined on a course-by-course basis. Students with financial hardship may apply for scholarships to cover the fees associated with dual enrollment courses.

Senior Project

The Senior Project, a fourth-quarter off-campus experience, provides eligible seniors with the opportunity to utilize and apply 21st century skills in a real world setting. Students may pursue an externship with businesses or professional organizations, a community service project, or complete a research paper or project. [The Senior Project web page](#)

Global Competency

The Global Competency Certificate is a certificate students can receive upon graduation demonstrating their understanding and involvement within a global community. It is for the student who feels passionate about improving the world, and feels the need to make a difference in the world. Through coursework, community service, and experiential learning students will set themselves apart as global citizens that identify with the plight of others. This certificate program will be available beginning with the Class of 2021.

Seal of Biliteracy (SoBL)

The Seal of Biliteracy is an award that recognizes students who have achieved proficiency in English as well as one more additional language, whether it be a native language, a heritage language, or an additional language learned in school or in another setting.

To qualify for the Seal of Biliteracy, students must meet all graduation requirements, and achieve proficiency in English and another language in standardized tests. For detailed information on the application process and requirements, visit the following website: [TPS Seal of Biliteracy](#)

Innovation Pathways Program

Innovation Pathways are structures within high schools that are designed to connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy. Tewksbury Memorial High School will develop strong partnerships with employers to provide students career awareness and work-based learning activities. Students will participate in a series of courses and experiences relevant to achieving industry-recognized credentials. Participation in this program can lead students to opportunities for meaningful careers in that industry sector upon the completion of needed post-secondary education and training.

All participating students will need to meet the MassCore standards, which are embedded into Tewksbury Memorial High School's graduation requirements. Participating students are required to participate in two Career, Technical, Business, Education (CTBE) courses, which can be taken during their sophomore and junior years. Students would elect participation in spring of their freshman year during or after their individual course selection meeting with their guidance counselor. Students are welcomed during their sophomore or junior years to meet with their guidance counselor to review participation eligibility.

English Language Learners

The district ensures that all English Language Learners are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs.

The district uses grade appropriate content objectives for English Language Learners that are based on the district curricular in English language arts, history, social studies, mathematics, science, and technology / engineering, taught by qualified staff members.

COURSE PATHWAYS

Two elective courses from a category within a pathway taken during the same academic year are equivalent to a full-year course.

Art and Technology Pathway

3D Art

Ceramics 1	Ceramics 2	Sculpture
Design	Foundations of Art	

2D Art

Photography 1	Photography 2	Drawing 1
Drawing 2	Painting 1	Painting 2
Foundation of Arts	Design	

Digital Art/Computers

Digital Media 1	Digital Media 2	Film Appreciation
Digital Imaging	Intro to Computer Science	Digital Literacy
Web Design & Visual Com.	Game Design	Intro to Computer Programming

STEM Pathway

Applied Sciences

Forensic Science	Robotics/Lab	Astronomy
Introduction to Health Careers		

Engineering

Intro to Computer Programming	Engineering and Design 1	Engineering and Design 2
Engineering and Design 3	Robotics/Lab	Biotechnology

Applied Mathematics

Personal Finance	Economics	
------------------	-----------	--

Humanities Pathway

Law

Criminal and Civil Law

Psychology and the Law

Forensic Science

Writing

Creative Nonfiction

Creative Writing

Sports and Society

Media Communications

Journalism

Social Sciences

Psychology

Psychology and the Law

Criminal and Civil Law

Economics

US & World Relations

International Relations

US History III

Economics

Hispanic Culture and History

Career Pathway**Education**

Child Care 1

Child Care 2

Child Care 3

Business

Accounting 1

Intro to Computer Programming

Personal Finance

Marketing 1

Intro to Computer Science

Digital Literacy

Marketing 2

Media Communications

Intro. to Health Careers

Sports & Ent. Mktg

Web Design & Visual Comm.

Business Mgt & Marketing

Performing Arts/Music Pathway

Band

Music History

Digital Media 1

Chorus

Theater Arts

Digital Media 2

Introduction to Guitar

Musical Theater Production

Media Communications

Music Theory

Technical Theater

Music in America

TMHS COURSE LIST

English

[ENGLISH 9](#)
[ENGLISH 10](#)
[AMERICAN LIT](#)
[SENIOR ENGLISH](#)
[AP ENG LIT & COMP](#)
[CREATIVE WRITING](#)
[JOURNALISM](#)
[FILM APPREC/ANALYSIS](#)
[SPORTS & SOCIETY](#)
[CREATIVE NONFICTION](#)
[AP LANGUAGE & COMP](#)

Social Studies

[WORLD HISTORY I](#)
[WORLD HISTORY II](#)
[US HISTORY I AND II](#)
[AP ECONOMICS](#)
[AP PSYCHOLOGY](#)
[AP U.S. GOV & POL](#)
[AP US HISTORY](#)

[CRIMINAL/CIVIL LAW](#)
[ECONOMICS](#)
[INTRNATL REL](#)
[PSYCHOLOGY & LAW](#)
[US HISTORY III](#)
[PSYCHOLOGY](#)

Mathematics

[ALGEBRA 1](#)
[GEOMETRY](#)
[ALGEBRA 2](#)
[PRE CALC](#)
[CALCULUS](#)
[STATISTICS](#)
[MATH PROB SOLVING](#)
[AP CALCULUS](#)
[AP STATISTICS](#)
[PERSONAL FINANCE](#)
[ECONOMICS](#)

Science

[ASTRONOMY](#)
[BIOLOGY](#)
[AP BIOLOGY/LAB](#)
[CHEMISTRY/LAB](#)
[AP CHEMISTRY](#)
[PHYSICS with LAB](#)
[BIOTECHNOLOGY](#)
[AP PHYSICS/LAB](#)
[INTRO to PHYS/CHEM](#)
[ANATOMY & PHYS](#)
[FORENSIC SCIENCE](#)
[ENG & DES TECH 1](#)
[ENG & DES TECH 2](#)
[ENG & DES TECH 3](#)
[ROBOTICS/LAB](#)

World Language

[AMERICAN SIGN LANG](#)
[FRENCH 1](#)
[FRENCH 2](#)
[FRENCH 3](#)
[H FRENCH 4](#)
[AP FRENCH](#)
[LATIN 1](#)
[LATIN 2](#)
[LATIN 3](#)
[H LATIN 4](#)
[AP LATIN](#)
[SPANISH 1](#)
[SPANISH 2](#)
[SPANISH 3](#)
[H SPANISH 4](#)
[AP SPANISH](#)
[HISPANIC CULTURE/HIST](#)
[HISTORY OF LANGUAGE](#)
SPEC. ED.
[DL I](#)
[DL II](#)
[Other](#)

Fine Arts

[DRAWING I](#)
[DRAWING II](#)
[FOUNDATIONS IN ART](#)
[PAINTING 1](#)
[PAINTING 2](#)
[CERAMICS I](#)
[CERAMICS II](#)
[DESIGN](#)
[SCULPTURE](#)
[PHOTOGRAPHY I](#)
[PHOTOGRAPHY II](#)
[DIGITAL IMAGING](#)
[H SR ART STUDIO](#)
[AP ART HISTORY](#)

Performing Arts

[BAND - CONC/MARCH](#)
[CHORUS](#)
[INTRO TO GUITAR](#)
[MUSIC THEORY](#)
[MUSIC HISTORY](#)
[MUSIC IN AMERICA](#)
[THEATER ARTS](#)
[MUSICAL THEATER](#)
[TECHNICAL THEATER](#)
[DIGITAL MEDIA I](#)
[DIGITAL MEDIA II](#)
[MEDIA COMM](#)

Wellness

[HEALTH 1](#)
[HEALTH 2](#)
[PHYSICAL EDUCATION](#)

ESL

[ELL SUPPORT](#)

CTBE

[WEB DESIGN & VISUAL COMMUNICATION](#)
[GAME DESIGN](#)
[INTRO TO COMP PROGRAMMING](#)
[INTRO TO COMP SCIENCE](#)
[DIGITAL LITERACY](#)
[AP COMP SCI PRINCIPLES](#)

[CHILD CARE 1](#)
[CHILD CARE 2](#)
[CHILD CARE 3](#)

[ENG & DES TECH 1](#)
[ENG & DES TECH 2](#)
[ENG & DES TECH 3](#)
[ROBOTICS/LAB](#)

[ACCOUNTING 1](#)
[PERSONAL FINANCE](#)
[BUS MGT & MARKETING](#)
[SPORTS & ENT MARKETING](#)
[MARKETING 1](#)
[MARKETING 2](#)

[DIGITAL MEDIA I](#)
[DIGITAL MEDIA II](#)
[TECHNICAL THEATER](#)
[MEDIA COMMUNICATIONS](#)

[INTRO to HEALTH CAREERS](#)
[HEALTH CAREERS 2 - NAT/HHA](#)

Additional Course Offerings

[EDGENUITY](#)
[INDEPENDENT STUDY](#)
[EXPERIENTIAL LEARNING](#)
[ACADEMIC SKILLS/STRAT](#)

GUIDANCE AND COUNSELING

PROGRAM AND SERVICES

The goal of the Guidance Department is to support all students' academic success and socio-emotional development throughout all four years of high school.

Freshmen

Orientation/Transition

- September
 - Introduction to Naviance and completion of Learning Styles Inventory and Strengths Explorer
 - High school informational meeting for freshman parents
- March
 - Individual student/counselor meeting to review course selections, transcripts, and post-graduate interests

Sophomores

Career Guidance/Exploration

- October
 - PSAT exam
- December
 - Counselors will distribute PSAT results to students
 - Naviance career exploration assessments
- March
 - Individual student/counselor meeting to review course selections, transcripts, and post-graduate interests

Juniors

Career Guidance/Post-secondary Planning

- October
 - PSAT exam
 - Financial Aid Presentation - MEFA
- December
 - Distribute PSAT results to students
- February
 - Begin individual post-graduate planning meetings with students
 - Post-graduate planning presentation and assembly for junior parents and students
- March
 - Individual student/counselor meeting to review course selections, transcripts, and postgraduate interest
 - Armed Services Vocational Aptitude Battery (ASVAB) Exam
 - SAT exam at TMHS
- April
 - Resume Writing Workshop
 - ASVAB results presentation
 - Greater Lowell Workshop - Job skills presentation

- | | |
|-----|--|
| May | <ul style="list-style-type: none"> ● College and Career Fair ● AP exam testing |
|-----|--|

Seniors

Transition Planning/Decision Making

- | | |
|-----------|--|
| August | <ul style="list-style-type: none"> ● Common Application presentation and assistance |
| September | <ul style="list-style-type: none"> ● College informational presentation for students and parents ● Individual student/counselor post-graduate planning meetings |
| October | <ul style="list-style-type: none"> ● Resume Writing Workshop ● College Essay Writing Workshop ● Vocational School Training presentations ● Individual student/counselor post-graduate planning meetings ● Financial Aid Presentation - MEFA |
| November | <ul style="list-style-type: none"> ● Individual student/counselor post-graduate planning meetings |
| February | <ul style="list-style-type: none"> ● AFL CIO Scholarship Exam ● Community Scholarship available to students |
| April | <ul style="list-style-type: none"> ● Financial Literacy Workshop ● Middlesex Community College- on-site applications and interviews ● SNHU Advantage - on-site applications and interviews |
| May | <ul style="list-style-type: none"> ● AP exam testing ● Award & Scholarship Night |

- ★ *Counselors will meet with students who are struggling within the academic setting.*
- ★ *Counselors will make appropriate referrals to school and outside resources.*
- ★ *At any time students may request to meet with counselors by completing an appointment request which are available in the Guidance office.*

GUIDANCE STAFF

Kennan Daniel	Counselor, Chair	kdaniel@tewksbury.k12.ma.us
David Harne	Counselor	dharne@tewksbury.k12.ma.us
Kayla Schutte	Counselor	kschutte@tewksbury.k12.ma.us
Tina Sheahan	Counselor	tsheahan@tewksbury.k12.ma.us
Patricia Whitehouse	Administrative Assistant	pwhitehouse@tewksbury.k12.ma.us

COURSE SELECTION PROCESS

GENERAL GUIDELINES

- With the help of their teachers and guidance counselors, students may select any of the courses described in this booklet in order to satisfy graduation requirements as well as college and career interests. [Click here](#) to view college/career pathways.
- Students should be especially alert to recommendations as stated after each course description before making a selection.
- Students planning to attend and to participate in a National Collegiate Athletic Association (NCAA) Division I or Division II college or university athletic program must see their guidance counselor in order to determine NCAA approved courses.

COURSE SELECTION PROCEDURE

1. In February, teachers recommend courses, and counselors go into classrooms to give students scheduling information and explain the scheduling process.
2. Before the end of February break, students should carefully review teacher recommendations with their teachers and parents/guardians and enter their requests online. Students should review the Program of Studies for information on elective courses, as teachers typically do not make recommendations for these classes.
3. Throughout February and March, students meet with counselors to help finalize selection of appropriate courses for the next school year.
4. Between April 1 and May 1, department heads review completed Course Recommendation Override Forms and make decisions on whether to allow students to take a course they were not recommended for.
5. Between May 1 and the last day of school, counselors ensure that student schedules are balanced and include all the necessary courses for graduation.
6. After the last day of school, no changes to course requests will be made.

SCHEDULE CHANGE PROCESS

Changes in course requests may be made anytime in the months between the scheduling meeting with the counselor in February/March through the last day of school. It is expected that students and parents have reviewed and corrected any course selections during this time. After the last day of school, the only course changes that will be made will be those necessitated by schedule conflicts, level changes, failure of a course, or data entry errors.

Students must make informed decisions about courses requiring summer assignments for Advanced Placement courses because these courses will not be dropped at the beginning of the school year due to incompleteness of the work.

REASONS THAT MAY JUSTIFY SCHEDULE CHANGES

1. Semester imbalances
2. Replacement of summer school course(s) successfully completed
3. Inappropriate course level as dictated by the prerequisite course final grade and/or teacher/counselor recommendation
4. Obvious program error such as omission of required subject or selected subject
5. Course failures
6. Scheduled for a class a student didn't request during the course selection process

COURSE RECOMMENDATION OVERRIDE and COURSE LEVEL CHANGE FORMS

Course recommendations are made by teachers each spring for the following school year based on classroom performance and other objective measures. On occasion the student and family may decide to override this recommendation by submitting a Course Recommendation Override Form (available on the school website or in the Guidance Office). This form must be turned in to the appropriate department head before April 1. Course Recommendation Override forms will not be available to students after April 1.

During the year, occasionally students need to move to a different level of a course. A Course Level Change Form (available on the school website or in the Guidance Office) must be completed prior to consideration of the requested change. The following criteria will be considered in making a course level change:

1. Course level changes will only be permitted if an obvious placement error has been made as determined by the teacher, department supervisor, counselor, and administration.
2. If a student is failing in a course after every effort has been made to do the required work and seek out extra help, a course level change may be considered.

When a course level change is made, the grades earned will be transferred to the new class. Course level changes will be processed at progress reports and at the end of Q1 and Q2.

English Department

Mrs. Lynne Hardacre, English Department Chair Ext. 5038

English Graduation Requirement: 4 Years / 20 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
English 9	H/CP	100-H/CP	9	Full Year	5
English 10	H/CP	110-H/CP	10	Full Year	5
American Literature	H/CP	140-H/CP	11	Full Year	5
English Language and Composition	AP	140-AP	11	Full Year	5
English Literature and Composition	AP	150-AP	12	Full Year	5
Senior English	H/DE/CP	150-H/DE/CP	12	Full Year	5
Creative Writing*	CP	170-CP	11, 12	Semester	2.5
Journalism*	CP	180-CP	9 - 12	Semester	2.5
Creative Nonfiction*	CP	181-CP	11,12	Semester	2.5
Film Appreciation/Analysis*	CP	185-CP	11, 12	Semester	2.5
Sports and Society*	CP	196-CP	11, 12	Semester	2.5

*These courses do not help fulfill the 20 credit requirement in English for graduation.

100-H **English 9**

Grade 9

Honors

Credits 5

100-CP **English 9**

Grade 9

CP

Credits 5

Freshman English focuses on grammar, vocabulary, writing skills, and literary genres (including the novel, short story, poetry, nonfiction, drama, and speeches).

110-H **English 10**

Grade 10

Honors

Credits 5/5

(Recommendation: C or better in 100-H English 9 or an A- or better in 100-CP English 9)

110-CP **English 10**

Grade 10

CP

Credits 5/5

The Sophomore English/World Literature Course is designed to draw upon literature from a diverse number of cultures, thereby exposing students to its richness. These situations will be explored through novels, nonfiction works, short stories, poems and drama, all of which introduce people and places from across the globe. These various literary works will be studied from a thematic approach. World Literature places emphasis on critical reading, writing and presenting effectively.

140-H American Literature Grade 11 Honors Credits 5
(Recommendation : C or better in 110-H English 10 or A- or better in 110-CP English 10)

140-CP American Literature Grade 11 CP Credits 5

Students will focus on the critical analysis of American literature through the appreciation of common themes. Interpretation of the material through both its literary and historical contexts is stressed through classroom discussion, group and individual projects. Students will continue to improve their skills in both analytical and creative writing. Reinforcement of grammatical and literary terminology developed in the freshman and sophomore years will be accomplished through reading and writing assignments.

This course is designed to improve academic excellence through the acquisition of skills and knowledge that enhance the ability of students to become contributing members of society. Through reading, writing, oral presentations and group work, students will meet the expectations of effective communication, problem solving and cooperation.

140-AP AP English Language and Composition Grade 11 CP Credits 5

Advanced Placement English Language and Composition is a course for students with a consistent work ethic both inside and outside of the classroom who demonstrate a genuine interest in reading and composition. By studying works that are primarily nonfiction, students will be able to identify and analyze various rhetorical strategies and evaluate how to incorporate these strategies within their own writing and discourse. This course will be a writing intensive course, in which students will be writing analyses and conducting independent research frequently. Students will also be expected to present often in class presentations and projects, as this course will also explore oral presentation and discourse skills. This course is a preparation course for the Advanced Placement English Language and Composition exam in May.

150-H Senior English* Grade 12 Honors Credits 5

(Recommendation: a grade of “C” or better in 140-H American Literature or “A-” or better in 140-CP American Literature)

150-DE Senior English* Grade 12 DE/Honors Credits 5

150-CP Senior English Grade 12 CP Credits 5

The student will study the changing literary styles as well as the social and political climate of American/British Literature from its inception through the current day. Subsequently, a shift to literary works from other countries and various genres including contemporary works will be presented. Through diverse classroom activities, students will become more familiar with the evolution of literature from Britain to America and various other nations.

*Dual Enrollment through a local college/university when available.

150-AP AP English Literature and Composition Grade 12 AP Credits 5

(Recommendation: A grade of “B” or better in course 140-H or a grade of “A” or better in course 140-CP.) Students signing up for Course 150-AP must attend a meeting with the course 150-AP teacher at which time the course expectations will be described and the summer assignment will be outlined.

This course is centered around five basic objectives: the student is expected to demonstrate a knowledge of the techniques of analytical reading; he/she is expected to demonstrate in writing an awareness of the elements of effective prose expression; he/she is expected to demonstrate in writing his/her awareness of the major historical, cultural and intellectual trends present in English literary history; he/she is expected to demonstrate in a number of critical essays an ability to do independent reading and analysis; he/she is expected to demonstrate by successfully passing the A.P. Exam, his/her mastery of the principles of

literary analysis, criticism and expression. A term paper is required. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

170-CP Creative Writing

Grades 11,12 CP

Credits 2.5

(Recommendation: Must have a love of writing!)

Beyond studying literary genres and authors in traditional English classes, students in this course will synthesize what they have learned about writing styles and forms to create works of their own. Writing exercises are designed to improve students' powers of self-analysis and abstract thought through the writing and sharing of their works. An emphasis is placed on the essay, novel, short story and the poem. Goals will be set for formal submission and publication of work. The course is an intensive and diverse approach to creative writing.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

180-CP Journalism

Grades 9-12 CP

Credits 2.5

Students will evaluate newsworthiness, ethics, world & school culture, and their own writing through article composition, class-wide discussion, and collaborative research. A main objective of this writing-intensive course will be to write for the school news website, *The Tewksbury Tribune*. While writing news articles, students will also explore writing opinion pieces, news features, movie/music reviews, and expanded interviews. Students will also explore how this region of the world, Massachusetts, has contributed to the world of journalism. ([Informational Video Link](#))

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

181-CP Creative Nonfiction

Grades 11,12 CP

Credits 2.5

Students will explore the genre of creative nonfiction as they analyze contemporary literary models, develop their voices as writers, and collaboratively workshop their writing. Creative nonfiction requires students to draw on their knowledge of form, structure and style, as well as memory and research to examine their personal experiences, as well as their connection to the world at large. Students will study and explore within their writing the subgenres of creative nonfiction, including memoir, personal essay, and literary journalism.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

185-CP Film Appreciation/Analysis

Grades 11,12 CP

Credits 2.5

This course will explore the history of American film as a reflection of American society. Topics of study will include: history of American films, comedy films, violence in film and minority portrayals in film. Students will also do a Director Study where they will explore the body of work of a particular director and share their findings with the class.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

196-CP Sports and Society

Grades 11,12 CP

Credits 2.5

Sports Literature offers students the opportunity to explore different aspects of sports by reading current events, sports articles, selections from short story anthologies and sports related novels. There is an emphasis on reflective essay writing as well as researching specific athletes and sports. The course also focuses on non-traditional athletics, inspirational sports stories, and sports journalism. Students take a comprehensive look at issues of racism, gender, steroids, violence, and athletes as role models, and their impact on today's sports. ([Informational Video Link](#))

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

Social Studies Department

Mr. Brian Aylward, Department Chair Ext. 5001

Social Studies Graduation Requirement: 3 Years / 15 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
World History I	H/CP	200-H/CP	9	Full Year	5
World History II	H/CP	210-H/CP	10	Full Year	5
AP U.S. History	AP	220-AP	11	Full Year	5
U.S. History I & II	H/DE/CP	220-H/DE/CP	11	Full Year	5
U.S. History III	CP	290-CP	12	Semester	2.5
AP Psychology	AP	240-AP	10 - 12	Full Year	5
Psychology	CP	240-CP	11, 12	Semester	2.5
Criminal and Civil Law	CP	252-CP	11, 12	Semester	2.5
AP Economics	AP	270-AP	12	Full Year	5
Economics	CP	270-CP	11, 12	Semester	2.5
International Relations	CP	280-CP	10 - 12	Semester	2.5
Psychology and the Law	CP	286-CP	11, 12	Semester	2.5
AP Government and Politics	AP	295-AP	12	Full Year	5

200-H **World History I**

Grade 9

Honors

Credits 5

200-CP **World History I**

Grade 9

CP

Credits 5

This course examines world history from 1500 to the present. Students will examine such trends as social, political and economic revolution, the development of democracy, the growth of nationalism, imperialism, the search for stability and peace in the western and non-western world and the role of the individual in society. This course will also investigate the connections between the past and present by examining the causes and results of historical events. There is an expectation that the student will be able to work both independently and within a group setting in these courses.

210-H **World History II**

Grade 10

Honors

Credits 5

210-CP **World History II**

Grade 10

CP

Credits 5

Over the course of the school year, we will examine the following topics: what it means to be human, what it means to be humane, and conversely, why so many cases of extreme inhumanity continue to

exist. While this class will devote a considerable amount of time to the study of the Holocaust, our starting point of analysis will be in fact with ourselves. If we are to understand societal forces that shape history, we must understand the forces that motivate our own actions as individuals who are necessarily part of a larger society. In this way, our study of the Holocaust will not merely be a study of foreign circumstances and far-away issues, but it will be a study of the ingredients of evil, the dangers of indifference, and the flaws of humanity—all of which are reflected in the past and present of our own nation's history. We will examine a variety of issues in both the present and past of the United States.

220-AP AP U.S. History I & II Grade 11 AP Credits 5
(Recommendation: A grade of “B+” in World History or teacher recommendation. Students contemplating taking AP 214 must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.)

This course follows the intensive curriculum of the A.P. program published by the College Board Testing Service in Princeton, New Jersey. AP U.S. History begins with the early explorations of North America and continues to the year 2000. Students are engaged in a variety of activities requiring them to interpret and analyze history using both primary and secondary sources. Besides writing weekly papers, students also answer thought-provoking essay questions from previous A.P. U.S. History exams as part of each unit test. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

220-CP U.S. History I & II Grade 11 CP Credits 5
220-H/DE* U.S. History I & II Grade 11 Honors Credits 5

This full-year course is a study of major events in U.S. History from the Revolution to the present. The first semester will cover the time period from the Revolution to Reconstruction including the development of our government. The second semester will continue a survey of U.S. history from 1877 to the present including the growth of our government. The course emphasizes analysis of factual information, historical research and relevant geographic, political and economic principles. Through numerous papers and oral presentations students will meet the school-wide expectation of “communicating effectively.” and becoming “contributing members of society.” Engaging in group projects will enable students to meet the goal of working with others toward a common goal and respecting the rights of others.

*Dual Enrollment through a local college/university when available.

290-CP US History III Grade 12 CP Credits 2.5

Modern U.S. History is an elective course for students interested in contemporary issues in American history. This course will cover the events from 1960 to the present, from the election of John F. Kennedy to the recent conflicts in Iraq and Afghanistan. This course is a great option for students interested in continuing their education in history.

240-AP AP Psychology Grades 10-12 AP Credits 5

This is a full year, intensive college level course in Psychology designed to prepare highly motivated students in Psychology to take the AP test in May. Upon completion of the course the student should be able to demonstrate a solid background in the systematic and scientific study of the behavior and mental

processes of human beings. Specific areas of study include: consciousness and dreaming, biological bases of behavior, personality theory, mental illness, treatment, learning cognition and social psychology. The curriculum is guided by the College Board standards for advanced placement. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

240-CP Psychology Grades 10-12 CP Credits 2.5

This course is an introduction to the principles of psychology. The topics are: intelligence, personality, behavior, learning, personality disorders, development and types of therapy. Projects and activities include creating collages, relaxation techniques, and role playing. Students are assessed on successful performances on tests and projects.

252-CP Criminal and Civil Law Grades 11, 12 CP Credits 2.5

This course is the study of the fundamental principles underlying local, state and national government. The primary emphasis will be local government and the practical application of governmental theory. This course presents an overview of both criminal and civil law. Special emphasis is placed on the legal system with special attention given to the rights of the accused as well as those involving civil cases. Citizen protections and responsibilities are covered in all areas of law including the most recent consumer legislation. This course has proved useful for seniors who may be entering the field of law enforcement or civil service.

270-AP AP Economics Grade 12 AP Credits 5

This rigorous college-level course is a two-semester examination of fundamental principles governing economic activity of the individual, the firm and the aggregate economy. Primary emphasis is placed on the nature and function of product and factor markets; national income and price determination; economic performance and international economics. The course is challenging in regard to its reading and writing assignments and in-class discussions. By enrolling in this course, you will be eligible to participate in the TMHS DECA program. *Students who complete the requirements for this course are expected to take the advanced placement exam.* ([Informational Video Link](#))

270-CP Economics Grades 11, 12 CP Credits 2.5

Economics is the study of choices. In this rigorous course, students will become entrepreneurs, start their own businesses, and invest in the stock market. Students will analyze concepts ranging from the demand for car stereos to the value of treasury bonds. Consistent effort and participation are essential to success in this challenging class. All students, particularly those interested in pursuing careers in business, the law, or government should seriously consider taking this course. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

280-CP International Relations Grades 10 - 12 CP Credits 2.5

This course will encourage the student to think globally and to enter the world of international cooperation and conflict. Using current international events, students will analyze how countries determine and pursue their national interests.

286-CP Psychology and the Law**Grade 11, 12 CP****Credits 2.5**

Psychology and the Law provides an overview of the principles of forensic psychology as applied to the legal arena. Primary emphasis is given to the role of the forensic psychologist when dealing with the legal field. Topics include: forensics, the criminal justice system, expert witnesses, police interrogations, eyewitness interviews, profiling, serial killers, hate crimes, bullying, jury selection, domestic violence, sentencing goals, and alternatives to prison. This course is best suited for those interested in the fields of law or psychology and will require extensive student participation.

295-AP AP US Government and Politics**Grade 12****AP****Credits 5**

(Recommendation: A grade of “B” in AP US History 220-AP or a grade of “A” in Honors/CP US History 220-H/CP)

This rigorous, college-level course is a two-semester study of general concepts and theories pertaining to U.S. government, typical patterns of political processes and behavior; and the institutions, groups and beliefs that comprise the American political system. Unlike other American government courses, students analyze political statistics and data, including public opinion polls, electoral maps, demographic charts and political cartoons. The course is challenging in its reading and writing assignments, data analysis and in-class discussion and debate. It is expected that students will become effective decision makers and better informed citizens capable of analyzing the important political issues that confront our nation. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

Mathematics Department

Mrs. Shelli-An Ryan, Department Chair Ext. 5061
Mathematics Graduation Requirement: 4 Years / 20 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Algebra 1	H/CP	300-H/CP	9	Full Year	5
Geometry	H/CP	310-H/CP	9, 10	Full Year	5
Algebra 2	H/CP	320-H/CP	9-11	Full Year	5
Pre-Calculus	H/CP	350-H/CP	10-12	Full Year	5
AP Calculus A/B	AP	360-AP	11, 12	Full Year	5
Calculus	H/DE	360-H/DE	11, 12	Full Year	5
AP Statistics	AP/DE	370-AP/DE	10-12	Full Year	5
Introduction to Statistics	CP	370-CP	11, 12	Full Year	5
Math Problem Solving	CP	372-CP	12	Full Year	5
Personal Finance	CP	663-CP	11, 12	Semester	2.5

300-H **Algebra 1** **Grade 9** **Honors** **Credits 5**
(Recommendation: A grade of B or higher in Math 8)

300-CP **Algebra 1** **Grade 9** **CP** **Credits 5**

This course is a college preparatory course that stresses equations, radicals, polynomials, graphing, probability and statistics, functions, and factoring. Real-world applications are utilized throughout the courses to make mathematics relevant. This will be accomplished through the use of manipulatives, activities, interactive technology, and an exploratory approach to learning.

310-H **Geometry** **Grades 9,10** **Honors** **Credits 5**
(Recommendation: A grade of B or higher in 300-H or in Honors Math 8)

310-CP **Geometry** **Grade 10** **CP** **Credits 5**
(Recommendation: Successful completion of 300-H/CP)

This course is a college preparatory course designed for students who have completed Algebra I. Geometry topics such as points, lines, angles, triangles, parallelograms, other polygons, circles and 3-dimensional polyhedrons and spheres are studied in more depth. **Students may dual enroll in Geometry and Algebra II.**

(Recommendation: A grade of B or higher in 310-H)

(Recommendation: Successful completion of 310-H/CP)

(Recommendation: A grade of B or higher in 320-H)

(Recommendation: A grade of B or higher in 320-H/CP)

(Recommendation: A grade of B or higher in course 350-H)

(Recommendation: A grade of B or higher in 350-H/CP)

*Dual Enrollment at a local college/university when available.

(Recommendation: A grade of “B” or higher in 320-H/CP. Sophomores must have completed Algebra II prior to enrolling in this class.)

This course is designed for students who have mathematical maturity and quantitative reasoning ability who will take the AP exam and may result in advanced credit for students taking Statistics in college. The

course is a non-calculus based introduction to statistics exposing students to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The TI-84 graphing calculator and/or computer software will be used extensively. **A graphing calculator is required for the course. *Students who complete the requirements for this course are expected to take the advanced placement exam.***

*Dual Enrollment at a local college/university when available.

370-CP Introduction to Statistics Grades 11, 12 CP Credits 5

(Recommendation: Successful completion of or taken in conjunction with 320-H/CP)

This course is designed for college preparatory students. This course provides students with an introductory hands-on approach to statistics. Students will explore data distributions by using measures of central tendency and spread; investigate relationships using graphical displays of association and regression; and study randomness using sampling and simulation. The TI 83/84 graphing calculator and computer software will be used extensively.

372-CP Math Problem Solving Grade 12 CP Credits 5

The focus of the first half of the course is on improving problem solving and on applying strategies to answer the types of test questions students are likely to encounter such as multiple choice, grid response, free form, and open-ended. The remainder of the course, through project work, will cover a variety of topics such as pattern finding, probability, descriptive statistics, and logic. Contemporary technology will be used to assist in problem solving.

663-CP Personal Finance Grade 11, 12 CP Credits 2.5

This course will prepare students for their personal lives while becoming economically responsible. Areas of study will include: fundamental economic concepts, personal financial planning; financial pitfalls, budgeting, income, and money management (checking, savings, money market accounts, etc); spending, mortgages, student loans, credit and debt management; asset/insurance protection; financial statements; payroll; retirement planning; taxation; consumer practices and purchases: rights, responsibilities, and decision making processes. In each unit of the course, math skills will be emphasized and students will learn the value of applied mathematics. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

Science Department

Mrs. Susan Barnett, Department Chair Ext. 5004

Science Graduation Requirement: 3 Years lab science / 15 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Biology/Lab	H/CP	400-H/CP	9	Full Year	5
Chemistry/Lab	H/CP	410-H/CP	10, 11, 12	Full Year	5
Physics/Lab	H/CP	420-H/CP	10, 11, 12	Full Year	5
Intro to Physics & Chemistry/Lab	CP	431-CP	10, 11, 12	Full Year	5
Environmental Science/Lab	CP	433-CP	11, 12	Full Year	5
Anatomy & Physiology/Lab	CP	447-CP	10, 11, 12	Full Year	5
Astronomy	CP	443-CP	11, 12	Semester	2.5
Biotechnology	H/DE	445-H/DE	11, 12	Semester	2.5
Forensic Science/Lab	CP	449-CP	11,12	Semester	2.5
Robotics/Lab	CP	690-CP	11,12	Semester	2.5
Engineering & Design Tech /Lab	CP	684-CP	11,12	Semester	2.5
AP Biology/Lab	AP/DE	452-AP/DE	11, 12	Full Year	5
AP Physics/Lab	AP	454-AP	11, 12	Full Year	5
AP Chemistry/Lab	AP	456-AP	11, 12	Full Year	5

400-H **Biology/Lab**

Grade 9

Honors

Credits 5

400-CP **Biology/Lab**

Grade 9

CP

Credits 5

This is a two semester, lab based biology course for incoming freshmen that prepares students for the biology MCAS test in June. This course is inquiry based instruction and emphasizes critical thinking, problem solving, and deductive reasoning. Biological topics are divided into units that include: Ecology, The Cell, Genetics, Evolution and the Human Body. **Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in self-study.**

<u>410-H</u>	<u>Chemistry/Lab</u>	<u>Grade 10-12*</u>	<u>Honors</u>	<u>Credits 5</u>
<u>410-CP</u>	<u>Chemistry/Lab</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 5</u>

This is a college preparatory course with emphasis on basic principles of chemistry including concepts of energy, structure of matter, interactions of matter, states of matter, stoichiometry, and chemical equilibrium. It is a blend of mathematical principles applied to chemical concepts developed through experimentation. Laboratory investigation is an integral part of this course to develop key chemical concepts, teach basic laboratory techniques, and train students in data collection and analysis. **Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in independent-study.**

** Tenth grade students may take this class based upon recommendation of guidance counselor.*

(Honors Chemistry Recommendation: concurrently enrolled in Algebra II or teacher approval)

<u>420-H</u>	<u>Physics/Lab</u>	<u>Grade 10-12*</u>	<u>Honors</u>	<u>Credits 5</u>
<u>420-CP</u>	<u>Physics/Lab</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 5</u>

This college preparatory course treats the study of physics as a continuing process whereby students seek to understand the nature of the physical world. Problem solving, using mathematics and laboratory work, are integral parts of the course. Topics covered include the study of motion, force, mass, momentum, energy, light and waves, electricity, and magnetism. This course is recommended for students interested in a career in engineering, the physical sciences, and/or those students who are entering a four year college degree program. **Honors level courses require a high degree of self motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in independent-study.**

** Tenth grade students may take this class based upon recommendation of guidance counselor.*

(Honors Physics Recommendation: A grade of “B-“ in Algebra II or teacher recommendation)

<u>431-CP</u>	<u>Intro. to Physics and Chemistry/Lab</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 5</u>
----------------------	---	---------------------------	------------------	-------------------------

This college preparatory physical science program is based on the premise that science is an exploration and discovery of ideas about the universe, and that ideas and knowledge connect and enhance our lives. This course is based on an inquiry based learning approach. Students will complete experiments and hands on activities before conceptualizing ideas in the student readings.

<u>433-CP</u>	<u>Environmental Science/Lab</u>	<u>Grade 11, 12</u>	<u>CP</u>	<u>Credits 5</u>
----------------------	---	----------------------------	------------------	-------------------------

This college preparatory course deals with the environmental issues that are challenging our community, society, and world. After a review of relationships that exist between living things and the environment, students will examine the causes, effects and potential solutions to the major environmental concerns of today. These issues include the effects of human actions on the environment, such as pollution of air, land and water, depletion of natural resources and the impact of continued human population growth. Students will also look at solutions to these problems and methods that can be used to achieve environmental sustainability on a global, local, and personal scale.

<u>447-CP</u>	<u>Anatomy and Physiology/Lab</u>	<u>Grades 10-12</u>	<u>CP</u>	<u>Credits 5</u>
----------------------	--	----------------------------	------------------	-------------------------

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will

engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

443-CP Astronomy /Lab

Grades 11, 12 CP

Credits 2.5

This is a college preparatory class. Astronomy is the study of the universe and is among the most rapidly developing of the physical sciences. This course will investigate terms such as “black hole”, “brown dwarf”, “quasar”, “pulsar”, “string theory”, and “quark stars”. These new concepts have revolutionized the current understanding of our universe. Goals of the course will be to stimulate scientific curiosity, to develop the ability to ask scientifically valid questions, to strengthen scientific communication skills, to interpret and use graphical information, and to acquire an understanding of the basic principles and concepts of astronomy.

445-H Biotechnology/Lab*

Grade 11, 12 Honors

Credits 2.5

This course designed to acquaint students with the diverse field of biotechnology. Topics will include a brief history of biotechnology, job opportunities in biotechnology, recombinant DNA and protein products, microbial biotechnology, plant biotechnology, medical biotechnology, and DNA fingerprinting and forensic analysis. Current ethical issues such as stem cell research and cloning will also be discussed. *DE when available.

449-CP Forensic Science/Lab

Grades 11, 12 CP

Credits 2.5

This college preparatory course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering), comparative anatomy, chemical analysis, and trace evidence. Students will learn about careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. Students will gain knowledge of forensic skills enabling them to interpret data and learn the techniques involved for both chemical and biological analysis of evidence

690-CP Robotics /Lab

Grades 11-12 CP

Credits 2.5

This is a beginning course in robotics with a STEM based curriculum designed to teach engineering, research, teamwork, and “real-world” problem solving. Students will be utilizing Lego Mindstorm kits, Robolab software and various Lego Robotics materials. This course will involve students in the development, building, and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

684-CP Engineering & Design Tech I/Lab Grades 10-12 CP Credits 2.5

This is a survey course in engineering and exposes students to some of the major concepts and disciplines in engineering. Students will have the opportunity to investigate engineering as a high tech career and will develop skills and understanding of course concepts through activity, project, and problem-based learning. This course will also allow students to develop strategies to enable and direct their own learning. **This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

452-AP AP Biology/Lab * Grades 11, 12 AP Credits 5

(Recommendation: A grade of “B” or better in 400 H/CP or teacher recommendation.)

This technical, intensive course is designed to be the equivalent to a college introductory biology course usually taken by biology majors. Topics to be covered include molecules and cells, heredity and evolution, organisms, and populations. Students are expected to successfully complete extensive laboratory investigations and to communicate their synthesis of this information in a cogent manner. The AP exam is given in May and a testing fee is charged.

Students signing up for Course 452 must attend a meeting with the course 452 teacher at which time the course expectations will be described and the summer assignment will be outlined.

Completion of the summer assignment is a requirement. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

***DE when available**

454-AP AP Physics/Lab Grades 11, 12 AP Credits 5

(Recommendation: A grade of “B” or better in PreCalculus and currently enrolled in Calculus)

This course is representative of courses offered in American universities. Mechanics is explored in detail in the first half of the course. The second half of the course concentrates on the topics of electricity and magnetism.

Students contemplating taking AP Physics must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined.

Completion of the summer assignment is a requirement. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

456-AP AP Chemistry/Lab Grades 11, 12 AP Credits 5

The Advanced Placement Chemistry course is designed to be the equivalent of the general Chemistry course usually taken during the first year of college. Parents and students should be aware that this course would require students to work on a mathematical and conceptual level far above that of a regular Chemistry course. Only students who are ready to work at the college level should consider this course. The summer assignment should serve as a guide as to whether the student is ready to do this work. Topics such as structure of matter, kinetic theory of gases, chemical equilibrium, and chemical kinetics will be covered in depth. Recommended laboratory experiments will be performed.

***Students who complete the requirements for this course are expected to take the advanced placement exam.* Students contemplating taking AP Chemistry and Exam Prep must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.**

World Language Department

Ms. Beth Beauchesne, Lead Teacher Ext. 5007

World Language Graduation Requirement: 2 Years / 10 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
American Sign Language 1	CP	501-CP	9-11	Full Year	5
American Sign Language 2	CP	502-CP	10-12	Full Year	5
French 1	CP	511-CP	9-11	Full Year	5
French 2	CP	512-CP	10-12	Full Year	5
French 3	H/CP	513-H/CP	11-12	Full Year	5
French 4	H	514-H	12	Full Year	5
AP French	AP	516-AP	12	Full Year	5
Latin 1	CP	521-CP	9-11	Full Year	5
Latin 2	CP	522-CP	10-12	Full Year	5
Latin 3	H/CP	523-H/CP	11-12	Full Year	5
Latin 4	H	524-H	12	Full Year	5
AP Latin	AP	525-AP	12	Full Year	5
Spanish 1	CP	531-CP	9-11	Full Year	5
Spanish 2	CP	532-CP	10-12	Full Year	5
Spanish 3	H/CP	533-H/CP	11-12	Full Year	5
Spanish 4	H	534-H	12	Full Year	5
AP Spanish	AP	536-AP	12	Full Year	5
Hispanic History & Culture	CP	550-CP	10-12	Semester	2.5
History of Languages	CP	551-CP	9-12	Semester	2.5

501-CP American Sign Language I Special Arrangement CP Credits 5

This course will focus on visual and expressive use of language, such as facial expression, mime, and gesture. It will also focus on being able to sign letters of the alphabet, numbers from 1 to 100, formal and informal introductions, asking basic questions, physical characteristics, reactions and opinions, telling time, and giving directions. Participants develop their skills through videotapes, classroom participation, and readings that cover issues important to the Deaf community. Heavy emphasis on culture.

502-CP American Sign Language II Special Arrangement CP Credits 5
(Recommendation: Successful completion of course 501-CP)

American Sign Language 2 expands on the skills gained in American Sign Language 1. This course is designed to continue development of visual and expressive use of language, vocabulary, issues important to the Deaf community, cultural awareness, and terminology. Through activities and prompts, students will communicate through dialogue, with partners and in small groups. Heavy emphasis on culture.

511-CP French I Grades 9-12 CP Credits 5

Over the course of the year, students build basic communicative proficiency to talk about themselves, their school life, their past-times, their family and eating at a café. Students develop cultural understanding through the study of the French speaking world. ([Informational Video Link](#))

512-CP French II Grades 10-12 CP Credits 5

(Recommendation: Successful completion of Course 511-CP)

In this class, students polish the skills they begin in French 1 and expand on them. Your proficiency journey continues as you use more complex language to explore leisure time fashion, celebrations and travel. Students will interact with authentic resources to delve deeper into the cultures of the French-speaking world.

513-H French III Grades 11-12 Honors Credits 5

(Recommendation: 85% or better in Course 512-CP and intermediate low proficiency level.)

513-CP French III Grades 11-12 CP Credits 5

(Recommendation: A grade of “B” or better in Course 512-CP or Department Chairperson approval.)

In this class, you will enhance your proficiency in the ability to address a French-speaking audience. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. You will develop your cross-cultural understanding and language skills through various themes and contexts. Highlights include units about the black and white photography of Robert Doisneau, storytelling including legends, a French film, and health and wellness. Class is conducted in French. ([Informational Video Link](#))

514-H French IV Grades 12 Honors Credits 5

(Recommendation: A grade of “B” or better in Course 513-CP or Department Chairperson approval.)

The French IV honors course is a proficiency-based program which thematically explores many aspects of the richness of life and culture in the French-speaking world. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. Students hone their ability to use the language in various time frames. They develop a cross-cultural understanding through various themes and contexts. The class is conducted in French.

At the end of the course, students are encouraged to take a national standardized exam to assess proficiency. ([Informational Video Link](#))

The content of the course is structured around six specific themes to promote exploration of the language in context and develop students' understanding of the target culture. The themes are: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will demonstrate the ability to perform in the target language within three modes of communication: Interpersonal Mode, Interpretive Mode, and Presentational Mode. Students will also demonstrate an understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between cultures, and use the target language in real-life settings. ***Students who complete the requirements for this course are expected to take the advanced placement exam.***

The student studying Latin I is presented a proficiency-based program. Through stories, students will meet Lucius Caecilius Iucundus, his family and friends, and his gods, and explore their life in Pompeii before the eruption of Mount Vesuvius. These stories provide a rich context to discover Roman culture and learn Latin. Students complete various projects to delve into the ancient Roman world. In addition to building proficiency in Latin, this class will help students improve upon their English vocabulary. Junior Classical League memberships and field trips are optional.

Students in Latin II are presented with a proficiency-based program where stories are the foundation for learning Latin. As students encounter Celtic and Egyptian deities, customs, and history in Roman Britain and Alexandria, their ability to use the Latin language will increase. As with Latin I, students studying Latin II will also improve their English vocabulary by examining links to Latin. Junior Classical League memberships and field trips are optional.

Students continue to study different sites of the Roman Empire. They advance their knowledge of vocabulary, both in English and Latin, and examine new structures in the language. Through selected readings the comprehension of Latin in authentic literary works increases. Junior Classical League membership and field trips are optional.

In this course the students continue to study the Latin language and the customs of the people who spoke it by reading passages of prose and poetry. The readings reflect the history and culture of the Late

Republic through the Empire and encourage the students to compare and contrast ancient and modern philosophies.

525-AP **AP Latin** **Grade 12** **AP** **Credits 5**

(Recommendation: A grade of “A” in Course 524-H, or Course 523-CP and teacher recommendation)

This challenging course concentrates on authors of Latin poetry and prose. Virgil's *Aenid* is studied in depth with attention to precise and literal translation. In addition, students will analyze the work as literature and practice proficiency in writing critical essays. Emphasis will also be placed on reading Latin passages by sight. ***Students who complete the requirements for this course are expected to take the advanced placement exam.***

531-CP **Spanish I** **Grades 9-12** **CP** **Credits 5**

The student studying Spanish I is presented a proficiency-based program focused on interpersonal, interpretive and presentational communication. . Cultural themes integrated with language practice enable the student to gain a greater understanding and acceptance of cultural differences.

532-CP **Spanish II** **Grades 10-12** **CP** **Credits 5**

(Recommendation: Successful completion of Course 531-CP.)

Spanish II is a proficiency-based program. Students are provided a greater breadth of topics in which they will continue to improve their performance at the proficiency level established in Spanish I.. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. Students will develop their cross-cultural understanding and language proficiency through various themes and contexts.

533-H	Spanish III	Grades 11-12	Honors	Credits 5
--------------	--------------------	---------------------	---------------	------------------

(Recommendation: 85% or better in Course 512-CP and intermediate low proficiency level.)

533-CP **Spanish III** **Grades 11-12** **CP** **Credits 5**

(Recommendation: A grade of “B” or better in Course 532-CP or Department Chairperson approval.)

In Spanish III, the student continues to attain a measurable degree of proficiency in interpersonal, interpretive and presentational modes of communication. Through exposure to authentic texts and literary selections, the students' vocabulary base is expanded and their cultural awareness of the Spanish language and people is made more acute. Students are expected to improve their level of proficiency from what they attained in Spanish I and II. Class is conducted in Spanish. ([Informational Video Link](#))

534-H **Spanish IV** **Grades 12** **Honors** **Credits 5**

(Recommendation: A grade of "B" or better in Course 533-H or Department Chairperson approval.)

The Spanish 4 honors course is a proficiency-based program which thematically explores many aspects of the richness of Hispanic life and culture. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. Students hone their ability to use the language in various time frames. They develop a cross-cultural understanding through various themes and contexts. Class is conducted in Spanish.

At the end of the course, students are encouraged to take a national standardized exam to assess proficiency. ([Informational Video Link](#))

Credits 5

The content of the course is structured around six specific themes to promote exploration of the language in context and develop students' understanding of the target culture. The themes are: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will demonstrate the ability to perform in the target language within three modes of communication: Interpersonal Mode, Interpretive Mode, and Presentational Mode. Students will also demonstrate an understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between cultures, and use the target language in real-life settings. ([Informational Video Link](#))

Credits 2.5

Credits 2.5

This semester long course will teach students how language develops. We will begin with the road to vulgar Latin. Then we will discuss how Latin helped with the creation of Medieval French and Spanish. From there, students will explore the transition and influences that shaped Modern French and Spanish that is spoken today. Finally, we will examine how dialects and the current events of today affect language and hypothesize language change. ([Informational Video Link](#))

Ms. Nicole LaPierre, Lead Teacher Ext. 5043

Ms. Nicole LaPierre, Lead Teacher Ext. 5043

Fine Art Graduation Requirement: 1 Semester / 2.5 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Drawing I	CP	580-CP	9-12	Semester	2.5
Drawing II	CP	581-CP	10-12	Semester	2.5
Foundations in Art	CP	582-CP	9-12	Semester	2.5
Painting I	CP	583-CP	9-12	Semester	2.5
Painting II	CP	584-CP	10-12	Semester	2.5
Ceramics I	CP	585-CP	9-12	Semester	2.5
Ceramics II	CP	586-CP	10-12	Semester	2.5
Sculpture	CP	587-CP	9-12	Semester	2.5
Design	CP	588-CP	9-12	Semester	2.5
Photography I	CP	589-CP	9-12	Semester	2.5
Photography II	CP	590-CP	10-12	Semester	2.5
Digital Imaging	CP	591-CP	9-12	Semester	2.5
Sr Art Studio	H	592-H	12	Full Year	5
AP Art History	AP	593-AP	11, 12	Full Year	5

Grade 9-12

CP

Credits 2.5

This course will follow a series of drawing activities that will teach fundamentals of drawing along with a diversity of techniques such as pencil, pen and ink, marker, and charcoal. Activities will work with concepts of line quality, function of value, shape, volume, and color.

Grade 10-12

CP

Credits 2.5

(Recommendation: Successful completion of Drawing I)

Building on concepts from Drawing I, students will further develop drawing and conceptual skills. Formal elements of line, value, shape, texture and space are explored. The course includes drawing from direct observation and invented images. Studies include illusions of space and shape via figure and form analysis. By exploring current issues and concerns students will personalize their imagery. This personalization of imagery will give individual meaning to the work while exploring and developing 2D skills of visual thinking and problem solving. Emphasis will be placed upon process and its relevance to the idea. This course advances the basic fundamental skills taught in Basic Drawing.

Grades 9-12

CP

Credits 2.5

Beginning with the elements and principles of art, this course explores the areas of concentration offered at the high school. This beginners' course uses mediums such as watercolors, acrylics, pen and ink, pencil, charcoal, clay and photography.

583-CP Painting 1**Grades 9-12****CP****Credits 2.5**

This course explores basic techniques using watercolor, tempera, and acrylic paint. Color theory, composition, and design will be reinforced. Students will create and critique original paintings and will participate in student exhibits.

584-CP Painting 2**Grade 10-12****CP****Credits 2.5**

Building on concepts from Painting 1, students will continue to strengthen their visual skills. Students will learn how to select an effective and personal approach to using techniques and thematic content to develop personally meaningful paintings. Students will also develop their visual vocabulary and their oral communication skills. Students will gain an understanding of the proper use of materials. They will be growing toward a knowledge and ability level necessary to create effective works of art through painting, presenting their work, and responding to other's art.

585-CP Ceramics I**Grade 9-12****CP****Credits 2.5**

This course will explore the proper preparation of clay and develop skills in hand built projects, such as coil, slab, the potter's wheel and sculpture. The use of glaze, texture and color will be important considerations to the end products.

586-CP Ceramics II**Grades 10-12****CP****Credits 2.5**

(Recommendation: Successful completion of Ceramics I)

This course will take the student beyond the basic hand building and pottery wheel projects learned in Ceramics I. It is designed for the advanced student who desires to explore the medium in a more comprehensive way. Attention will be given to higher quality and time intensive projects. Students will explore advanced throwing, texturing, and glazing techniques. Students should have an excellent ability to work responsibly and independently.

587-CP Sculpture**Grades 9-12****CP****Credits 2.5**

This is a great course for those who like to build with their hands. We will build projects made from wood, cardboard, papier - mache, wire, molds with clay, plaster, and any suitable found materials. Sample projects may include woodcarving with letters and designs, cardboard animals, and kinetic wire portraits. Students will be introduced to the elements and principles of design in three-dimensional form.

588-CP Design**Grades 9-12****CP****Credits 2.5**

This course will familiarize the beginning art student with the elements and principles of design. Students will learn how to construct an artistic composition to show visual movement, mood, form, space, and spatial relationships of objects, proportionate harmony, and overall unity. This course explores design concepts and challenges. In this class, students receive a strong, broad based foundation in the visual arts through instruction in drawing, painting, design, printmaking, and sculpture in a studio setting. The elements and principles of design are emphasized through the communication of ideas and skill development in new and familiar media.

Credits 2.5

The first term of this course will cover traditional black and white chemical photography. The techniques of developing and printing photographs, and printing and exhibiting final prints will be taught. Projects will emphasize concepts of available light photography, portrait, experimental, and documentary photography. Emphasis will be placed on work which depicts strong narrative content and sound basic technical skills. Each student should have his/her own 35mm manual film camera and digital camera.

Credits 2.5

(Recommendation: Successful completion of Photography I)

This course will take the student beyond the basic picture taking and darkroom techniques of chemical and digital photography learned in Photo I. It is designed for the advanced Photography student who desires to grow and expand upon their work. Attention will be given to developing a body of work that expresses not only sound technical skills, but a higher level of thinking. Students will further explore digital darkroom and shooting techniques using the Adobe Photoshop software program. Students must provide their own manually operated 35mm film camera and digital camera.

Credits 2.5

Digital Imaging is a course that provides an introduction to virtual photographic darkroom editing processes and digital design, including web and graphic design. The course will provide students with a fundamental knowledge of digital image manipulation and design using Adobe Photoshop, Illustrator, and InDesign. Students will explore all aspects of digital design including typography and the relationship between type and image. This class will serve students interested in an art class using a digital medium.

Honors Credits 5

(Recommendation: Two art courses & teacher recommendation or Dept. Chairperson approval.)

This course is designed to assist the **serious art student** to develop his/her art talent. The student determines what medium is to be worked in and sets goals that are obtainable in two terms. Portfolio development for college entrance is a major consideration. The highly motivated student interested in serious study of art should apply. Students may present themselves as candidates for Advanced Placement Studio Art---General Portfolio or Drawing Portfolio. This is optional and is determined with teacher guidance during the first term of course development. *Due to the unique type of student assessment, there are no exemptions from the scheduled midterm or final exams.*

593-AP **AP Art History**

Grade 11, 12

AP

Credits 5

This full year course will explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. Learn about the purpose and function of art as you develop your ability to articulate visual and art historical concepts in verbal and written form.

Students who complete the requirements for this course are expected to take the advanced placement exam.

Performing Arts Department

Ms. Nicole LaPierre, Lead Teacher Ext. 5043

Performing Arts Graduation Requirement: 1 Semester / 2.5 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Concert Band	H	600-H	9-12	Full Year	5
Concert Band	CP	600A-CP	9-12	Semester	2.5
Chorus	CP	602-CP	9-12	Full Year	5
Chorus	CP	602A-CP	9-12	Semester	2.5
Intro To Guitar	CP	610-CP	9-12	Semester	2.5
Music Theory	CP	612-CP	10-12	Semester	2.5
Music History	CP	615-CP	11, 12	Semester	2.5
Music In America	CP	617-CP	9-12	Semester	2.5
Theater Arts	CP	620-CP	9-12	Semester	2.5
Musical Theater Production	CP	622-CP	10-12	Semester	2.5
Technical Theater	CP	623-CP	9-12	Semester	2.5
Digital Media I	CP	630-CP	9-12	Semester	2.5
Digital Media II	CP	631-CP	10-12	Semester	2.5
Media Communications	CP	632-CP	9-12	Semester	2.5

600-H **Concert Band**
600A-CP* **Concert Band**

Grade 9-12
Grade 9-12

H **Credits 5**
CP **Credits 2.5**

Concert Band is a **full-year** course (**half-year course available upon written approval by band director**) and is open to all students who can demonstrate acceptable playing ability on wind and percussion instruments. The ensembles study and perform a variety of literature. The band performs several concerts during the school year, participates in contests, performs at graduation, and performs for various community functions. Performances are required and participation will be reflected in the student's grade. Students are required to attend and perform at after school rehearsals, parades, competitions, school functions and many additional events outside the school day. This course meets the Performing Arts graduation requirement and can be retaken for credit every year.

***Half-year course must have written approval by the band director.**

(Recommendation: Middle School Band and/or Extensive Private Music Lessons)

<u>602-CP</u>	<u>Chorus (full-year)</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 5</u>
<u>602A-CP</u>	<u>Chorus (semester)</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>

This course is open to all students in grades 9-12, regardless of any previous experience. The chorus sings music from a variety of genres, languages, and time periods. Students will learn techniques for singing in an ensemble setting. The chorus performs at several concerts during the school year, participates in contests, and performs for various community functions. Students are required to participate in after school rehearsals and attend all performances and participation will be reflected in the student's grade. This course can be taken as a semester or full-year course.

<u>610-CP</u>	<u>Introduction to Guitar</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>
----------------------	--------------------------------------	---------------------------	------------------	---------------------------

This introductory course is offered to students in grades 10-12 who are interested in learning to play the guitar. Although students with prior knowledge can take the course, the focus of this course is geared towards students with no prior knowledge or skill on the guitar. Students will learn how to read and play traditional notation, as well as chords, strumming patterns, and tablature. This is a performance based class, and in-class playing tests are part of the student's grade. Guitars are provided, but students may also use their own guitar. In addition, students will research and write about guitarists from the past 70 years.

<u>612-CP</u>	<u>Music Theory: Fundamentals of Music</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 2.5</u>
----------------------	---	---------------------------	------------------	---------------------------

This course is designed to introduce students the basic principles of music notation and theory. Students will learn to read and analyze musical notation. Students will also improve their music listening skills through a series of ear training exercises. Topics discussed will include: major and minor scales and key signatures, time signatures, intervals, triads and seventh chords. There are no prerequisites for this course, as it is an entry level music course. This course is a prerequisite for Music Theory II: Harmony and Composition.

<u>615-CP</u>	<u>Music History</u>	<u>Grades 11, 12</u>	<u>CP</u>	<u>Credits 2.5</u>
----------------------	-----------------------------	-----------------------------	------------------	---------------------------

This is a course in music appreciation and understanding music in relation to history. The class examines music history starting in the medieval times and going up through the contemporary era. Students will be expected to think analytically about pieces of music and relate them to the context of history through research papers, lectures, and class discussions. The course will focus primarily on European and some early American music.

<u>617-CP</u>	<u>Music in America</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 2.5</u>
----------------------	--------------------------------	---------------------------	------------------	---------------------------

This course is a chronological study of music in the United States during the 19th and 20th centuries. The course will study musical styles including: Classical, Blues, Ragtime, Vaudeville, Swing, Jazz, Folk Music, Big Band, Rock & Roll, and styles of the late 20th century. Students will listen to and react to music based on discussions of the styles and their importance within the context of American history.

<u>620-CP</u>	<u>Theater Arts</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>
----------------------	----------------------------	---------------------------	------------------	---------------------------

Get up on your feet and out of your desk to learn the basics of acting and theater production. Begin by learning how to improv like "Whose Line is it Anyway?" As an improv master, you'll kung fu your way into learning how a show is created through games, activities, and discussion. Develop a character like Will Ferrell or work behind the scenes to create your own show. There is no connection to the after school TMHS Theater Company and no after school time is required.

622-CP Musical Theater Production Grades 10-12 CP Credits 2.5

This active class will keep you singing and dancing to your favorite Broadway tunes and popular hits. While building your musical skills, students will also focus on the history of musical theater and its development over the last 100 years.. There is no connection to the after school TMHS Theater Company and no after school time is required.

623-CP Technical Theater Grades 10-12 CP Credits 2.5

This course is an introduction and exploration of theatrical design and technical theater. Technical theatre is a semester course designed for the student interested in the non-performance side of theatre. Topics covered are: The theater and its parts, the history of theatre, types of theaters, in-depth study of a script, set design, lighting design, sound design, prop design and construction, costume and make-up considerations, theatre safety, and jobs in technical theatre. Technical theatre will incorporate academic study and hands-on application of skills. Students will learn the ins and outs of what goes into producing a show from the perspective of the technical crew, the designers, and the director. To achieve this, students will work on hands-on projects where they design sets, build props, and learn about how to market a theatrical show. Each student will be required to attend one school production during the semester.

630-CP Digital Media I Grades 9-12 CP Credits 2.5

Get a behind the scenes look at all the basics of making strong, visually driven video projects with an emphasis on narrative storytelling. This course focuses on the basics of video production and editing, story development, scriptwriting, music, and aesthetic. Skills in Final Cut Pro X are learned through creating original videos from conception to exhibition. This course requires the use of video equipment available by check-out, and Mac desktops with Final Cut Pro X in the classroom. **This is a project based class and available to all grade levels.**

631-CP Digital Media II Grades 10-12 CP Credits 2.5

Through producing original videos, students will gain a deeper understanding of video editing and story writing from conception to exhibition. Students will develop videography skills by completing projects during the semester that require formulation of original ideas that carry through the production process with an added focus on audio production and sound design. Students will exhibit digital literacy skills in learning editing techniques on Final Cut Pro X, and aesthetic valuing by engaging in critiques in all stages of the production process. This course is project based, and picks up where students would have left off in Digital Media I with an introduction to animation and the Adobe After Effects program. **Open to students in grades 10, 11, and 12 with a passing grade in Digital Media I (or can display a quality product equivalent to be approved by the course instructor.)**

632-CP Media Communications**Grades 9-12****CP****Credits 2.5**

Blending written and oral communication, students will develop the ability to speak publicly, listen actively, and demonstrate proper practice for productive and purposeful communication. Scriptwriting for broadcast news will be a primary focus. Practical application of these skills will lead to the creation and operation of in class news shows in our TMHS TV studio. Students will learn the necessary operational skills of a portable studio, as well as the workings of a professional newsroom. Class content will be based on current events and news stories. Students will access news content through the internet from major and local TV news networks.

Open to students in all grade levels. This course is recommended for those students thinking of a career in public relations, journalism, communications, and sports entertainment.

CTBE Department

Ms. Mary Kelleher, Lead Teacher

CTBE Graduation Requirement: 2 Courses / 5 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Child Care 1	CP	641-CP	9-12	Semester	2.5
Child Care 2	CP	642-CP	10-12	Semester	2.5
Child Care 3	CP	643-CP	11, 12	Semester	2.5
Web Design & Visual Communication	CP	651-CP	9-12	Semester	2.5
Introduction to Computer Programming	CP	654-CP	10-12	Semester	2.5
Digital Literacy	CP	655-CP	9-12	Semester	2.5
Introduction to Computer Science	CP	656-CP	10-12	Semester	2.5
Game Design	CP	657-CP	9-12	Semester	2.5
AP Computer Science Principles	AP	659-AP	10-12	Full Year	5
Accounting	CP	661-CP	10-12	Full Year	5
Personal Finance	CP	663-CP	11, 12	Semester	2.5
Marketing 1	CP	664-CP	9-12	Semester	2.5
Marketing 2	CP	665-CP	10-12	Semester	2.5
Business Management & Marketing	CP	667-CP	10-12	Semester	2.5
Sports & Entertainment Marketing	CP	668-CP	10-12	Semester	2.5
Engineering & Design Tech 1	CP	684-CP	10-12	Semester	2.5
Engineering & Design Tech 2	CP	685-CP	10-12	Semester	2.5
Engineering & Design Tech 3	CP	686-CP	11, 12	Semester	2.5
Robotics	CP	690-CP	11, 12	Semester	2.5
Introduction to Health Careers	CP	710-CP	11, 12	Semester	2.5
Health Careers 2-NAT/HHA	CP	720-CP	11, 12	Full Year	5

641-CP Child Care I

Grades 9-12 CP

Credits 2.5

A semester long course covering the following chapter topics: Responsibilities of Parenting, Building Strong Families, Prenatal Development, Preparing for Birth, The Baby's Arrival, Physical and Intellectual Development, Emotional and Social Development, Children's Health and Safety, and Family Challenges. This is an excellent course to learn about parenting and careers that involve young children. *(Informational Video Link)*

Credits 2.5

(Recommendation: Successful completion of course Child Care I)

A continuation of course 642. A semester long course, using the same text as Child Care I covering the following chapter topics: Children's Physical Development from One to Three, Emotional and Social Development from One to Three, Intellectual Development from One to Three, Physical Development from Four to Six, Emotional and Social Development from Four to Six, Intellectual Development from Four to Six, Child Care and Early Education, and Careers Working with Children. *(Informational Video Link)*

Credits 2.5

(Recommendation: Successful completion of course Child Care II)

After completing Child Care I and Child Care II, a student can gain experience in the operation of a preschool. The four year old child is studied in depth and is observed as he/she interacts within the pre-school atmosphere. A “hands on” approach is used in the preschool so that high school students can interact with the four year old child during lessons. The high school student will also be responsible for the development of lessons in the preschool. This course will offer experience for entry level jobs in daycare or for preparing the student for careers in early childhood education. ([Informational Video Link](#))

<u>651-CP</u>	<u>Web Design & Visual Communication</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>
----------------------	---	---------------------------	------------------	---------------------------

Students will understand the elements that make an effective website and the factors that influence a user experience (UX). Students will use this knowledge to assess the effectiveness of websites and make recommendations for improving user experience. Students will create websites using website builders (such as Weebly, Wix or Wordpress). Students will learn HTML, XHTML and CSS and use the knowledge of those tools to customize their websites. ([Informational Video Link](#))

654-CP **Intro to Computer Programming** **Grades 10-12** **CP** **Credits 2.5**

This course is designed for the motivated student who is planning on a career in computer science or engineering. Through programming in different languages (including C++ and Python), students will learn about data types, selection structures, strings, functions and classes. **This course is recommended for students thinking of a career in computer science, engineering, graphic arts, web design, and software design.** By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

655-CP **Digital Literacy** **Grades 9-12** **CP** **Credits 2.5**

This course provides students a foundational understanding of the technological building blocks to critically interpret digital media, and to author powerful and effective digital documents. Students have the opportunity to practice and develop a working knowledge of the key digital concepts and 21st century skills critical to becoming lifelong learners.

656-CP Intro. to Computer Science**Grades 10-12 CP****Credits 2.5**

Students will understand how computing devices work. Students will learn how the major components of a computer system interact with each other and use troubleshooting strategies to solve routine hardware problems. Students will learn how to write and debug algorithms in a structured language. The course will cover how different data representation affects storage and quality. Students will understand how networks communicate, and vulnerabilities and issues that may impact their functionality. Students will analyze the impact and intent of the new technology laws, understand safety and security concepts, and security and recovery strategies. Students will also examine the impact of technology, assistive technology, technology proficiencies and cybercrime in people's lives, commerce and society. ([Informational Video Link](#))

657-CP Game Design**Grades 10-12 CP****Credits 2.5**

Game Design is a first semester course designed that introduces programming to high school students. Students learn how to code by working in a real software development environment to design, program, and publish mobile apps and games. Working in the same ways that professional programmers do and creating real games or apps, students learn how to make amazing things and to have a real world impact.

659-AP AP Computer Science Principles**Grades 10-12 CP****Credits 5.0**

Students will develop computational thinking skills vital for success across all disciplines such as using computational tools to analyze and study data, and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems. ([Informational Video Link](#))

Prerequisite - Completion of freshman algebra and currently taking Algebra II. Students should also be able to use a Cartesian (x, y) coordinate system to represent points in a plane.

661-CP Accounting**Grades 10-12 CP****Credits 5**

Students will first learn the accounting cycle with emphasis on theory and application. Topics will include principles of beginning accounting, financial statements, journals, ledgers, adjustments and payroll. Projects involving the computer will enhance the student's ability to solve problems. Forensic Accounting is a specialized form of accounting that uses auditing and investigation to determine if fraud has taken place within a company. This course is recommended for students thinking of a career in general accounting, auditing, federal law enforcement, banking, and actuarial science. By enrolling in this course, you will be eligible to participate in the TMHS DECA program. ([Informational Video Link](#))

663-CP Personal Finance**Grade 11, 12 CP****Credits 2.5**

This course will prepare students for their personal lives while becoming economically responsible. Areas of study will include: fundamental economic concepts, personal financial planning; financial pitfalls, budgeting, income, and money management (checking, savings, money market accounts, etc); spending, mortgages, student loans, credit and debt management; asset/insurance protection; financial statements; payroll; retirement planning; taxation; consumer practices and purchases: rights, responsibilities, and decision making processes. In each unit of the course, math skills will be emphasized and students will learn the value of applied mathematics. By enrolling in this course, you will be eligible to participate in the TMHS DECA program. ([*Informational Video Link*](#))

664-CP Marketing I**Grades 9-12 CP****Credits 2.5**

Marketing I is a beginning course for retail and marketing students. Topics stressed are retail-marketing concepts for employees, managers, and entrepreneurs. It is designed as an entry-level course for students who plan to enter the business world. Students taking this course have the opportunity to participate in DECA, an association of marketing students. This course is recommended for students thinking of a career in business marketing, retail marketing, financial management, financial planning, insurance, actuarial work, and marketing research analysis. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

665-CP Marketing II**Grade 10-12 CP****Credits 2.5**

(Recommendation: Grade of “C” or better in Marketing I)

Marketing II is an advanced course for retailing and marketing students who will focus on the problems and procedures in management. Students involved in this course will plan productions such as semi-formals and the annual DECA Fashion Show. DECA participation is highly recommended. This course is recommended for students thinking of a career in business marketing, retail marketing, financial management, financial planning, insurance, actuarial work, marketing research analysis, travel and tourism, and sports and entertainment. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

667-CP Business Management & Marketing Grades 10-12 CP**Credits 2.5**

Business Management and Marketing is a highly intensive course concentrating on the analysis, planning and control of marketing problems. Topics will include analyzing business opportunities, planning a market program, international marketing and marketing in the contemporary environment. Students in this course have the opportunity to participate in DECA, an association of marketing students. This course is recommended for students thinking of a career in business management, marketing, or management analysis, as well as being a management consultant, or owning your own business. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

668-CP Sports & Entertainment Marketing Grades 10-12 CP**Credits 2.5**

The course will focus around the operations, management and marketing of both fields. Some topics will include, but are not limited to Entertainment marketing, Marketing Information Management for Sports and Entertainment, Sports and Entertainment Economics, Sports and Entertainment Risk Management, The Sales Process, Marketing Basics of Sports and Entertainment, Entertainment

Distribution, The Marketing Research Process, Demographics of Market Segmentation, The Product Mix, Promotional Planning and Sponsorships. Students will obtain a knowledge and understanding of the field and how it works, along with obtaining 21st Century Skills. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

684-CP Engineering & Design Tech I Grades 10-12 CP Credits 2.5

This is a survey course in engineering and exposes students to some of the major concepts and disciplines in engineering. Students will have the opportunity to investigate engineering as a high tech career and will develop skills and understanding of course concepts through activity, project, and problem-based learning. This course will also allow students to develop strategies to enable and direct their own learning. **This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

685-CP Engineering & Design Tech II Grades 10-12 CP Credits 2.5

(Recommendation: Successful completion of Engineering & Design Tech I)

This is an accelerated course, which allows the student to continue building on experiences attained while taking Engineering and Design Tech I. Math and science concepts are emphasized as the student uses the computer and their creativity to design and solve problems using the latest CAD software. Topics will include a review of commands used in operating AUTOCAD LT2000, single and multi-view drawings, applied geometric construction, auxiliary views, revolutions and sectional views. A more extensive study of commands as they relate to the software will comprise the remaining areas of study. **This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

686-CP Engineering and Design Tech III Grades 11-12 CP Credits 2.5

(Recommendation: Successful completion of Engineering & Design Tech II)

This course will provide the student with the knowledge of basic structure and design elements of residential dwellings. The subject matter will include: general planning and design data, foundations and site work, excavation, footings and foundation walls, wood joists and rafter sizes, wood trusses, and roof construction. Using the computer, the student will develop a complete set of plans for a residential dwelling as well as a vacation retreat. This course will enhance your portfolio if you are considering a career in engineering. **The student taking this course may apply this as a computer requirement. This course is recommended for students thinking of career in any area of engineering such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

690-CP Robotics/Lab Grades 11-12 CP Credits 2.5

This is a beginning course in robotics with a STEM based curriculum designed to teach engineering, research, teamwork, and “real-world” problem solving. Students will be utilizing Lego Mindstorm kits, Robolab software and various Lego Robotics materials. This course will involve students in the development, building, and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

710-CP **Introduction to Health Careers** **Grade 11, 12** **CP** **Credits 2.5**

Introduction to health careers offers students the opportunity to explore the multitude of career options available in health care. Students will also start to develop specific skills related to health careers such as taking vital signs, medical math, the metric system, medical abbreviations and terminology. Students will have the opportunity to observe and interact with healthcare professionals in local facilities.

720-CP **NAT Program/HHA** **Grade 12** **CP** **Credits 5**

The Nursing Assistant Training/Home Health Aide course prepares high school students to work as nursing assistants and/or home health aides in hospitals, nursing homes, and in private homes. The prime intent of the program is to provide students with career entry skills that enable them to be employed as state certified nursing assistants and home health aides. Students will also gain knowledge about potential careers as LPNs and RNs. Lastly, students will gain knowledge about their own bodies and diseases, both mental and physical.

In order to meet Massachusetts Department of Public Health licensing requirements, there is an attendance requirement of at least 90 classroom hours and a commitment to 24 hours of clinical experience, 10 hours of which will be after school. Massachusetts' certification requirements include a 75 average or better in coursework and a score of 100 on skills. Students will be required to take the Massachusetts Nursing Assistant Certification Exam, which includes a written as well as a skill test. The exam fee and uniform will cost approximately \$125.00.

NAT students must present at the start of the school year a completed physical stating he/she is well enough to participate in the clinical setting, has an up to date immunization record, and has had a recent negative Mantoux test for tuberculosis and a flu shot.

Wellness Department

Mrs. Julia Fabiano, Lead Teacher 640-7800 ext. 5053

Wellness Graduation Requirement: Health 5 Credits, P.E. 10 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Health 1	CP	812-CP	9	Semester	2.5
Health 2	CP	822-CP	11	Semester	2.5
Physical Education	CP	831-CP	9-12	Semester	2.5

812-CP Health I

Grade 9

CP

Credits 2.5

This course focuses on personal health issues and healthy life choices. Classroom topics covered address dimensions of wellness that include but are not limited to emotional, intellectual, physical, and social wellness. Course content is revised yearly to maintain currency with critical topics that align with TMHS student needs. Throughout the study of health topics, students will engage in development of skills such as communication, self-management, decision making, and goal setting.

822-CP Health II

Grade 11

CP

Credits 2.5

This course is designed to prepare students to navigate future health topics on a more mature level, and will include current health issues, personal health issues, and community & global health. Classroom topics covered address dimensions of wellness that include but are not limited to emotional, multicultural, intellectual, physical, financial, and environmental wellness. Course content is revised yearly to maintain currency with critical topics that align with TMHS student needs. Throughout the study of health topics, students will engage in development of skills such as communication, self-management, decision making, and advocacy.

831-CP Physical Education

Grade 9-12

CP

Credits 2.5

Physical Education students will acquire the essential knowledge and skills required to lead an active healthy life, as well as, participate in a variety of team sports and individual wellness pursuits. Physical Education is a required course. Students will be able to choose activities by their grade level and wellness interests. All students must take a minimum of 4 semesters of Physical Education.

Additional Course Offerings

Edgenuity

Edgenuity provides engaging online and blended learning education solutions that propel success for every student. Edgenuity delivers a range of Core Curriculum, AP®, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core and iNACOL standards and designed to inspire lifelong learning. All Edgenuity classes are teacher facilitated. Class sizes are limited to 25 students with a strong emphasis placed on student and teacher interaction. Classes take place entirely over the Internet and are accessible to students anytime and anywhere. Students have the ability to post work to their class any time, day or night. Classes follow the school schedule and assignments are due at specified weekly intervals. All courses and student work are closely monitored by the site coordinator.

Please note:

- Juniors and seniors in good standing will be eligible to take one Edgenuity course per year.
- Students must have good attendance, grades, and behavior records.
- This is a supplemental program to TMHS course offerings.
- Students successfully completing full year Edgenuity courses will earn 5 credits and half-year, elective courses will earn 2.5 credits.
- Exceptions per approval of the Principal.
- Edgenuity courses may be taken for enrichment purposes over the summer with prior approval of the Principal. Students will receive a grade of Pass/Fail and will not be factored into GPA calculations.

9008-CP Edgenuity Special Arrangement CP Credits 2.5/5

Students enrolled in standard level Net Courses are expected to participate with the same level of dedication and intensity as in traditional face to face classrooms. These students are required to be actively engaged in their coursework for approximately 10-12 hours per week. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

Experiential Learning

Tewksbury Memorial High School recognizes the value of career-related internships and learning opportunities outside of the classroom and encourages participation in this program. These courses are credit-bearing but may not be applied toward the graduation requirements (see page 5).

9000 Pathways Internship Grade 11 by Special Arrangement Credits 2.5

The Innovation Pathways Internship Program allows students the option to work with or shadow a person or persons to explore career opportunities. Internships will be counted as an elective and will be taken during the summer between junior and senior years. Students must complete an appropriate application **before** completing course requests with their guidance counselor. Students will be required to complete weekly time cards and journals. They are also expected to complete assignments related to their internship. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

9020 IP Skills & Strategies Grade 10-11 by Special Arrangement Credits 2.5

This course is a requirement for students enrolled in the Innovation Pathways program at TMHS. It must be taken during either the student's 10th or 11th grade year. The course is designed to prepare students for their future career goals and their Innovation Pathways summer internships. This is done through various assignments that require reflective journaling and self-exploration. Some of the lessons include preparing for job interviews, building a resume, developing strong communication skills, workplace etiquette, and putting together a work portfolio. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

9011 Experiential Learning Special Arrangement Credits 1

Students/teachers may submit proposals for learning opportunities **outside** of the traditional school day for enrichment credit. These courses must be approved by the TMHS Principal and the Assistant Superintendent of Curriculum and Instruction. **These courses will be graded on a Pass/Fail basis and will not count into the student's GPA.**

MTSS and Additional Supports

901-CP Academic Skills and Strategies 9-10 Special Arrangement Credits 2.5

This course can be taken for one or more semesters. Students will learn to develop the ability to enhance their study skills through learning to maintain routines, organize work, improve reading comprehension, take notes from both written and oral sources, develop memorization strategies, and prepare for tests, including the MCAS exam. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas. Students will be allowed time, that has been built into the curriculum, to apply acquired knowledge to their current academic work. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

902-CP Academic Skills and Strategies 11-12 Special Arrangement Credits 2.5

This course can be taken for one or more semesters. This class is designed to prepare students for their future goals and assist them in learning how to achieve their goals. This is done through various assignments that include class discussions, partner work, reflective journaling, class presentations, written work and creative exploration. Some of the topics that will be discussed will include learning styles, organizational skills, and study skills. Students will also improve their learning effectiveness through critical thinking skills, test taking strategies (PSAT, SAT, ACT, etc.), note taking skills and other study methods. The course will also introduce students to career and other job options through interest inventories and research projects. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas while also helping to prepare them with the expectations of post secondary careers and/or education. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

906-CP Writing Lab Special Arrangement Credits 2.5

This class is designed to help students make effective progress with their writing based upon recommendation of their English classroom teacher or guidance staff. This class is designed to help

students make effective progress with their writing. This course uses several specialized methodologies to engage students in the writing process. High emphasis on explanatory writing, argumentative writing, and narrative writing. Students will utilize different graphic organizers and direct instruction on thesis/claims, sentence structure, paragraph development, organization, and transitions. Students will also be provided with study strategies for vocabulary and test preparation. Students can apply these skills in all of their academic courses. Some reading material is assigned to facilitate discussion and writing assignments. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

900-ELL ELL Support

Special Arrangement

Credits 2.5

Students who have been identified as English Language Learners, and meet the set recommendations set forth by the ACCESS assessment, will receive ELL Support.

Special Education Department

Mr. Marco Basiliere, Lead Teacher 640-7856

Mr. Chuck Zucco, Case Manager 640-7856

In addition to the courses described in the previous section, Tewksbury Memorial High School offers an array of special education services to meet the individualized needs of diverse learners. Please contact Chuck Zucco, Case Manager, for specific questions about services.

Specialized Instruction

Special Arrangement

Credits 5.0

The special education department offers small group core courses that follow subject course curriculum with specialized instruction in several core content areas.

904-CP Directed Learning I

Special Arrangement

Credits 2.5

The goal of this mixed-grade level course is to provide a practical approach to learning and implementing executive function strategies to help with the transition of post-secondary goals. The objective is to improve students' independent study skills while providing them with additional teacher support in individual academic needs across the curriculum. This will enable students to be more successful in their high school content subjects, to be active learners, enhance their organizational skills, and to be better prepared for independent learning.

905-CP Directed Learning II

Special Arrangement

Credits 2.5

Directed Learning II is designed to meet the cognitive, social emotional learning, and transitional needs of special education students. Additionally, it provides a therapeutic environment which meets the social emotional learning needs of student who require a higher level of support.

Life Skills Grades 9-12

Special Arrangement

Credits 5

TMHS Life Skills Program serves students with cognitive and language delays that impact overall functioning. The Massachusetts Curriculum Frameworks are addressed at access and entry points. The program addresses students' needs in the areas of functional academics, communication, vocational preparation, independent living, and social, recreation/leisure, and life skills are addressed within both the school program and the community environment. The use of positive reinforcement and success-oriented activities provide students a constructive framework to focus on personal goals. The inclusionary experiences include the high school and the community.

Special Education Teachers/Student Liaisons

The special education teachers at Tewksbury Memorial High School also act as specialized liaisons for all students identified with special needs and who are enrolled on an Individualized Education Plan (IEP). Students will meet with their liaisons regularly throughout the school year.

SUPERINTENDENT EVALUATION TIMELINE

2019-2020 School Year

On or about

May 1

Distribute Superintendent Evaluation documents to School Committee members.

On or about

May 8

Superintendent to distribute and review progress of goals and self-assessment.

On or about

May 11-29

Individual School Committee members will consult with Superintendent to review goals and self-assessment data during the time period of May 11th through May 29th.

On or about

June 1

School Committee members will submit their individual evaluations of the Superintendent to the Chairperson for analysis. Chairperson to synthesize data and summarize for the final Superintendent Evaluation Report.

On or about

June 10

School Committee Chairperson to deliver both oral and written summary of the Superintendent Evaluation Report in Public Session.



Student Opportunity Plans

Guidance materials and plan template for superintendents
for the creation of three-year, evidence-based plans
required by the Student Opportunity Act

SHORT FORM

Jeffrey C. Riley
Commissioner

Winter 2020



Student Opportunity Plans

Letter from Commissioner Jeffrey C. Riley

With the passage of the [Student Opportunity Act \(SOA\)](#) (Chapter 132 of the Acts of 2019), we have once again affirmed that public education is cherished in the Commonwealth. The law implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit our public schools. It is now up to all of us in schools and districts to ensure we spend our resources in the way the SOA intends, so that all students have access to an excellent education.

The goals of the SOA closely track those in the report I issued to the Board of Elementary and Secondary Education last summer, "[Our Way Forward](#)." In that report, I recognized the progress our state has made over the past decade in overall student achievement but noted that persistent opportunity and achievement gaps remain for our students of color, low-income students, English learners, and students with disabilities. **Closing these gaps is our collective work for the next decade, and the SOA will fuel our efforts to ensure all students achieve at high levels and are prepared for success after high school.**

It is critical that district resources support student subgroups as the legislation intended. As part of the SOA, districts are required to submit three-year, evidence-based plans aimed at closing persistent disparities in achievement among student subgroups. While the law sets forth several requirements for these plans, the Department of Elementary and Secondary Education (DESE) will focus primarily on the extent to which districts are implementing evidence-based programs that will close these gaps in their communities.

The Department is charged with creating a template for these three-year plans and providing guidance to help districts complete them. As a former superintendent/receiver, I recognize that districts produce plans under various state and federal laws, and the SOA adds yet another planning requirement. **Over time, we intend to further consolidate and streamline requirements for these plans, so that the workload is more manageable.**

In recognition that over 80 percent of new Chapter 70 funds are going to approximately 35 districts, we will take a bifurcated approach to the SOA plan templates. There will be a "short form" for most districts and a "longer form" for those districts receiving substantial new funds. At the same time, it is critically important that **all districts use their SOA plans as an opportunity to ensure that strong programs are in place to support the needs of student subgroups**, as virtually all districts have achievement and opportunity gaps that limit our students' potential.

Two final points. First, I understand the timeline is extremely tight. In recognition of that, we are asking for short, succinct plan documents, even for districts using the long form. **Fundamentally, each district's plan should be a commitment to do a few things well; it should not be a comprehensive strategic plan.** Second, we are especially interested in accelerating the adoption of three programs statewide: 1) expanded pre-kindergarten and evidence-based early literacy, 2) Early College programs, and 3) diversifying the educator and administrator workforce. In our guidance, DESE is also providing a larger suite of evidence-based program examples for districts to consider when formulating their plans.

The SOA is truly a historic opportunity for Massachusetts to propel our state to become a national leader, not just in overall achievement, but for all children in the Commonwealth. Thank you for your efforts on behalf of our students, and I look forward to reviewing your plans in April.

Sincerely,

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

Student Opportunity Plans

Table of Contents

I.	Basic Overview of Template and Requirements	Page 4
II.	Suggestions for Successful Planning	Page 5
III.	Evidence-Based Program Examples Identified by DESE	Page 6
IV.	Checklist for Completing the Short Form	Page 7
V.	Sample Short Form Plan	Page 8
VI.	Blank Short Form Template	Page 10
VII.	Appendix A: Detailed Requirements & Recommendations for Planning	Page 12

Student Opportunity Plans

Basic Overview of Template and Requirements

District Plan Template Focused on Four Commitments

The SOA requires each district to create a three-year, evidence-based plan for the Commissioner's review. The Department has established a **template for this plan which asks each district to make four "Student Opportunity Commitments"** in order to close opportunity and achievement gaps among student subgroups.

The four commitments are to:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students' needs.

Bifurcated Approach to Templates Based on Amount of Incremental Chapter 70 Funds

The Commissioner has determined that districts' requirements will be bifurcated based on the amount of incremental Chapter 70 funding a district is expected to receive (based on the FY21 proposal in the Governor's House 2 budget released on January 22, 2020).

1. Districts expected to receive less than \$1.5 million in incremental Chapter 70 funds in FY21 will fill out a "short form" template.
2. Districts expected to receive over \$1.5 million in incremental Chapter 70 funds in FY21 will fill out a "long form" template that will require additional information, particularly concerning their budgets.

Plan Submission

Student Opportunity Plans are due by 11:59 p.m. on April 1, 2020. We are providing this guidance document *for planning purposes only*. In March, we plan to send out an electronic link to a web form that districts will use to submit their plans.

Further Requirements

Districts will receive information in summer or fall of 2020 about any further requirements and annual reporting associated with these plans.

Questions & Support

Please email SOAplans@doe.mass.edu with your questions, and we will provide answers and connect you with the right sources of support.

Student Opportunity Plans

Suggestions for Successful Planning

- **Focus on evidence-based program selection:** In reviewing plans, our primary focus will be on which **evidence-based programs a district is selecting and the resources being allocated to those programs**. To support districts in identifying specific programs that will best support their student subgroups, DESE has compiled a menu of **evidence-based program examples** for districts on page 6 of this document. The commissioner and his leadership team selected these examples based both on evidence and experience seeing these programs move the needle for students.
 - **Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.**
 - Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law (see SOA categories A-I on the bottom of page 6). Finally, districts can propose programs outside of these categories but they will be subject to the commissioner's review.
- **Thoughtfully engage your community:** We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans **reflect student needs as identified by the community** and so communities can in turn support districts in their implementation of evidence-based programs. Please consult the detailed guidance later in this document for stakeholder engagement requirements and recommendations.
- **Do a few things well:** We encourage districts to **commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups**. A completed Student Opportunity Plan should **not** look and feel like a comprehensive strategic plan or spell out a laundry list of priorities and initiatives. If your district already has a strategic plan, the Student Opportunity Plan could be a chance to highlight the most critical initiatives underway and deepen them or add a few new programs that will best support student needs.
 - **Remember that districts can “adopt, deepen or continue” evidence-based programs.** Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
 - However, if districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21.
- **Focus on implementation:** We are interested in **concise, thoughtful commitments that will be backed up by high-quality implementation**. The Department **strongly recommends that districts keep their plans to a similar length as the sample template in this guidance document**. Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE monitoring on observing the evidence-based programs that districts described in their plans.

Student Opportunity Plans

Evidence-Based Program Examples Identified by DESE

The Department has identified 17 examples of high-quality programs that the commissioner encourages districts to consider when selecting evidence-based programs to support student subgroups. Robust implementation of these programs may touch on multiple program categories (A through I) outlined in the SOA¹. The program examples below are organized into four domains that reflect the core work of districts. Each example is pre-aligned to the SOA program categories, which are noted in parentheses after each example.

The commissioner is encouraging the adoption of **Priority Programs (in bold below)** and will likely offer **multiplier funds** to districts with particularly strong plans in these areas. We hope to make funds available via competitive grants by realigning grants within DESE. Please note that to receive multiplier funds for a pre-K program, districts must also implement a research-based early literacy program.

Enhanced Core Instruction

1. **Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers** (SOA categories D, F, and G)
2. **Research-based early literacy programs in pre-kindergarten and early elementary grades** (E, F, and G)
3. **Early College programs focused primarily on students under-represented in higher education** (I)
4. Supporting educators to implement high-quality, aligned curriculum (E and F)
5. Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Targeted Student Supports

6. Increased personnel and services to support holistic student needs (C and D)
7. Inclusion/co-teaching for students with disabilities and English learners (D and E)
8. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)
9. Dropout prevention and recovery programs (I)

Talent Development

10. **Diversifying the educator/administrator workforce through recruitment and retention** (D and H)
11. Leadership pipeline development programs for schools (D and E)
12. Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)
13. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions (D)

Conditions for Student Success

14. Community partnerships for in-school enrichment and wraparound services (C)
15. Parent-teacher home visiting programs (E)
16. Labor-management partnerships to improve student performance (E)
17. Facilities improvements to create healthy and safe school environments (J)

¹ A) Expanded learning time in the form of a longer school day or year; B) Increased opportunity for common planning time for teachers; C) Social services to support students’ social-emotional and physical health; D) Hiring school personnel that best support improved student performance; E) Increased or improved professional development; F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks; G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations; H) Diversifying the educator and administrator workforce; I) Developing additional pathways to strengthen college and career readiness; J) Any other program determined to be evidence-based by the commissioner.

Student Opportunity Plans

Short Form Checklist

Districts should review this checklist alongside the sample short form on page 8. The sample will provide the best guidance on the length and depth DESE expects in district responses.

Commitment 1: Focusing on Student Subgroups

- Provide a brief analysis of district data that identifies opportunity and achievement gaps for student subgroups, including students of color, low income students, English learners, and students with disabilities.
 - Data sources could include: DESE’s accountability system, local measures of student performance, and the ability of all students to access district programs, wraparound services, and other opportunities.

Commitment 2: Using Evidence-Based Programs to Close Gaps

- Consider selecting from the evidence-based program examples identified by DESE (on page 6 of this document)
- Describe each program, making sure to include:
 - A high-level summary of the program in FY21 and any expected changes for the following two years.
 - Which schools in the district will be impacted by the program (answer can be district-wide).
 - Which student subgroups the program will address.
- Fill in the table with the following budget information for FY21:
 - 1) Input budget line items (staff, PD, purchases, etc.), 2) provide the cost of the items, and 3) identify the foundation budget category for each cost listed (see page 13 of this document).
- Identify how the program is evidence-based:
 - Is this program one of the DESE identified examples? If so, write in the name (see page 6 for the list).
 - If the program is not from the DESE list, write in the SOA category the program aligns to (A-J) (these categories are listed in the footnote on page 6). If your program does not align with SOA categories A-I, describe why none of those programs would support closing achievement gaps among student subgroups in your district. Then choose J and include the evidence supporting the selected program.

Commitment 3: Monitoring Success with Outcome Metrics and Targets

- Select at least three outcome metrics to include in your plan. These can include metrics from the list provided by DESE (see page 14 of this document) or custom district metrics.
- Where possible, align outcome metrics with the evidence-based programs described in Commitment 2.
- Each district must also identify targets for each metric. Targets will be added to plans in fall 2020. If you choose a DESE metric, we will take care of this second step, as we will set the targets for you. Districts choosing their own metrics will be required to update their plans with targets in the fall. At that time, DESE may also request more information about the custom metrics districts selected. For more information, see pages 13-14.

Commitment 4: Engaging All Families

- Describe your district’s ongoing plan for engaging families, including targeted strategies for families of low-income students, English learners, and students with disabilities. See page 15 for suggestions.
- Explain how your district will measure increases in family engagement based on these efforts.

Certifications:

- Certify that you engaged stakeholders as specified by the law: “Each plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils and educators in the district.”
- Describe your district’s stakeholder engagement process and provide a list of stakeholders that were engaged. See pages 15-16 for suggestions.
- School committees should vote on the plan, as it will have budgetary and policy implications. Confirm that school committee voted on the plan and provide the date of the vote and the outcome.

Anyborough Public Schools

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

As noted in our strategic plan, Anyborough Public Schools (APS) is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our Latino students, black students, English learners, and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as their peers. We also note the troubling fact that students within these specific subgroups, particularly Latino students, report lower engagement in school as measured by our annual student survey. Additionally, our educator workforce does not mirror our student population: Just 3 percent of our educators are of color, compared to 25 percent of our students.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

Within the last few years, APS has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway.

1. Inclusion for students with disabilities (SWD). An independent review of our special education services two years ago found that our district could make further progress in serving our SWD in a least restrictive environment. We have invested in four additional inclusion teachers and associated PD as part of a pilot program to support the development of educators in delivering instruction in an inclusionary setting in Anyborough Hills Elementary. We will ask our town to support the expansion of this program in the coming years, ideally to Anyborough Plains Elementary. Our inclusion pilot program will be available to all SWD, including students of color, English learners, and low-income students.

FY21 budget item	Amount	Foundation Category
Inclusion teachers (2)	\$350,000	Classroom & Specialist Teachers, Employee Benefits / Fixed Charges
Inclusion PD	\$10,000	Professional Development
Evidence-based program identified by DESE:		Inclusion/co-teaching for students with disabilities
SOA program categories:		D (hiring school personnel) and E (PD)

2. Diversifying our educator workforce. Our workforce does not mirror our student population, a fact which we believe lowers the engagement and academic success of our students of color. We have intentionally focused on recruiting APS students who have graduated from college and have ties to the community to come back to their hometown as educators. This is a district-wide initiative. APS has established a grant program to support prospective teachers with the costs to complete the educator licensure test and provides these educators with mentors in the school as part of our efforts to ensure an inclusive workplace for newly-hired educators. To further support an inclusive environment and promote high achievement and engagement for all our students, we will continue to offer culturally responsive PD for all educators.

FY21 budget item	Amount	Foundation Category
MTEL licensure grants	\$2,000	Professional Development
Mentor stipends for educators	\$25,000	Professional Development
Culturally responsive PD	\$2,000	Professional Development
Evidence-based program identified by DESE?		Diversifying the educator and administrator workforce
SOA program categories?		D (hiring school personnel) and E (PD)

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ ELA mean SGP
- ✓ Mathematics mean SGP
- ✓ Four-year cohort graduation rate

2) Custom district metrics:

- ✓ Student engagement (measured by annual district-wide student survey)

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

Anyborough Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family potluck dinners and quarterly PTO meetings at each school, we are also committing to pilot a new parent-teacher home visiting project in APS specifically targeted to families of students of color, EL students, students with disabilities, and those from low-income backgrounds. In this model, educators will make visits to families at their homes to engage in a two-way dialogue about shared goals for their students. We will measure the engagement of families who receive a home visit through a follow up survey and track the number of and demographics of families reached through home visiting each year.

Certifications:

☐ By checking here, I certify that our district has engaged stakeholders in accordance with the SOA

Please summarize your stakeholder engagement process, including specific groups that were engaged:

Anyborough Public Schools partnered with a local community organization, CommOrg1, to lead our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: focus group of parents/guardians including PTO presidents from each school, focus group of educators, focus group of local non-profits and businesses, special education parent advisory council, EL parent advisory council, the local teachers union, and two other community organizations: CommOrg2 and CommOrg3. Additional individuals and groups spoke during public comment in our February and March school committee meetings. A primary concern for families was the lack of educator diversity in our district; a second was the lack of support for students who are behind.

☐ By checking here, I certify that our district's school committee voted on our Student Opportunity Plan

- Date of vote: 3/24/2020
- Outcome: Vote was affirmative

[District Name]

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

[Insert text here]

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

[Insert text here]

FY21 budget item	Amount	Foundation Category
Evidence-based program identified by DESE:		
SOA program categories:		

[Insert text here]

FY21 budget item	Amount	Foundation Category
Evidence-based program identified by DESE:		
SOA program categories:		

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

1) DESE outcome metrics:

- ✓ [Insert metrics]
- ✓
- ✓

2) Custom district metrics:

✓

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

[Insert text here]

Certifications:

☐ By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

[Insert text here]

☐ By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.

- Date of vote: Outcome of vote:

Student Opportunity Plans

Appendix A: Detailed Requirements & Recommendations for Planning

The goal of this Appendix is to provide additional details about the Student Opportunity Act and planning requirements and recommendations. This information is organized in the order of the “Four Commitments” listed in plan templates and can further support districts in planning. The content in this section can:

- Help districts further understand the statutory requirements of the three-year plans required by the SOA.
- Provide important reference material for completing plan forms, such as the list of DESE metrics districts can choose from and the foundation budget categories districts need to reference in their plans.
- Provide more detailed recommendations for districts to consider while planning in areas such as family engagement practices.

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

A. Statutory Requirements:

- ✓ Reducing persistent disparities in performance among student subgroups is the broad mandate of the Student Opportunity Act.

B. Recommendations:

- ✓ Districts should analyze their data to identify opportunity and achievement gaps for student subgroups, including students of color, English learners, low-income students, and students with disabilities.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

A. Statutory Requirements:

- ✓ Each district must provide a description of specific evidence-based programs it will implement (adopt, deepen, or continue) that will address persistent disparities in achievement among student subgroups.
- ✓ There are three ways districts can select specific evidence-based programs for their plan:
 1. Choose from the 17 evidence-based program examples identified by DESE on page 6 of this document. These have been pre-aligned to the required SOA categories.
 2. Choose a different program aligned to the first nine program categories in the SOA, as listed in the footnote on page 6 of this document.
 3. Propose a different program under category J, which the commissioner will review.
- ✓ If a district elects not to implement any of the evidence-based programs identified in the statute (A-I), it must explain why these programs would not effectively address persistent disparities in achievement among the district’s student subgroups.
- ✓ For each program selected, districts must state:

- How the program and allocation of funds links to the needs of specific subgroups, including English learners and low-income students.
- Which schools the program will impact (district-wide is also an acceptable answer).
- ✓ For each program selected, districts must note the funding budgeted for this program in the upcoming fiscal year and the associated foundation budget category(ies). These funds could be across Chapter 70 or other local, state, federal, or grant-based funding sources.
- ✓ The 11 categories are: Administration; Instructional Leadership; Classroom & Specialist Teachers; Other Teaching Services; Professional Development; Instructional Materials, Equipment, and Technology; Guidance and Psychological; Pupil Services; Operations and Maintenance; Employee Benefits/Fixed Charges; and Special Education Tuition.
- ✓ Short form districts will provide all funding information directly in the text of the template.

B. Recommendations:

- ✓ Consider selecting from the example programs identified by DESE that are provided on page 6.
- ✓ Ensure a clear link between the needs of your identified subgroups and the programs selected.
- ✓ Focus on a small number of high-impact programs (e.g., 2 or 3) rather than providing a lengthy or comprehensive list of all programs.
- ✓ Keep descriptions of selected programs appropriately brief (see sample template for guidance on length).
- ✓ To increase purchasing power, districts could explore partnerships with other districts or collaboratives. For example, districts could work together to offer joint professional development opportunities for teachers.

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)

A. Statutory Requirements:

- ✓ Districts must identify outcome metrics to measure success in addressing persistent disparities in achievement among student subgroups. Districts may include outcome metrics developed by DESE, outcome metrics developed by the district, or both. Districts must also identify targets consistent with state-wide targets set by DESE. The Department will set the state-wide targets in the fall and based on the indicators established by DESE's accountability system. Districts will also need to ensure that targets are added to their plans this fall (see below for more information).
- ✓ All districts and schools will continue to operate under DESE's accountability system regardless of the metrics and targets they select in their Student Opportunity Plans.

B. Recommendations:

- ✓ Select at least three outcome metrics, which could be a mix of DESE metrics and custom district metrics. (Districts must select at least three metrics but can have as many as they desire.)
- ✓ It will be simplest for districts to choose from the provided list of DESE outcome metrics.
- ✓ To the extent possible, districts should choose their metrics to align with their selected evidence-based programs.

C. Additional Guidance:

- ✓ While districts will be required to include their selected outcome metrics as part of the plans to be submitted on April 1, 2020, the required targets will be submitted as an addendum in fall 2020. For districts that selected DESE outcome metrics, DESE will automatically update those districts' plans with the associated state-determined targets. Districts that selected custom metrics will be required to input their own targets in the fall.
- ✓ Please see below for a list of outcome metrics provided by DESE. The first five categories represent outcome metrics included in the state accountability system. The final category – post-secondary success – contains two additional outcome metrics that DESE is interested in highlighting as part of a new state-wide focus.
- ✓ If districts also wish to adopt their own custom metrics, they may include them in their plans and can include a short description. If districts do not provide a description, we may follow up to request more information when targets are set. As districts consider additional outcome metrics to include, remember that DESE makes available additional data that could be used for custom metrics, such as items from the [Views of Climate and Learning](#) (VOCAL) survey.
- ✓ Please note that for the purposes of this plan, targets will be identified for each metric in a 1:1 relationship (i.e., each metric will have an associated target and visa-versa). Also, because the law specifies “outcome” and not “output,” metrics such as “increasing the number of students served in full day pre-K” are not acceptable, as they are not outcomes.
- ✓ All metrics and targets will be broken out by subgroup performance for all subgroups when it comes to reporting on progress within the plans. Districts may wish to specify individual schools to monitor within their selected outcome metrics, but this is not required.

List of DESE-provided outcome metrics:

Category	Outcome Metrics
Student Achievement	<ul style="list-style-type: none">• English language arts (ELA) achievement• Mathematics achievement• Science achievement
Student Growth	<ul style="list-style-type: none">• ELA mean student growth percentile (SGP)• Mathematics mean SGP
High School Completion	<ul style="list-style-type: none">• Four-year cohort graduation rate• Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)• Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none">• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)
Additional Indicators	<ul style="list-style-type: none">• Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)• Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, Chapter 74-approved vocational/technical secondary cooperative education programs, and other selected rigorous courses)
Post-secondary Success	<ul style="list-style-type: none">• First semester college matriculation rate• Third semester college persistence rate

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

A. Statutory Requirements:

- ✓ Districts must provide a description of how the district will effectuate and measure increased parent engagement and include specific plans targeted to parents/guardians of low-income students, English learners, and students with disabilities.

B. Recommendations:

- ✓ Districts should consider family engagement at multiple levels within the district. One level addresses how school personnel will engage in discussions with individual families to address the specific needs of their children. A second level addresses how districts will engage families in overall district planning to ensure family perspectives are incorporated into ongoing district strategy. Potential ideas include:
 - Implementing home visiting programs to increase dialogue between teachers and families to best meet the needs of students, accompanied by culturally responsive training for educators to effectively engage with families.
 - Partnering with community-based organizations working with historically underserved families to develop and implement a district-wide family engagement plan.
 - Committing to a regular engagement schedule (e.g., PTO presidents from each school meet bi-monthly with district leadership).
 - Removing as many barriers to participation as possible: Holding meetings at a variety of times, including outside work hours, and providing translation, food, and child care. Consider offering transportation reimbursement or stipends.
 - Following up and following through: Sharing, through the channels used to advertise engagement opportunities, an overview of feedback received from the community and actions that the district is taking as a result.

Certifications

A. Statutory Requirements:

- ✓ Each district's plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

B. Recommendations:

- ✓ School committees should vote on the district's Student Opportunity Plan, as the plan will have budgetary and policy implications. Districts will be asked whether their school committee voted, and if so, the date and outcome of the vote.
- ✓ In addition to certifying that the district engaged stakeholders in accordance with the requirements above, describe the engagement process of parents/guardians and other relevant community stakeholders, including a list of the stakeholder groups that were engaged.
- ✓ Ideas to consider include:

- Offering multiple ways for families and other stakeholders to provide feedback – orally or in writing at community listening sessions, via online surveys or by emailing a dedicated email address.
- Holding dedicated listening sessions at a variety of times and, in larger districts, in different locations across the district.
- Holding separate focus groups for specific populations – e.g., families of English learners or students with disabilities – to better understand their needs.
- Partnering with a community-based and youth-focused organization to host feedback sessions for local stakeholders and connect with historically underserved families.
- Encouraging the school committee to solicit feedback via hearings or in the public comment section of regularly scheduled meetings.
- Supporting school leaders in organizing school-based stakeholder engagement sessions and aggregating feedback.