

Shrewsbury High School

Innovation Career Pathways



Student & Family Information Guide
2024-2025

Dear Student and Families,

The Innovation Pathways Program was developed in response to the changes in vocational technical education admission guidelines, where it is highly unlikely that students who reside in Shrewsbury will have the opportunity to attend Assabet Valley Regional Technical High School. As a result we have worked with business partners and the MassHire Board to develop meaningful programming to address students interests and regional labor demands.

Career pathways are an integral part of high school programming, as students seek to identify what their career interests are, discover their strengths, and actively engage in learning opportunities that will prepare students for applicable career paths. The goal is to provide interested students with the training and skills needed for career and college readiness. While our programming will not closely resemble that offered at a technical high school, we are committed to providing students with relevant and engaging opportunities to explore their passions and interests.

Our Career pathways include a sequence of courses that are taught during the high school experience. Students participating in pathways programming will experience an in depth look at a career field of their interest, gain industry recognized credentials in that area, engage in college and career planning activities, take college-level classes in preparation for career advancement, and enhance their experience through an internship or a capstone project. Pathways may ultimately culminate in postsecondary degrees or certificates, apprenticeships, or employment.

We are currently offering six subject-specific pathways for the 2024-2025 school year. Available pathways include the following:

- Business
- Childcare & Child Development
- Computer Science
- TV Production & Film
- Engineering: Manufacturing
- Life Sciences: Biomedical

Shrewsbury High School is partnering with numerous organizations to develop a program that will meet the needs and interests of students as well as our regional labor demands. We are proud partners with:

- | | |
|-----------------------------------|------------------------|
| MassHire Regional Workforce Board | Marvell Superconductor |
| Shrewsbury Credit Union | Charles Rivers Labs |
| Central One Federal Credit Union | Olympus |
| Component Source International | Blackstone Valley Hub |
| Amazon Robotics | AET Labs |

We are excited to provide this opportunity and work with you throughout your high school career. You have a wide variety of support for this work, including your school counselor, teachers, grade administrator, and the support of our school district’s administration and School Committee. Our goal is to guide and support you through each of your four years of high school as you prepare for your post-secondary experience. By enrolling in the program, you have started on a promising path towards your future.

Sincerely,

Todd Bazydlo, Principal	Angie Flynn, Director of School Counseling
Jane Lizotte, Assistant Superintendent for Community Partnerships and Well-Being	David Hruskoci, Director of Science and Engineering

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MISSION STATEMENT

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, and active contributors to the world in which they live.

Shrewsbury High School Innovation Career Pathway program provides students opportunities to develop career pathways designed to help build the competencies, foundational knowledge, and life skills necessary for future success and work readiness in a variety of industries.

ADMISSIONS

All potential pathways participants will complete an application. Grade 8 students will meet individually with school counselors, as will students in Grade 9, to ensure their questions have been answered and their applications are complete. These meetings will take place in advance of counselors signing off on student applications. The application will be available to all students in grades 8-9 in early February. Students accepted into the program will begin the following school year. Applications can be accessed on Shrewsbury High School's website under the Innovation Pathways Tab. Applications are due by March 1.

We believe that the application process should be as straightforward as possible to ensure all students have support and equitable access. The application will provide the opportunity for students to explain their desire to participate in a pathway and be enrolled in 31.25-course credits. Student applications will be reviewed by members of the SHS MyCAP and Innovation Career Pathway Curriculum Design Team. This team will be minimally comprised of one general education and one special education teacher, two school counselors, one ELL teacher, and administrator.

In the event student demand for pathway programming exceeds capacity, enrollment will be determined by a lottery system. Students entering grade 10 will be given first priority for pathways, then rising 9th graders. If a lottery is needed, it will be conducted no later than March 22. All other students will have the opportunity to participate in a single pathway course as their elective after those committed to following a pathway have been scheduled. Students acceptance into the program will be prioritized for those who turn applications in on time. If a student completes an application after the deadline, they will be considered for the program, in order, based on the time of the application submission. Students entering grade 10 will be given first priority for pathways, rising 9th graders will follow. All other students will have the opportunity to participate in a single pathway course as their elective after those committed to following a pathway have been scheduled.

EXPECTATIONS

Attendance: Regular attendance is an essential part of each student's educational experience. Daily contact with teachers and other students is a vital part of each student's intellectual and social growth. Regular attendance and participation in class should lead to a valuable learning experience; the faculty and administration believe that this participation is an essential part of learning. A lack of responsibility and commitment to good attendance will result in a loss of credit. Additionally, failure to adhere to the school's attendance policy may result in a student being removed from the Pathway program. The Attendance Review Committee will meet with students and families who do not meet the school's attendance policy.

Behavior: It is our expectation that students are respectful, responsible, demonstrate a willingness to learn, collaborate with others, and continue to develop their communication skills. Students will exemplify the core values of Shrewsbury High School and the Shrewsbury Public Schools.

Schoology Innovation Career Pathways page

Students are required to regularly utilize the Innovation Career Pathways Schoology page to ensure

they are aware of upcoming events and important information regarding their pathway and responsibilities integral to the pathway.

Communication Between School and Home

Students and parent can find information about Innovation Career Pathways Opportunities in the following ways:

- The SHS website
- Innovation Pathways Schoology Page
- Virtual or in person “coffees” with members of the Innovation Pathways team
- Students and families will hear from students, teachers and industry leaders involved with the pathway program
- Middle School educators, school counselors and administration will meet with members of the Innovation Pathways Team, to develop an understanding of the program (its purpose, goals and expected outcomes) in order to better assist their students with their questions and the process of enrolling.

CAREER DEVELOPMENT ACTIVITIES

All students in the Innovation Pathways Program will be offered pathway relevant networking opportunities each year with industry partners, guest speakers, panels, MassHire Workforce Development Board Career Advisor visits, field trips and other activities. Students are required to attend these events to build upon their skills and knowledge in their pathway.

Industry Credentials:

Students also have the opportunity to earn industry recognized credentials, depending on the pathway, throughout their time at SHS. Industry recognized credentials include: OSHA 10, MACWIC I, Solidworks, AutoDesk Inventor, Fusion, OnShape, and Vex Robotics.

Experiential Learning Activities:

Students will have the opportunity to participate in experiential learning activities via the Blackstone Valley Hub (BV HUB) to explore different career tracks. Transportation and lunch will be provided for students participating in these activities. Additionally, the BV HUB will provide students with opportunities for paid and unpaid internships in Shrewsbury and the surrounding communities, as we are a partner district.

INTERNSHIP/CAPSTONE

All students in the pathway program will enroll in the Internship/Capstone Course during their senior year. To complete the Business, Childcare & Child Development, Computer Science, TV Production & Film, Engineering: Manufacturing, or Life Sciences: Biomedical Pathways. Students will take either the Industry Internship or the Capstone Experience.

Industry Internship

Students enrolling in the Industry Internship will be connected with a local business where they will experience first hand the day to day operations and learn valuable skills required to be successful in their industry. Students will be scheduled for the internship during the second semester and will be scheduled for a 2 hour block each day during the entire semester for a total of 140 hours. If any assistive technologies are needed at the site, the student’s School Counselor will help in coordinating these technologies

Capstone Project

Students enrolling in the Capstone Project will be conducting supervised research in an area of particular interest in order to prepare a professionally formatted research report illustrating their findings and learning about the field they are interested in pursuing. Students who participate in the Capstone Project will present their research prior to graduation.

Internship/Capstone Course

All students who participate in the internship or capstone project will be enrolled into a Capstone/Internship course. This course will meet regularly to enhance students' career readiness skills including, professional language, development of important documents, and wearing the appropriate workplace attire. Additionally, the course will help support students to complete their Internship or Capstone Portfolio. All students who participate in the pathway program will complete a portfolio documenting their experiences and developing career readiness skills.

Internship/Capstone Portfolio

Students will produce a final portfolio. The final portfolio will include asking students to reflect upon the following:

- Complete a weekly journal of student's experience
- Document internship/capstone schedule
- A cover letter to internship company
- Student Resume
- Research Section:
 - Education required for this career and or required work experience
 - Examine the possible occupations related to this career path
 - Identify a salary range related to the occupation
 - What is the job outlook for this career
 - Identify the nature of the work
 - Identify similar occupations
- Reflective essay: Reflect on personal interests and goals and examine how the occupation matches student interests and goals.

Students must present their portfolio or project to members of the ICP Curriculum Design Team during the week prior to graduation in lieu of a final examination. The portfolio or project must meet all requirement criteria to be accepted by the team.

The design and production of the final portfolio/project has flexibility as long as it fully and accurately highlights the student experience, and clearly demonstrates what students have learned from participating in the program. Projects must be approved by the Internship Coordinator Advisor.

STUDENT SUPPORTS

Throughout the Innovations Pathways curriculum, students and their families will have access to a wide range of support services. The following individuals will support the experience and will serve as the point person for various needs.

Contacts

Role	Description
School Counselors	School Counselors are also involved in the career and college readiness process and are a great asset to the students. Students in the Innovation Pathways will meet with their counselors regularly. School Counselors have the best understanding of how to utilize SCOIR to keep record of accomplishments towards the pathway as well as what still needs to be completed. School Counseling will work with their students and families to support their use of the platform to help guide their work throughout the entirety of the pathway experience.
Teachers	Teachers of courses tied to each of the pathways will also be a significant source of support for students and families. Teachers have a list of each student in the cohort connected to their department so that they may regularly check in with students in their pathway required courses. In addition to individual extra help sessions, our schedule includes an advisory period during the school day. Advisory time is a dedicated time for students to connect with teachers for additional support, questions or feedback.
Special Services Teachers	If assigned, Special Services Teachers support individual students participating in the program including Special Education students and English Language Learners. These individuals are constantly monitoring the progress of their students in their academic classes and communicate regularly with other teachers who support the students as well as with the students and their families concerning student progress towards goals.
Mentors	Mentors will be involved in the program as well as individuals within each of the companies we work with that will serve as mentors to our students participating in the program. Occasionally, our relationship with the Shrewsbury High School Alumni Association may be used to secure more mentors per cohort to meet with students virtually or in person.
Internship/Capstone Advisors	The Internship/Capstone Advisors oversee and connect regularly with students who are completing their internship or capstone requirements. The Advisor will instruct all internship and capstone candidates and serve as the contact between the school, business and student to monitor student progress and hours. The Advisor will also collect, review and offer feedback on student reflections throughout the internship or capstone research project and will provide support with the student's final Portfolio as needed.

Academic Supports Available to All Students

In addition to the specialized support systems within the Innovations Pathway, Applicants to the pathway program will be supported by their school counselor to help with the completion of pathway application. Students will also be assigned to an Innovation Pathway advisory groups where students can meet weekly with fellow students in specific pathway programs and a dedicated advisory to help ensure students are on track with their academics and provide additional support on career activities such as formal composition of emails, cover letter writing, and resume development. School counselors will help monitor students' academic progress and MyCap portfolios. School counselors will also help students connect to resources such as tutors, mentors, teachers, and career opportunities. Special education teachers and English Language (EL) teachers will work with general education teachers to make any modifications and/or accommodations to the course work and instruction in the general education classroom. Special education and EL students will be provided with additional support through an academic support class.

Innovation Pathways Supports

For students enrolled in the Innovation Pathways Program, they will be organized into cohorts to provide additional small group check in and focused career and college resource connections during advisory period and monthly after school meetings. Professionals from the fields of interest will be integrated into the classroom and cohort meetings where students can engage in conversations to grow interest and understanding of career opportunities. Students enrolled in Pathways will visit college campuses and businesses to improve their exposure to their chosen pathway. The goal will be to build a network of business partners and students engaged in the Pathway programs to reflect, share, and collaborate.

My Career and Academic Plan Information (MyCAP)

All students at Shrewsbury High School will participate in My Career and Academic Plan (MyCAP) development each school year. School Counselors will meet with students to review their MyCAP plan and assess students progress. Students in grade 9 will start their MyCAP in three different domains; 1. personal/social, 2. career development and education, and 3. academic and college career planning. School Counselors will work with students in grade 9 to create a four year course plan that connects to their identified career interests. In addition to this, students in grade 9 will understand MassCore and graduation requirements and be able to write a personal post secondary and career goal. Students will be introduced to different career categories using SCOIR. SCOIR is a career and college readiness tool that assists students with researching colleges, careers, scholarships, financial aid information, colleges with disability service programs. Students and parents have access to SCOIR for all four years of their high school career. Students will use SCOIR to drive their academic and career planning process. The activities that students will engage in as part of MyCAP are getting introduced and familiar with SCOIR, starting a resume, creating a vision board and goals related to their future. Students will also have the opportunity to hear from alumni and their different career field to build their career awareness. Students meet with their counselor in group and individual settings over their four years to go over necessary graduation requirements, career and post high school planning as well as specific application assistance depending on what the student wants to do after high school. Guidance counselors also work with students to ensure post-secondary planning is aligning with course load and selection.

Students on IEPs will use MyCAP in conjunction with their secondary transition planning. MyCAP activities and portfolios will be included in the IEP transition plan. School counselors and special education teachers will work with students to help them complete these activities on an individual basis.

All students have access to the Career and College Center. The Career and College Center will sponsor a variety of workshops, programs, information sessions, etc. for all grade levels throughout the school year. Annual events include College Admissions Counselor Visits, College Fair, career and college panels and

Lunch and Learn speaker series.. Students can also set up one on one meetings for resume, interview and cover letter support as well as career and college guidance.

Mentoring

Students who participate in pathway programming will have the opportunity meet with an adult mentor. The mentoring program is a program where professionals from different backgrounds can mentor students within each pathway offering role model mentoring, as well as career coaching. The goal is to utilize members of the community, specifically affiliated with these career pathways as mentors. The objective of the mentor will be to promote career success and persistence throughout their pathway coursework and internship.

CHANGE OF PROGRAMMING

If a student chooses to leave the program or switch pathways within the program must meet with their school counselor and grade level administrator.

Students who struggle with academic or attendance requirements will have an intervention meeting. This meeting will consist of a representatives from the Innovation Pathways team, school counselor, grade level administrator, the student, and their guardian(s) to determine logical next steps of support and intervention. These steps include but are not limited to:

- After school extra help with teacher(s)
- Peer tutoring
- Scheduled individual check-ins with members of Innovation Pathway Team
- Exit interview (if the student no longer wishes to be in the pathway or is not meeting expectations).

Even with additional support and accommodations, a student may fail a course in the pathway progression. Should a student fail one of the IP designated courses, they may remain in the program if the following conditions are met:

- The Student indicates that they want to remain in the program.
- A full review of the student's progress in the pathway including the successful completion of any required courses, attendance, participation in advisory and after school meetings, overall progress towards meeting graduation requirements
- The appropriate individuals (student, parent/guardian, Pathway Teacher, Special Education Teacher, ELL Teacher, and school counselor) meet to review and discuss the supports to determine what changes might need to be made.
- The student's School Counselor, will work with the family to establish a plan for successful completion of 4 courses in the pathway.

Should a student demonstrate that they are on a path towards failing more than one course, despite student interest and efforts to support the student in the pathway, the team mentioned above will need to reconvene to discuss a possible exit strategy from the program or probationary period and determine the best path forward for the student's social-emotional and academic well-being. The team will need to consider the student's progress towards and proximity to graduation before making any final determination about continuation in the program.

INNOVATION CAREER PATHWAYS at SHS

Childcare and Child Development Pathway: The Family and Consumer Science department offers the following courses for students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the early childhood education or childcare industry. The courses offered provide students the opportunity to explore their interests in child development and early childhood education. Students will have the opportunity to work in the SHS pre-school program and can also have the opportunity to participate in an internship during their senior year.

Course offerings:

Grade 9	Grade 10	Grade 11	Grade 12
Child Development I	Child Development I	Early Childhood Education	Early Childhood Education
	Child Development II	Child Development II	Internship/Capstone

Child Development I (5440)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-11 A Level Prerequisite: None

The course presents a fundamental knowledge of human growth and development to help one understand oneself and others. The focus is on gaining an understanding of children and the role that family plays in their lives. Emphasis is on skills essential to establishing a positive environment for maximizing a child's development physically, intellectually, emotionally and socially. Participation with the children in our Little Colonials Preschool supports our classroom learning.

Child Development II (5450)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-11 A Level Prerequisite: Child Development I

This course focuses on the early stages of development from conception through early childhood. An in-depth study of the four areas of development helps students understand what needs to be considered to maximize a child's potential. Consideration is also given to the responsibilities of caregivers, issues related to health and safety of the young child, and the special challenges that may be faced. Participation in both the Little Colonials' Preschool and Baby Think It Over Project offer experiences that help to connect academic and life skills.

Child Development II Honors (5482)

Meets Expectations for Student Learning: 1,3,7,8

Elective Semester Grades: 10-11 Honors Prerequisite: Child Development I

Students will be expected to incorporate service credits to their Child Development II course work. The service credits are assignments with programs in our elementary schools and in our preschools involving after school time. Four experiences of approximately 2 hours each are required. Two must be completed each quarter. Students will write a reflection about their experience including where they did their service,

how many children were present, the ages of the children and a description of the activities that took place. Reflections must be passed in with a signed service verification sheet. Students will also complete one research project. Honors placement will be based on the teacher's recommendation and past academic performance.

Early Childhood Education (5460)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Child Development I and II

Students will coordinate their study of Early Childhood Education by participating in an on-site preschool lab. The students will focus on the entire operation of the preschool, including such topics as developing an appropriate environment, safety, health, routines and nutrition for children. The course will offer in-depth information on planning and implementing activities for children along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills.

Early Childhood Education Honors (5481)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 Honors Prerequisite: Child Development I and II

Students will coordinate their study of early childhood education by participating in an onsite preschool lab. Students will be required to complete four service experiences in our elementary schools. Honors students will also submit three research projects. The students will assist with the facilitation of the entire operation of the preschool. The course will require in-depth planning and implementing activities for children along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills. For honors credit, the student must execute a written agreement with the instructor for additional independent outside work. Honors placement will be based on the teacher's recommendation and the student's past academic performance.

Technology, Media and Business

In the Technology, Media and Business pathway, the exact course choice is left with the student (with guidance from their school counselor) to create a path of course study that will lead toward their an industry internship.

Course Offerings:

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Computer Science	Web Design	Web Design PLTW Computer Science Principles (FY) PLTW Computer Science A (FY) PLTW Cybersecurity (FY)	Web Design PLTW Computer Science Principles (FY) PLTW Computer Science A (FY) PLTW Cybersecurity (FY)	Web Design PLTW Computer Science Principles (FY) PLTW Computer Science A (FY) PLTW Cybersecurity (FY) Internship/Capstone
Television Production and Film	Intro to TV Production & Film	Intro to TV Production & Film	Intro to TV Production & Film	Intro to TV Production & Film

	TV & Film II	TV & Film II TV & Film III	TV & Film II TV & Film III Broadcast Journalism & TV Production for Morning Announcements (FY) Advanced TV & Film (FY)	TV & Film II TV & Film III Broadcast Journalism & TV Production for Morning Announcements (FY) Advanced TV & Film (FY) Internship/Capstone
Business and Finance	Intro to Business	Intro to Business Marketing Personal Finance Accounting TMB Internship	Intro to Business Marketing Personal Finance Accounting TMB Internship	Intro to Business Marketing Personal Finance Accounting Internship/Capstone

Computer Science Pathway

The Technology, Media, & Business department offers the following courses for students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the computer science industry. Three of the four courses are from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, exploration of, and career-preparation for computer science industry careers and post-graduation academic pursuits.

Course Offerings:

Year	Course / Experience
9th grade	Web Design (semester)
10th grade	PLTW Computer Science Principles
11th grade	PLTW Computer Science A or PLTW Cybersecurity
12th grade	Industry Internship /Work Study/Capstone Project

Web Design (7314)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Have you ever thought about being a Web Designer or Web Developer? Are you creative? Would you like to learn how to code? This course blends creativity with coding. In this course, you will gain an understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining websites. If you are interested in Internet technologies, visual design, and digital communications, this course is for you! You will learn to create web page content, plan a website, and incorporate creative design principles to bring personal web pages to life. Throughout the course you will work both individually and in groups to create a website with multiple pages and functions. You will learn to code in HTML, CSS, and JavaScript for your webpages. No previous coding experience is required. This course satisfies the arts graduation requirement.

Project Lead the Way Cybersecurity (7417)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Full Year Grades: 10-12 A Level

The digital world continues to grow along with information online. Would you like to gain skills that are valuable as a digital citizen in any field? This course will expose students to the rapidly growing and far-reaching field of cybersecurity. You will learn foundational cybersecurity topics such as personal security, system security, network fundamentals and cryptography. You will engage in problem-based learning, where you will act as a cybersecurity expert and examine the ways computers, networks and people can be exploited by hackers. You will identify cybersecurity threats and learn how to protect against them, and you will learn how to detect and respond to intrusions. You will learn how organizations protect themselves, and you will learn about the range of careers that exist in this high demand field. Whether exploring a career in this growing field or wanting to gain digital skills to protect one's own personal information, you will gain valuable skills for our ever evolving digital world. No previous experience required.

Project Lead the Way Computer Science Principles Honors (7333)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Elective Full Year Grades: 10-12 Honors Level

This is an introductory course designed to develop computational thinking and introduce you to professional coding tools that foster creativity and collaboration. You will use Python as a primary tool. You will create programs that make drawings and graphical user interfaces (GUIs) using Python and two different graphic modules. You will also learn to uncover patterns in data, protect data, and explore how the Internet connects the world in which we live. No previous experience required.

Project Lead the Way Computer Science A Honors (7340)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Full Year Grades: 10-12 Honors Level

Prerequisite: Instructor Approval

This course will enable you to cultivate your understanding of coding through analyzing, writing, and testing code as you explore concepts like modularity, variables, and control structures. Fundamental topics in the course include the design and development of solutions that use control-structures, data structures, and object-oriented programming using the Java programming language, the analysis of potential solutions, and the ethical and social implications of computing systems.

TV Production & Film Pathway

The Technology, Media, & Business department offers the following courses for students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the tv production and film industry. These courses offer a rigorous introduction to, exploration of, and career-preparation for tv production and film industry careers and post-graduation academic pursuits.

Course Offerings:

Year	Course / Experience
9th grade	Introduction to TV Production & Film (semester) and TV Production & Film II (semester)
10th grade	TV Production & Film III (semester)
11th grade	Advanced TV Production & Film (FY) or Broadcast Journalism & TV Production for Morning Announcements (FY)
12th grade	Industry Internship /Work Study/Capstone Project

Introduction to Television Production and Film (7401)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Have you ever wanted to learn how to edit film? Or use a video camera? Write a script? Direct? Produce? Put on a live TV show? Then this semester course is for you! This is an introductory course that explores the industry of TV Production and Film in our very own TV studio here at SHS. Students will learn the fundamentals of camera skills, storyboarding, script writing, video producing, and computer editing. The class is hands-on and enables students to participate in a variety of video projects as well as live studio productions. No previous experience is required.

Television Production and Film II (7403)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level or Honors

Prerequisite: Introduction to Television Production

Did you take Intro TV Production and Film? Then you are ready to further develop your skills by taking this semester course in our live TV studio at SHS. Students will continue to learn, practice and master the fundamentals of TV and film production, including writing, camera work, producing, and computer editing skills. Cooperative teamwork and strong organizational skills are essential. After-school and live productions continue to be an integral part of the program. Students will be required to record events during after school and evening hours several times throughout the semester. In advance of completing their first after-hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment. This course satisfies the arts graduation requirement.

Television Production and Film III (7422)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 10-12 A Level or Honors

Prerequisite: Television and Production II

Lights, camera, action! This course is designed for students who want to further their skills and education in TV and film production. You will continue to work on producing live TV shows in our studio as well as creating your own original video ideas. In this class, you will refine already acquired skills such as filming, directing, script writing, storyboarding, and editing. After-school and live productions continue to be an integral part of the program. Students will be required to record events during after school and evening hours several times throughout the semester. In advance of completing their first after-hours recording, each student will be required to complete a training module on the use and care of camera equipment and

provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment. This course satisfies the arts graduation requirement.

Advanced Television Production and Film (A-7409, H-7405T)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Full Year Grades: 11-12 A Level or Honors

Prerequisite: Introduction to Television Production and Film, Television Production and Film II, Television Production and Film III, or Instructor Approval

This full year course is designed for students who want to take their TV and film production skills to the next level and possibly pursue the field in college. The class builds on the fundamental skills acquired in Intro to TV and Film, TV and Film Production II, and TV and Film Production III, and it provides a predominately hands-on learning experience. Students have freedom in deciding the focus of their projects and are empowered to become independent thinkers and creators. Students will participate in endeavors such as live TV productions, making school-related videos, producing short films, and entering video film contests. Students will participate in the monthly show which will be filmed outside of the school day. Many of the projects in this class are student-led with the teacher acting as a mentor. Students will be required to record events during after school and evening hours several times throughout the year. In advance of completing their first after -hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment. This course satisfies the arts graduation requirement.

Broadcast Journalism & TV Production for Morning Announcements

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Full Year Grades 11, 12 A Level or Honors

Prerequisite: Intro TV & Instructor Approval

Do you enjoy watching the video announcements to start your school day? Would you like to help create the video announcements? Have you already taken Intro TV and enjoyed it? If so, this is a course for you. With an emphasis on broadcast and digital news gathering, this course provides students with experiential learning opportunities to develop their video production skills. Students focus on audio, composition, lighting, sequencing, and editing through the lens of journalism as they gain real world experience filming the announcements that the whole school watches. Students will be expected to demonstrate the ability to work independently and direct their own learning. Students will participate in the monthly show which will be filmed outside of the school day. Students will be required to record events during after school and evening hours several times throughout the school year. In advance of completing their first after -hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment.

Business and Finance Pathway

The Technology, Media, & Business department offers the following courses for students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the business and finance industry. These courses offer a rigorous

introduction to, exploration of, and career-preparation for entry-level business careers and an introduction to post-graduation academic pursuits.

Course Offerings:

Year	Course / Experience
9th grade	Introduction to Business (semester course)
10th grade	Personal Finance, and/or Accounting and/or Marketing (semester courses)
11th grade	Personal Finance, and/or Accounting and/or Marketing (semester courses)
12th grade	Industry Internship /Work Study/Capstone Project

Introduction to Business (7423)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level

Do you want to learn more about business principles to become a more educated consumer or to become a future business owner? Do you have an interest in business but don't know what field of business to pursue? If so, this course is for you! This course will provide a basic introduction to the business world and the various areas in this field. In this course, you will learn about various business concentrations including business ownership and management, finance, accounting, digital marketing, e-commerce, business ethics, entrepreneurship, branding, and business ethics. This course will focus on the practical application of business techniques. This course will provide students with a solid foundation to pursue other business classes in high school and beyond.

Marketing (7424)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-12 A Level

Are you interested in learning more about the diverse world of marketing? Marketing continually evolves to capture the attention of consumers so organizations can deliver on their business plans. This course will dive deeper into various marketing strategies including promotional strategies, marketing research, brand management, merchandising, and influencer marketing. You will learn about primary marketing concepts including the marketing environment, consumer behavior, social responsibility, global considerations, ethics and the impact of technology and social media platforms. You will analyze marketing strategies and utilize your learnings to develop your own marketing plans.

Personal Finance (7421)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-12 A Level

Do you want to feel more confident about managing money and learn how to plan for your financial success? Personal Finance will provide you with an overview of financial concepts, focusing on skills and information needed to manage your own finances. This course will enable you to make informed personal financial decisions by learning about topics such as budgeting and money management, savings and investment strategies, consumer credit, and types of loans. You will develop and analyze financial plans and scenarios, enabling you to understand how to achieve short and long term financial goals. The understanding of financial literacy that you develop in this course will help you to become a financially responsible individual.

Accounting (2024)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Semester Grades 10-12 Honors Level

Accounting is the language of business. Are you interested in learning how accounting is used to communicate financial information? Accounting provides information to investors and decision-makers and tells a story about the financial health of a business. In this course, you will learn principles that are necessary for understanding financial statements and records. As you learn these concepts, you will use spreadsheets and a computer application that will enable you to use automated accounting software to practice these skills through organizing, recording, and analyzing financial information.

Technology, Media, & Business Internship (9972)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Semester Grades: 10-12 A Level

Prerequisites: Teacher Recommendation and Director Approval

Interns may serve as teaching assistants in courses they have already taken and demonstrated success in, or they may work to support the Media Center, TV Studio, or IT Department. The teacher may ask interns to facilitate work with individuals or small groups of students, create review and/or enrichment materials with or for students, or participate in various projects to support the department. Students who participate in this program will meet with their cooperating teacher regularly to reflect upon their performance. The grade for this class will be pass/fail.

Life Sciences: Biomedical Pathway

The science department offers the following courses to students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the BioMedical Industry. The following courses are from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, exploration of, and career-preparation for Biomedical Industry careers and post-graduation academic pursuits.

Course Offerings:

Year	Course / Experience
9th grade	Principles of Biomedical Science (PBS)
10th grade	Human Body Systems (HB)
11th grade	Medical Interventions (MI)
12th grade	Industry internship /work-study/Capstone project

Principles of Biomedical Science (3075)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-12 A Level

Prerequisite grade 9,10: Biology or co-enrollment in Biology. Grade 9,10 students must be committed to the BioMedical Career Prep Pathway. Course placement is based on the teacher's recommendation and past academic performance.

Prerequisite grade 11,12: Course placement is based on the teacher's recommendation and past academic performance.

This course incorporates a significant amount of self-directed independent work and research with a project-based learning approach. In this Project Lead The Way course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime

scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

Human Body Systems (3076)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 A Level

Prerequisite grade 10: Principles of BioMed and teacher recommendation.

Prerequisite grade 11,12: Course placement is based on the teacher's recommendation and past academic performance.

In this *Project Lead The Way* course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through real world cases, and act as biomedical professionals to solve medical mysteries. This course is considered a lab science.

Medical Interventions (#)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 A Level

In this PLTW course, students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. Each problem is staged as a mission – a unique set of tasks the students must work through to achieve their desired objective. This is the 3rd course in the Bio Medical Pathway program. 11th and 12th grade who are not in the Bio Medical pathway are still encouraged to take this course – but should be aware that PLTW courses require a significant amount of self-motivation and independence while working as a team. Regular attendance is essential to be successful in this course. This course is considered a lab science.

Engineering & Advanced Manufacturing Career Pathway

The engineering department offers the following courses to students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the manufacturing Industry. The following courses are from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, exploration of, and career-preparation for manufacturing careers and post-graduation academic pursuits.

Course Offerings:

Year	Course / Experience
9th grade	Introduction to Engineering Design (IED)
10th grade	Principles of Engineering (POE)
11th grade	Computer Integrated Manufacturing (CIM)
12th grade	Industry internship / work-study/Capstone Project

Introduction to Engineering Design (IED) (5229T)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Algebra I or Algebra/Geometry I

Using the nationally recognized *Project Lead the Way* hands-on curriculum, students will explore the Engineering Design Cycle in problem-based projects. They will also learn to use sophisticated three-dimensional modeling software to create and communicate the details of their products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program. This course is recommended as the first course in the *Project Lead the Way* engineering sequence and can fulfill part of the science credit requirement for graduation. This is the 1st course in the Engineering career pathway program.

Principles of Engineering (POE) (5228)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Algebra/Geometry II

Using the nationally recognized *Project Lead the Way* hands-on curriculum, students explore the wide variety of engineering and technology principles in the areas such as mechanisms, thermodynamics, electrical systems and materials testing. Using activities, projects and problem solving, students investigate the integration of math, science, and technology in engineering applications. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program. This course can fulfill part of the science credit requirement for graduation. This is the 2nd course in the Engineering career pathway program.

Computer Integrated Manufacturing (CIM)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 11-12 Honors

In this PLTW course Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by the student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product. This course can fulfill part of the science credit requirement for graduation. This is the 3rd course in the Engineering career pathway program.