

**School Committee
Meeting Book**

**January 10, 2024
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**January 10, 2024 7:00pm
Town Hall—Selectmen’s Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I. Public Participation

II. Chairperson’s Report & Members’ Reports

III. Superintendent’s Report

IV. Time Scheduled Appointments:

A. SHS Crew Team: Recognition of State Championship

B. Acceptance of Gift: Vote

C. Elementary School Improvement Plans: Presentation & Vote

7:00-7:05

7:05 – 7:15

7:15 – 7:25

7:25 – 7:55

V. Curriculum

A. Shrewsbury High School Program of Studies Proposed Changes: Report 7:55 – 8:25

VI. Policy

VII. Finance & Operations

A. Grant Funding Acceptance: Vote

B. FY24 Budget Update: Report

8:25 – 8:30

8:30 – 8:45

VIII. Old Business

IX. New Business

X. Approval of Minutes

8:45 – 8:50

XI. Executive Session

8:50 – 9:15

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”)
- the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association.

- C. For the purpose of addressing M.G.L. c. 30A, Section 21(1) – “[t]o discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.” (“Purpose 1”) - Open Meeting Law complaint

XII. Adjournment

9:15

Next regular meeting: January 24, 2024



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 01/10/24

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Ms. Erin Boucher, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Lynsey Heffernan, Committee Member
Ms. Rachel Sharifipour, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 01/10/24

A. SHS Crew Team: Recognition of State Championship

BACKGROUND INFORMATION:

Shrewsbury Public School students or teams who win a state championship in academic competitions or athletics are recognized by the School Committee. A successful season for the Shrewsbury High School Crew team culminated with seven State Championship titles and a first-ever Fours Team Point Score Trophy for the Boys Fours Team at the 2023 Massachusetts Public School Rowing Association (MPSRA) Fall Championship. Here are the Gold Medalists for Shrewsbury:

Novice Girls 1st 4+

Novice Girls 2nd 4+

Novice Boys 1st 4+

Novice Boys 2nd 4+

Varsity Boys 2nd 4+

Varsity Boys 3rd 4+

Varsity Girls 3rd 4+

Mr. Costa, coaches, and Team Captains will be available at the meeting to talk about their successful season.

ACTION RECOMMENDED:

That the Committee recognize the Shrewsbury High School Crew Team Fall 2023 State Champions.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Jason Costa, Athletic Director, Shrewsbury High School

Boys Captains:

James Hess

James Bruschi

Jack Christman

Bodhi Vohora

Girls Captains:

Shally Albert

Anna Rosenkrantz

Hannah Reddick

Coaches:

Beatrice Sims - Head Boys Coach

Michael 'MJ' Lesofsky - Boys Novice Coach

Mitch McManus - Rowing Director & Head Girls Coach (Varsity & Novice)



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
B. Acceptance of Gift: Vote**

MEETING DATE: 01/10/24

BACKGROUND INFORMATION:

Per School Committee Policy 911, gifts of \$5,000 or more must be formally accepted by the School Committee. Dr. Sawyer will acknowledge a gift of \$10,000 from former Shrewsbury Public Schools Principal Ms. Jayne M. Wilkin. Ms. Wilkin is making this gift with the intention of providing up to \$1,000 annually to recipients of the award given in Ms. Wilkin's name each year, for the purpose of procuring goods or services to enhance the work of that staff member in their school and/or department, beginning with this year's recipient, subject to the approval of the Superintendent of Schools.

ACTION RECOMMENDED:

That the School Committee vote to accept a gift of \$10,000 from Jayne M. Wilkin for the purpose of providing up to \$1,000 annually to the recipient of the Jayne M. Wilkin Award that school year, for the purpose of procuring goods or services to enhance the work of that staff member in their school and/or department, beginning with the 2023-2024 school year recipient, subject to the approval of the Superintendent of Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY ELEMENTARY SCHOOLS 2023-2024 SCHOOL IMPROVEMENT PLAN

SHARED ELEMENTARY IMPROVEMENT GOALS

District Commitment to Educational Excellence

Shrewsbury Public Schools provides all students access to exceptional educational experiences by leveraging staff development, high-quality materials and technology, data analysis, instructional strategies, and a comprehensive system of support to meet the needs of all learners. Through these efforts, all Shrewsbury Public Schools students will demonstrate academic growth and achievement.

2023-2027 Educational Excellence Priority 2

Close Gaps: Reduce opportunity and achievement gaps to ensure all students are prepared for education and career advancement by growing all learners' literacy and "real life" skills.

District Goal	Action Steps	Staff Responsible
<p>2.1: Ensure that students in grades K-8 who score below grade-level expectations on benchmark assessments receive additional support and reduce the percentage of students qualifying for interventions by 10% by June 2024</p>	<ul style="list-style-type: none"> Implement an academic intervention system based on a multi-tiered system of support model in all elementary and middle schools, with a focus on literacy interventions by elementary and middle-level educators who teach reading/English language arts and on math interventions by middle-level educators who teach math 	<ul style="list-style-type: none"> Assistant Superintendent for Curriculum, Instruction, & Assessment K-8 Principals, Assistant Principals, Special Education Directors, Director of English Language Education Instructional Coaches/Curriculum Coordinators & Reading Specialists All PK-8 General and Special Educators who teach reading/English language arts and math All PK-8 Paraprofessionals who provide tutoring or support for reading/English language arts and/or math

Shared Elementary Goals Aligned with Educational Excellence Priority 2: Close Gaps

Elementary Goals	Action Steps	Staff Responsible
<p>2.1: Ensure that all students in grades K-4 across elementary schools who fall below the benchmark in literacy, as indicated by the STAR baseline assessment, receive additional support in literacy.</p>	<ul style="list-style-type: none"> ● Implement an academic intervention system based on a multi-tiered system of support model in all elementary schools ● Implement the next phase of the literacy initiative (including instruction, assessment, and intervention) that engages all grades K-4 educators in improving student literacy 	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum, Instruction, & Assessment ● K-4 Principals, Assistant Principals, Special Education Directors, Director of English Language Education ● Instructional Coaches/Curriculum Coordinators & Reading Specialists ● All K-4 General and Special Educators ● All K-4 Paraprofessionals who provide tutoring or support for reading/English language arts
<p>2.1: By June 2024, across all elementary schools, reduce the number of students in grades K-4 who need additional literacy support by at least 10%, as measured by the Trimester 3 STAR Assessment.</p>	<ul style="list-style-type: none"> ● Use the Star assessment program to measure every student’s progress at least three times, with additional progress monitoring for students receiving intervention ● Create a shared system for tracking assessment data to enable analysis for individual and group progress ● Hold at least three literacy data analysis meetings with grade level teams to monitor all students’ progress, and an additional three data analysis meetings to monitor the progress of students who are receiving interventions ● Create communication tools to provide regular family updates regarding student literacy progress 	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum, Instruction, & Assessment ● K-4 Principals, Assistant Principals, Special Education Directors, Director of English Language Education ● Instructional Coaches/Curriculum Coordinators & Reading Specialists ● All K-4 General and Special Educators ● All K-4 Paraprofessionals who provide tutoring or support for reading/English language arts

MAJOR HOWARD W. BEAL SCHOOL SPECIFIC GOAL

District Commitment to Enhanced Well-Being of All

Shrewsbury Public Schools prioritizes the social, emotional, behavioral, mental, and physical health of all students and staff by creating safe, supportive, and inclusive learning environments. This is accomplished by intentionally providing learning opportunities where all Shrewsbury Public Schools students and staff feel valued, supported, and empowered.

2023-2027 Well-Being Priority 1

Ensure a Safe and Inclusive Culture: Foster welcoming, safe, and inclusive learning communities where we honor and celebrate diversity, create connections and a sense of belonging for all, and support and engage all students, staff, and family members.

District Strategic Goal	Action Steps	Staff Responsible
<p>1.3: Increase the percentage of students districtwide who respond “favorably” to the Panorama survey in the category of “Belonging” by 5% from fall of 2023 to spring of 2024</p>	<ul style="list-style-type: none"> ● Implement academic and social and emotional learning (SEL) curriculum experiences and school activities to focus on building relationships between staff and students and to promote a sense of belonging for students (including use of the advisory model at SHS and Oak Middle School and class meeting models in grades PK-6) ● Analyze and report out on the Panorama survey data in the aggregate and by student demographic groups to identify differences in perception 	<ul style="list-style-type: none"> ● Assistant Superintendent for Community Partnerships & Well-Being ● Principals & Assistant Principals ● District Social and Emotional Learning Leadership Team ● All Educators who lead advisories and social and emotional learning lessons

Beal School-Specific Goal Aligned with Well-Being Priority 1

Maj. Howard W. Beal Goal	Action Steps	Staff Responsible
<p>1.3: By June 2024, reduce the number of students reporting less than favorably (overall red or yellow) on the Panorama SEL competencies (self efficacy, social awareness, and emotional regulation) by 10%</p>	<ul style="list-style-type: none"> ● Analyze fall 2023 Panorama data to identify students reporting less than favorably overall to the SEL competencies (self efficacy, social awareness, and emotional regulation) ● Identify and implement system of support for each of these students including SOS, check ins, regulation resources ● Identify times during the school day where SEL competencies can be explicitly taught ● Establish a system for ongoing monitoring of student progress ● Identify classrooms with 3 or more students with emotional regulation deficits and invite the classroom teacher to SST for tier 1 and 2 strategies ● Offer to participate in Trails to Wellness Tier 1 instructional pilot if the grant is approved 	<ul style="list-style-type: none"> ● Principals ● School Psychologists and School Adjustment Counselor ● Classroom, Specialist, and Special Education Teachers ● Director of Counseling and Mental Health ● Paraprofessional Staff

CALVIN COOLIDGE SCHOOL SPECIFIC GOAL

District Commitment to Optimization of Resources

Shrewsbury Public Schools maximizes student success by equitably allocating resources according to student needs while maintaining a fiscally sound budget, building efficient and effective systems to align efforts, and strengthening partnerships with all stakeholders. This work guarantees that all students can access the programs and services offered throughout Shrewsbury Public Schools.

2023-2027 Optimization Priority 4

Strategically and Equitably Allocate District Resources: Equitably distribute financial and other resources to maximize opportunities for all students.

District Goal	Action Steps	Staff Responsible
4.1: Investigate ways to ensure that all students have equitable access to educational enrichment opportunities	<ul style="list-style-type: none"> Review field study and enrichment activities being provided across all elementary schools to advance common experiences Develop a system for soliciting donations to help cover field study and other co-curricular costs for families with financial challenges 	<ul style="list-style-type: none"> Assistant Superintendent for Finance & Operations Assistant Superintendent for Curriculum, Instruction, & Assessment Elementary Principals

Calvin Coolidge School-Specific Goal Aligned with Well-Being Goal

Calvin Coolidge Goal	Action Steps	Staff Responsible
4.1: Investigate ways to ensure that all students have equitable access to school-based educational enrichment opportunities	<ul style="list-style-type: none"> Survey Coolidge families about enrollment in afterschool enrichment opportunities to identify areas to improve offerings and barriers for engagement in current options Use gained information from the family survey to improve school-based enrichment options such as adding/removing offerings, changing/adding different time of day options, and/or reducing pricing Create a plan to share with the Coolidge Family Community to support all students in participating in an enrichment option annually 	<ul style="list-style-type: none"> Calvin Coolidge School Principal Calvin Coolidge School Council comprised of staff, parents, and community members Calvin Coolidge School PTO Calvin Coolidge School Faculty Advisory Council comprised of K-4 educators and paraprofessionals

FLORAL STREET SCHOOL SPECIFIC GOAL

District Commitment to Enhanced Well-Being of All

Shrewsbury Public Schools prioritizes the social, emotional, behavioral, mental, and physical health of all students and staff by creating safe, supportive, and inclusive learning environments. This is accomplished by intentionally providing learning opportunities where all Shrewsbury Public Schools students and staff feel valued, supported, and empowered.

2023-2027 Well-Being Priority 4

Enhance Behavioral Supports and Interventions: Implement a districtwide tiered system of support and interventions to address student behavioral needs.

District Goal	Action Steps	Staff Responsible
<p>4.2: Implement common processes for implementing interventions and supports for students who are not making effective progress with social, emotional, and behavioral development</p>	<ul style="list-style-type: none"> ● Continue the district’s participation in the Department of Elementary & Secondary Education’s Social Emotional Behavioral Academy program to continue the work to identify targeted interventions and systems that address PreK-12 student behavioral needs 	<ul style="list-style-type: none"> ● Assistant Superintendent for Student Services ● Assistant Superintendent for Community Partnerships & Well-Being ● Director of Counseling & Mental Health Services ● Social Emotional Behavioral Academy Team

Floral Street School-Specific Goal Aligned with Well-Being Goal

Floral Street School Goal	Action Steps	Staff Responsible
<p>4.2: Implement a minimum of three school-wide social-emotional learning tools across all classrooms that are student-friendly, align with the school’s core values, and teach/reinforce skills in self-management and responsible decision-making.</p>	<ul style="list-style-type: none"> ● Form a committee to draft a student-friendly set of core principles aligned to FSS core values (Falcon Four). ● Introduce and reinforce the Falcon Four principles with students, staff, and families. ● Develop and implement a schoolwide system of student recognition to acknowledge and celebrate students who demonstrate and/or made strong progress in demonstrating the Falcon Four principles. ● Identify priority times/settings in the school day to implement social-emotional goals and tools with all students K-4. ● Establish a system for ongoing monitoring and feedback. Regularly assess the impact of the goals/tools on students behavior. Adjust and update goals/tools as needed based on feedback and evolving needs. 	<ul style="list-style-type: none"> ● Floral Street School Principal ● Floral Street School Council comprised of staff, parents, and community members ● Floral Street School Social Emotional Team ● Floral Street School Faculty Advisory Council comprised of K-4 educators and paraprofessionals ● Floral Street School Faculty

WALTER J. PATON SCHOOL SPECIFIC GOAL

District Commitment to Optimization of Resources

Shrewsbury Public Schools maximizes student success by equitably allocating resources according to student needs while maintaining a fiscally sound budget, building efficient and effective systems to align efforts and strengthening partnerships with all stakeholders. This work guarantees that all students can access the programs and services offered throughout Shrewsbury Public Schools.

2023-2027 Optimization Priority 3

Maximize Family and Community Partnerships: Grow family and community partnerships in efforts to strengthen and expand opportunities for all students.

District Goal	Action Steps	Staff Responsible
<p>3.1: Strengthen and grow partnerships with families through outreach efforts, including but not limited to developing a network of volunteers for interview committees, enhancing family interpreter and translation supports, and connecting families with community resources</p>	<ul style="list-style-type: none"> ● Respond to the needs of newcomer families, including those at the emergency shelter, by utilizing state funding to add resources including a bilingual Family Coordinator, translation and interpretation resources, etc. ● Develop databases of family resources, including interview committee family volunteers with an emphasis on diverse backgrounds and interpreter and translation support resources ● Send a team of of educators and parents/caregivers to the Department of Elementary and Secondary Education’s Family School Partnership Summit to learn about best practices for family engagement 	<ul style="list-style-type: none"> ● Assistant Superintendent for Community Partnerships & Well-Being ● Director of English Language Education ● Executive Director of Human Resources ● Principals & Assistant Principals ● District Social Worker

Walter J. Paton School-Specific Goal Aligned with Optimization of Resources

Walter J. Paton Goal	Action Steps	Staff Responsible
<p>Throughout the 2023-2024 school year, increase opportunities from the previous school year for the Paton community to engage with one another and foster connections.</p>	<ul style="list-style-type: none"> ● Hold a fall festival and increase the number of family-based events from the previous year ● Incorporate community members and Paton alumni into our Monthly Paton Pride Meetings ● Expand Multicultural Night to include a curriculum focus and additional opportunities to celebrate Paton’s diversity throughout an extended time period ● Begin to establish a school-wide classroom Buddy Program ● Partner with SHS and R.I.S.E. to increase student volunteerism and opportunities to interact with current Paton students and educators ● Continue to partner with SRTS to hold monthly walks to school 	<ul style="list-style-type: none"> ● Walter J. Paton School Principal ● Walter J. Paton School Council comprised of staff, parents, and community members ● Walter J. Paton School PTO ● Walter J. Paton Cultural Committee comprised of K-4 educators and paraprofessionals

SPRING STREET SCHOOL SPECIFIC GOAL

District Commitment to Enhanced Well-Being of All

Shrewsbury Public Schools prioritizes the social, emotional, behavioral, mental, and physical health of all students and staff by creating safe, supportive, and inclusive learning environments. This is accomplished by intentionally providing learning opportunities where all Shrewsbury Public Schools students and staff feel valued, supported, and empowered.

2023-2027 Well-Being Priority 1

Ensure a Safe and Inclusive Culture: Foster welcoming, safe, and inclusive learning communities where we honor and celebrate diversity, create connections and a sense of belonging for all, and support and engage all students, staff, and family members.

District Strategic Goal	Action Steps	Staff Responsible
<p>1.3: Increase the percentage of students districtwide who respond “favorably” to the Panorama survey in the category of “Belonging” by 5% from fall of 2023 to spring of 2024</p>	<ul style="list-style-type: none"> • Implement academic and social and emotional learning (SEL) curriculum experiences and school activities to focus on building relationships between staff and students and to promote a sense of belonging for students (including use of the advisory model at SHS and Oak Middle School and class meeting models in grades PK-6) • Analyze and report out on the Panorama survey data in the aggregate and by student demographic groups to identify differences in perception 	<ul style="list-style-type: none"> • Assistant Superintendent for Community Partnerships & Well-Being • Principals & Assistant Principals • District Social and Emotional Learning Leadership Team • All Educators who lead advisories and social and emotional learning lessons

Spring Street School-Specific Goal Aligned with Well-Being Goal

Spring Street School Goal	Action Steps	Staff Responsible
<p>1.3: By June 2024, reduce the number of students reporting less than favorably (overall red or yellow) on the Panorama SEL competencies (self-efficacy, social awareness, and emotional regulation) by 10%</p>	<ul style="list-style-type: none"> ● Analyze fall 2023 Panorama data to identify students reporting less than favorably overall to the SEL competencies (self-efficacy, social awareness, and emotional regulation) ● Identify and implement a system of support for each of these students, including SOS, check-ins, regulation resources ● Monitor student progress using monthly electronic survey check-ins ● Offer to participate in Trails to Wellness Tier 1 instructional pilot if the grant is approved 	<ul style="list-style-type: none"> ● Principal ● School Psychologist and School Adjustment Counselor ● Classroom and Special Education Teachers ● Director of Counseling and Mental Health ● Paraprofessional Staff



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **01/10/24**

A. Shrewsbury High School Program of Studies Proposed Changes: Report

BACKGROUND INFORMATION:

Each year, the high school leadership team makes recommendations for adjustments to the course offerings based on a variety of factors. Mr. Todd Bazydlo and Shrewsbury High School staff will highlight the proposed changes for 2024-2025, which are articulated in the enclosed memo. After hearing questions and feedback from the Committee, any necessary adjustments will be incorporated into the final draft of the proposed Program of Studies, which will be included in materials for the next meeting, when the Committee will be asked to vote to approve the document.

ACTION RECOMMENDED:

That the School Committee hear the report, ask questions and provide feedback, and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School

Ms. Maureen Monopoli, Assistant Principal, Shrewsbury High School

Mr. Dave Hruskoci, Director of Science and Engineering

Dr. Erica Pratt, Director of Physical Education, Health, and Family Consumer Sciences

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545
Office of the Principal

Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: December 22, 2023
Re: Proposed Changes to the 2024-2025 HS Program of Studies

This memo serves as an outline of our efforts to address our curricular programming in response to the growing demands of our school's student population. As you know we have been working on eliminating barriers that may have prohibited student access to courses and are working toward encouraging students to take the most rigorous course load possible to address our district's priority of Advancing Educational Excellence. Additionally, we have shared the timeline for the course selection process to provide a greater understanding of the planning and timeline associated with the development of students' schedules and the school's master schedule. Finally, I have shared the collective work of our school's Department Directors who have reviewed our Program of Studies and recommended changes in response to the growing demands of our diverse school population and are aligned with current educational research. I look forward to providing the School Committee with more details regarding the topics and revisions listed below.

Thank you for your consideration and support.

- I. Advancing Educational Excellence: Department Directors, School Counselors, and teachers continue to work toward removing barriers to allow all students access to rigorous, advanced coursework. The entire staff has participated in discussions on ways to improve access and encourage students to participate and aspire to take courses to the most rigorous course load. Our efforts are working to reduce opportunity and achievement gaps by working toward increasing opportunities for students to take advanced coursework in 2024-2025 to meet all state accountability system improvement targets, both for all students and for state-designated student demographic groups.
- II. Course Selection Process and Timeline for 2024-25:
 - A. Presentations
 1. On February 7, at 6:30 pm (Snow Date: February 8th), Assistant Principal, Maureen Monopoli and AP Coordinator, Tammy Yeung, will host an informational night for students and parents in grades 10 or 11 who are considering taking an AP course. After an overview of the AP program in the auditorium, students and parents can then interact with teachers who teach AP in the Largest Commons.

2. February 9: School Counselor/Parent Connection: School Counseling will host a meeting for parents of students in grades 9 or 10 about the course selection process in the Bent Presentation Room.
 3. On February 13 at 6:30 pm (Snow Date: February 15th): Parents of current grade 8 students can attend an informational session on the course selection process. Parents and caregivers will start the program in the auditorium to hear a short overview of the academic programming and then will break up into four groups and will move between areas and hear from Department Directors about specific courses and pathways for students. (All parent meetings will have interpreters available to ensure we meet the diverse needs of our families).
 4. February 12, 13, and 14: SHS Counselors will visit Oak Middle School and meet with each grade 8 team to discuss the course selection process to help ensure students and OMS staff are well informed about courses and pathways available to students.
- B. Schedule for Course Selection Process and Building the Master Schedule:
1. January 26 (Friday): Directors meet with all members of the School Counseling Department to review changes related to the Program of Studies.
 2. January 29 (Monday): Mrs. Flynn will review with counselors the instructions related to the course selection screens in PowerSchool
 3. Week of February 5:
 - a) Program of Studies presented in the Bent Presentation Room with English classes.
 - b) Students will be given instructions to complete the online registration process in PowerSchool.
 - c) School Counseling will review a planning worksheet that includes a list of courses as a checklist/credit check to choose classes to prepare for completing the process online and a summary sheet. The planning worksheet will be posted for students and families to review in Schoology.
 4. February 12-16:
 - a) All teachers make course recommendations in PowerSchool by February 16th at 2:30 pm. Teachers will have access to course recommendations in Power School starting on Friday, February 9, at 2:30 pm. Course registration meetings with teachers and students should not take place until February 12.
 5. February 19 - March 1:
 - a) Students complete their online course registration during vacation week or the week we return to school.
 - b) Parents will need to review course selections and approve them in Power School by Friday, March 1. They can view and address any questions to the teacher for recommendations.

- c) Counselors meet individually with students from their Social Science classes to review individual course selections according to the following schedules:
 - (1) Starting March 4: Grade 11
 - (2) Starting March 11: Grade 10
 - (3) Starting March 18: Grade 9 (and Grade 8 at Oak)
- d) All course selections need to be completed in PowerSchool and reviewed by counselors by Friday, March 22nd.
- e) Week of March 25: The Assistant Principal for Student Services will provide directors' tallies on Monday, March 25. Directors draft proposals for sections and then meet with the Principal, Assistant Principal for Student Services, and the Director of School Counseling to create the framework for the master schedule.
- f) March 29 (Friday): Completion of all placement meetings.
- g) April 3: Teaching Assignments due to the Assistant Principal for Student Services and are placed into PowerSchool.
- h) April 8-12: Data entry: all teaching assignments, every course, rooms, teacher preps, and setting course constraints.
- i) April 15-26: Build the schedule.
- j) April 29: Load students into the schedule.
- k) May 6-17: Conduct clean-up. American Studies, AP Courses, other course conflicts, PE course balancing, resolving any room conflicts (double booking of rooms), etc.
- l) May 20-June 12: Counselors receive the schedule to resolve student conflicts and meet with students one-on-one to fix their schedules. Counselors also review every schedule to ensure every student is scheduled for the appropriate amount of credits.

III. Changes to SHS Program of Studies

- A. Existing Pathways: Last Spring SHS offered career pathways for students entering grade 9 and grade 10 as a result of students not having access to vocational-technical education. We offered the following pathways to have students explore potential career interests and will continue to offer the following options for students which are listed below. Additionally, all pathway course sequencing will be included in our Program of Studies under Special Programs. The specific course descriptions will be listed in the body of the Program of Studies by department. Students entering grade 9 and grade 10 can apply to participate in one pathway. We have limited capacity to meet the potential demand of all students, therefore, all pathways participants will fill out an application and then if demand 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. 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.

B. Innovation Career Pathways

1. Business
 - a) Introduction to Business (semester course)
 - b) Marketing (semester course)
 - c) Personal Finance (semester course)
 - d) Accounting (semester course)
2. Childcare & Child Development
 - a) Child Development I (semester course)
 - b) Child Development II (semester course)
3. Computer Science
 - a) Web Design (semester course)
 - b) Project Lead The Way (PLTW) Computer Science 1 (full-year course)
 - c) PLTW Computer Science 2 (full-year course)
 - d) PLTW Cybersecurity (full-year course)
4. TV Production & Film
 - a) Introduction to TV Production & Film (semester course)
 - b) TV Production & Film 2 (semester course)
 - c) TV Production & Film 3 (semester course)

C. New Innovation Career Pathways: This year SHS is seeking designation by the Department of Elementary and Secondary Education (DESE) as an Innovation and Career Pathways (ICP) school for two pathways: 1) Manufacturing and 2) Life Sciences. Below are the descriptions and course sequencing for each new pathway. Regardless of the result of our DESE ICP designation, we will offer pathways for students to pursue certificates in Life Sciences and Manufacturing. The descriptions of these pathways and courses are listed below. Students who participate in 3 courses of a specialized pathway will receive a certificate designating their pathway of study. Students who complete a 4-year pathway which includes participation in an internship, work-study experience, or capstone project will be given a certificate of distinction in that pathway. Enrollment into the pathway program is limited and in the event student demand exceeds capacity, enrollment will be determined by a lottery system as described in the above pathway description.

1. Life Science: Bio-Medical Industry

The Science department offers the following courses to students interested in pursuing a 12th-grade work-study internship with the 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.

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

2. Engineering: Manufacturing

The Engineering department offers the following courses to students interested in pursuing a 12th-grade work-study internship with the 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.

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

English Department

1. In the 2025-2025 school year, *English 9B* and *English 10B* are being eliminated from the Program of Studies. The small number of students who might have been enrolled in these classes will likely be scheduled in 9A co-taught and 10A.

English Language Education

1. **Add a new course: *ELE Newcomer Language & Skills (9535)***

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

Elective Full Year Grade: 9-12 English Proficiency: level 1 and 2

This course is designed for newcomer students with little or no prior experience in US schools who are at the entering or emerging level of English development based on the *WIDA English Language Proficiency Levels*. The course will provide direct instruction of literacy, numeracy, content area background knowledge, academic vocabulary and school culture, including but not limited to school skills and expectations in the U.S.

Family and Consumer Sciences Department

1. *Foods of the World* will be offered during the 2024-2025 school year; *Mediterranean Cuisine* will not be offered during the 2024-2025 school year.

Health and Physical Education

1. Remove the first paragraph of the preamble under the Health and Physical Education heading.
2. Remove all course titles from individual Physical Education “strands” and replace them instead with Physical Education Level 1 (9th & 10th grade) and Physical Education Level 2 (11th & 12th grade). The new course descriptions are below.

New Description: *Physical Education Level 1 (9109)*

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

Required Year Grade(s): 9 and 10 A Level

Prerequisite: None

Physical Education Level 1 is a required course for 9th and 10th-grade students and satisfies, in part, the physical education requirement for graduation. This course will allow students to progress through several lifetime, fitness, and adventure content areas throughout the semester. This course meets for 3 days during the 7-day rotation.

New Description: *Physical Education Level 2 (9110)*

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

Required Year Grade(s): 11 and 12 A Level

Prerequisite: PE Level 1

Physical Education Level 2 is a required course for 11th and 12th-grade students and satisfies, in part, the physical education requirement for graduation. This course will allow students to progress through several lifetime, fitness, and adventure content areas throughout the semester. This course meets for 3 days during the 7-day rotation.

Technology, Media, & Business (TMB)

1. Add course: *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.

2. Remove *Multimedia Applications* and *Advanced Multimedia Applications*. A new iteration of this course entitled *Character Design and Intro to Animation* is being added to the Visual Arts department.
3. Adjust the title of *Computer Science I Honors* to *Project Lead The Way (PLTW) Computer Science Principles Honors* to clarify that it is a Project Lead the Way course.
4. Adjust the title of *Computer Science II Honors* to *PLTW Computer Science A Honors* to clarify that it is a Project Lead the Way course.
5. Adjust the title of *Cybersecurity* to *PLTW Cybersecurity* to clarify that it is a Project Lead the Way course.
6. Remove *Intro to Computer Programming with JAVA*. This is a semester course eliminated as we work toward streamlining our pathways program

Performing Arts:

1. *Voice in Acting* and *Theatrical Design* will not be offered in 2024-25. *Theater Arts II* will be offered.
2. Minor language changes in *Wind Ensemble*, *Concert Band*, and *Jazz Band* to clarify performance expectations.

Science & Engineering

1. Remove *Lab Intro Physics* from the program of studies. The course did not run in 23-24 as we transitioned to our new supportive *Foundations of Biology* program.
2. Remove *Exploring Technology* from the program of studies. This is a semester course eliminated as we work towards streamlining our PLTW engineering pathways program
3. Remove *Robotics Electronics* from the program of studies. This is a semester course eliminated as we work towards streamlining our PLTW engineering pathways program
4. Add *Medical Interventions (MI)* 3rd course in the PLTW BioMed pathway sequence.
5. Add *Foundations of Biology* - this course has been running as a pilot program. Adding this course to the Program of Studies provides the description for transcript reporting.
6. Change language for Principles of *BioMed* and *Human Body Systems* to include access to grades 9 or grade 10.
7. Add course: *Computer Integrated Manufacturing (CIM)* - PLTW. This is the 3rd engineering course in the PLTW engineering pathway.

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.

Social Sciences

1. *Psychology* will be an elective course available to only grade 12 students to eliminate confusion with AP Psychology enrollment.

Visual Arts

1. Eliminate *Art Foundations* as a result of low enrollment.
2. Eliminate *Multimedia Applications (absorbed from the TMB Department)* and replace with *Character Design and Intro to Animation*
3. Add course: *Character Design and Intro to Animation*

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

Elective Semester Grades: 9-12 A Level

Do you want to learn more about character design and animation? In this class, students will focus on the pre-production process, designing characters, creatures, environments, props, and illustrations/paintings. Skills learned in this course are foundational still-image practices. ****In this course, students will not be creating animations using movement and/or film.**

4. Add course: *Digital Studio Art*

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

Elective Semester Grades: 9-12 A Level

Do you enjoy drawing on your iPad? Do you want to learn more about digital drawing capabilities? There is an increased use of digital art at both the college and professional industry level. This course will introduce students to the program Procreate where they will utilize various brushes and techniques within the program to create unique designs that mimic real-world art materials to create digital illustrations. Students will use both the iPad and an Apple Pencil for creating. ***Prerequisite: Art Intro or Creative Sketchbooks**

5. Change *Traditional & Digital Photography* to a single instructor, no longer co-taught.

World Languages

1. Add course: *Heritage Portuguese 4*
Heritage Portuguese 4 (8077)

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

Elective

Full Year

Grades: 10-12

A Level

Prerequisite: Successful completion of Heritage Portuguese III. This course is a continuation of the Heritage Portuguese sequence. Students will examine some classical Portuguese and Brazilian literature as well as the history of Brazil and how that history is reflected in the literature.

2. Add honors levels for all Heritage courses (Portuguese and Spanish) to provide the opportunity to earn honors credit in the Heritage Language sequence.

**Shrewsbury High School
Shrewsbury, Massachusetts**

Program of Studies

2024-2025



SHREWSBURY HIGH SCHOOL 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.

TABLE OF CONTENTS

Principal's Message. . .	2
Shrewsbury High School's Mission, Core Values, & 21 st Century Learning Expectations. . .	3
Shrewsbury Public Schools Non-Discrimination Policy. . .	4
General Information. . .	7
Information on Health and Sexuality Education. . .	16
Special Programs. . .	18
English. . .	23
English Language Education. . .	28
Family and Consumer Science. . .	31
Health and Physical Education. . .	34
Technology, Media & Business. . .	37
Mathematics. . .	43
Performing Arts. . .	54
Science and Engineering. . .	64
Social Sciences. . .	77
Visual Arts . . .	85
World Languages. . .	90

***Shrewsbury High School
75 Cypress Ave
Shrewsbury, Massachusetts***

Message from the Principal

Dear Students and Parents:

I am pleased to present the 2024-2025 *Shrewsbury High School Program of Studies*. Choosing a challenging and appropriate course of study is a very important piece of your high school experience. As you will see, Shrewsbury High School has a wide variety of courses for you to select from. While many are required for graduation, there are electives that you may select based on personal interest and future goals. We recently added courses for students to explore subjects that could help prepare them to be “work ready” and prepared to follow a career path immediately after high school or gain experience in an area that might interest them to study at college or university. It is our hope that students have enriching experiences that provide them with the opportunity to explore their interests as their potential careers. Please take the time to review this booklet and then seek additional information and clarification from your teachers, counselors, and department directors.

The academic and elective programs at Shrewsbury High School have been carefully developed to integrate the *Massachusetts Curriculum Frameworks*, which the *Massachusetts Comprehensive Assessment System (MCAS)* is built on. This is particularly important, as all students must pass the MCAS in addition to completing all Shrewsbury High School course requirements to earn a diploma. You will also notice that all courses reflect our *21st Century Learning Expectations*, which you will find on page 3 of this book. These *Expectations*, which are divided into three categories: academic, civic, and social, outline what we expect every Shrewsbury High School student to be able to demonstrate by the time they graduate.

We look forward to working with you as you plan your future at Shrewsbury High School and beyond. If you consider your selections carefully and challenge yourself appropriately your high school experience will be both rewarding and memorable.

Sincerely,

Todd H. Bazydlo
Principal

Shrewsbury High School 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's Core Values

The Shrewsbury High School community has worked to identify our school's core values and beliefs. A committee of students, staff and parents utilized current educational research to identify and highlight the core values, beliefs and 21st-century learning expectations that help drive our educational programming. The work of the committee and faculty resulted in the identification of our Core Values and Beliefs which are: Life-Long/Reflective Learners, Equity, Advocacy, Dedication, Empathy, Responsibility/Respect and identified the 21st-century skills that all Shrewsbury High School students will demonstrate upon graduation. We have shared our values in an acronym L.E.A.D.E.R to help ensure that all students can easily identify our school community's values and beliefs regarding their education.

Life-Long/Reflective Learners

Equity

Advocacy

Dedication

Empathy

Responsibility/Respect

21st Century Learning Expectations

Academic Expectations: Students at Shrewsbury High School will:

1. Apply critical thinking to solve problems.
2. Apply creativity to formulate work and express themselves in a variety of ways.
3. Exhibit effective communication skills.
4. Access, analyze and demonstrate an appropriate and varied use of information literacy and technology skills.
5. Develop and maintain health, wellness, fitness, and self-advocacy.

Social Expectations: Students at Shrewsbury High School will:

6. Demonstrate personal responsibility.
7. Show respect for all individuals through collaborative and cooperative opportunities.

Civic Expectations: Students at Shrewsbury High School will:

8. Exhibit a commitment to community involvement.

Shrewsbury Public Schools Statement of Non-Discrimination

The Shrewsbury Public Schools are required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement.

The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability.

The Shrewsbury Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The following laws apply:

Massachusetts General Law Chapter 76, § 5, which states, "No person shall be excluded from or discriminated against in the admission to a public school or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation."

Title IX of the Educational Amendments of 1972, is a federal statute which states, in part, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program receiving federal assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Ms. Barb Malone is the Title IX Coordinator and Executive Director of Human Resources and she can be reached at (508) 841-8400.

Title VI of the Civil Rights Act of 1964, provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance. Title VI provides for equal access and prohibits discrimination in the assignment of students to classes. It also prohibits discrimination in ability grouping or tracking students.

The Shrewsbury School Committee Policies #316 and #645 deal directly with the issues of harassment. Copies of these policies are available in the principal's office at each school or through the Superintendent's Office, located at 100 Maple Avenue, Shrewsbury, MA 01545. Further information may be obtained by contacting Ms. Barb Malone, Executive Director of Human Resources at (508) 841-8400.

The following grievance procedure which was approved by the Shrewsbury School Committee is to be used for all issues relating to harassment or discrimination involving students and/or staff:

- The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence.
- Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of harassment involving a staff member will be reported to the Executive Director of Human Resources.
 - An administrator will first meet with the parties involved in an attempt to resolve the issue informally.
 - If the complainant is unable to meet with the alleged harasser, the administrator, teacher, or counselor may assist the complainant in drafting a letter clearly describing the incident (behavior, where and when it occurred), how the complainant felt, and a request that the behavior stop immediately.
 - Any letter should be signed by the complainant, sent to the alleged harasser and is kept on file by the school administrator.
 - The alleged harasser may be encouraged to apologize, personally or by letter or to write a letter refuting the allegations.
- In cases of alleged harassment requiring formal investigations, the following shall be implemented.
 - The complainant shall have the support of a staff member of his/her choice and the alleged harasser will also have the opportunity to select representation (union representative, attorney, teacher, etc). An administrator from the appropriate level will complete an investigation promptly and make a decision regarding the allegations.
- In serious cases where alleged harassment does not stop following a warning, appropriate disciplinary sanction may be imposed, up to and including suspension or dismissal.
 - If the conduct violates the law the incident will be reported to the appropriate authorities by the school administration.
 - Retaliation or threats of retaliation are unlawful and will not be tolerated.
 - In all cases of harassment or discrimination, the investigating administrator will make a final disposition and issue a written report, which will be maintained in the school's files.
- If the complainant cannot utilize the procedure detailed above because the alleged harasser is involved in the procedure, the complainant should contact the Superintendent of Schools. Complaints about the Superintendent of Schools should be made to the Chairperson of the School Committee.

Section 504 of the Rehabilitation Act of 1973 is a federal statute which states, in part, "No otherwise qualified individual shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational

programs and activities also extends to employment. Each school has a designated Section 504 Coordinator. Initial inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting the Asst. Superintendent for Student Services at (508) 841-8660.

The following grievance procedure should be used to report discrimination under Section 504 of the Rehabilitation Acts of 1973:

- To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools.
- The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational services. Questions about eligibility or services should be first directed to the building-based coordinator.
- If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 15 Parker Road, Shrewsbury, MA 01545 or by phone at (508) 841-8660.
- All grievances will be heard in a timely manner by the district's Section 504 Coordinator, who will provide a written report of the district's findings. If a parent or guardian is unsatisfied with the results of the review they may appeal to the Superintendent of Schools.
- For grievances not resolved at the Superintendent's level, a review by an impartial hearing officer may be scheduled.

Individuals with grievances are not required to use the Shrewsbury Public Schools' grievance procedure. Written complaints may be filed with the following agencies:

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148-5023 (781) 338-3000

United States Department of Education
Region 1 – Office of Civil Rights
John W. McCormack Post Office and Courthouse – Room 222
Boston, MA 02109-4557 (617) 223-9662

Equal Employment Opportunity Commission
One Congress Street
Boston, MA 02114 (617) 565-3200

Massachusetts Commission Against Discrimination
One Ashburton Place, Room 601
Boston, MA 02108 (617) 727-3990

General Information

Demographic Profile

Shrewsbury is principally a residential town with a population of 37,000; however, there is a significant amount of industry and business in the community. The public school system includes a pre-school, five elementary schools, two middle schools (grades 5/6 and 7/8) and one high school (grades 9 through 12). Shrewsbury is located in central Massachusetts, five miles east of Worcester and thirty-five miles west of Boston. Shrewsbury High is a four-year comprehensive high school housing approximately 1850 students. The school is accredited by the New England Association of Schools and Colleges (NEASC).

How to Plan a Program

Planning an educational program is an ongoing process and should involve the student, parents, teachers and school counselors. Course selection marks the beginning of responsible decision-making for many students. Parents should be involved in giving both help and direction as a student works through his/her decision. A major part of the process of course selection involves the gathering of information. Classroom teachers and school counselors are valuable resources at this stage.

The Program of Studies has been prepared with students in mind. Read it first to obtain information on the entire high school curriculum and then read the booklet a second time, more carefully, to obtain specific information on those courses which are either required for next year or those in which you have a particular interest and will elect.

Classroom teachers have in-depth knowledge of the content of various courses taught within their department. In addition, they are usually aware of the level of expectation within each course. Because they know students well and the kind of work individuals are capable of, teachers can make valid recommendations as to which courses to take within the department.

School counselors have a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, counselors are very aware of the courses necessary to fulfill graduation requirements. In addition, counselors are able to provide advice about the kind of program and courses, which will be helpful to students as they prepare to pursue post-high school plans. Final placement can be discussed with the appropriate counselor and department director. **Not all student choices can be accommodated within scheduling constraints and school placement policies. The principal will make final decisions on placement.**

Graduation Requirements

To earn a diploma from Shrewsbury High School, a student must earn a minimum of 105 credits and pass the Massachusetts Comprehensive Assessment System (MCAS). Specific distribution requirements must be fulfilled for graduation.

All students must earn at least the following credits:

20 credits in English	10 credits in Physical Education
15 credits in Social Sciences	3.75 credits in Health
15 credits in Math	2.5 credits in Fine or Performing Arts
15 credits in Science	23.75 credits in Electives

Within the stated credits, students must earn a specific number of credits in the following courses:

Subject Area	Total # of Credits Required for Graduation	Specific Courses Required for Graduation
English	20	English 9—5 credits
		English 10—5 credits
		English 11—5 credits
		English 12—5 credits
Social Sciences	15	U.S. History I—5 credits
		U.S. History II—5 credits
Math	15*	*four years of math is required for acceptance into Massachusetts public university or colleges
Science	15	---
Health	3.75	Health 9: Wellness - 1.25 credits Health 10: Healthy Living - 1.25 credits Health 11: Lifelong Health - 1.25 credits
Physical Education	10	Grade 9 PE—2.5 credits
		Grade 10 PE—2.5 credits
		Grade 11 PE—2.5 credits
		Grade 12 PE—2.5 credits
Fine or Performing Arts	2.5	---
Electives	23.75	---

A semester of work in a course that meets daily earns 2.5 credits; a full year’s work in a course that meets every day earns 5 credits. Freshmen and sophomores must carry a minimum of 31.25 credits. Juniors must carry a minimum of 28.75 credits and seniors must carry a minimum of 30 credits.

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, **ALL** requirements must be met. In addition, a senior must remain in good standing throughout senior year and pass four full credit courses (2.5 credits per semester) for the

second semester. Courses that are graded on a Pass/Fail basis are not included toward the four unless stipulated on an IEP or by prior administrative agreement. Seniors who do not successfully complete the requirements for a diploma are not allowed to participate in the graduation ceremony.

Promotion Policy

In order to continue with the class, students must earn the following credit

To be considered a sophomore	A student must earn 21 credits
To be considered a junior	A student must earn 45 credits
To be considered a senior	A student must earn 73 credits

Students repeating freshman year may be promoted to sophomore year at the end of the first semester if they have earned 33 credits. Those students repeating sophomore year may be promoted to the junior year at the end of the first semester if they have earned 59 credits. Students repeating junior year may be promoted to the senior year by earning 89 credits by the end of the first semester.

Repeating Courses

Students may repeat courses for the following reasons:

- Failures
 - Both grades (the failing grade as well as the new grade) will appear on the transcript and will be counted towards GPA.
- Poor Grades
 - Both grades (the lower grade as well as the new grade) will appear on the transcript, and both grades will count towards GPA.

Summer School/Credit Recovery

Summer School/Credit Recovery may be offered to provide students with the opportunity to make up failed courses.

- Students must attain a minimum grade of C- in the summer school/credit recovery course in order to receive credit.
- All summer school/credit recovery courses will be considered equivalent to one semester of work (worth 2.5 credits).
- Make-up should be done during the summer school session following the academic year in which the course was taken. No sequential courses may be taken prior to passing the prerequisite. Students failing one semester of English must make it up during summer school (if teacher approved) or during the academic year immediately following the failure. Whenever two semesters of English credit are outstanding, the student may *not* go on to the next year of English. He/she/they must make up both semesters of English at that point.
- A student must have the approval of the counselor and administrator to attend summer school/credit recovery program. He/she/they must maintain good attendance, make a

reasonable effort, and exhibit acceptable behavior in the failed class. Administrators will review cases on appeal with the department director.

To discuss course offerings and the selection process, please make an appointment with your school counselor:

Lee Diamantopoulos	508-841-8852	Email: ldiamantopoulos@shrewsbury.k12.ma.us
Susan Eriole	508-841-8830	Email: seriole@shrewsbury.k12.ma.us
Angie Flynn	508-841-8824	Email: aflynn@shrewsbury.k12.ma.us
Frank Flynn	508-841-8851	Email: fflynn@shrewsbury.k12.ma.us
Jammie Lussier	508-841-8827	Email: jlussier@shrewsbury.k12.ma.us
Jessica Rice	508-841-8834	Email: jrice@shrewsbury.k12.ma.us
Sean Russell	508-841-8829	Email: srussell@shrewsbury.k12.ma.us
Greg Soboff	508-841-8715	Email: gsoboff@shrewsbury.k12.ma.us
Tammy Yeung	508-841-8818	Email: tyeung@shrewsbury.k12.ma.us

Course Levels

All placements are designed to provide the maximum intellectual challenge for each student. The school makes placement decisions on the basis of aptitude as determined by standardized testing, past academic performance, and teacher recommendations. Placement assumes that ability will allow success, but normal student effort is also assumed; low grades are not automatically a basis for dropping levels. It is also assumed that students and teachers will anticipate upward movements in level placements based on intellectual growth over years of schooling. Placement levels may vary in different subject areas.

Advanced Placement (AP):

AP courses are college-level classes that follow a specific, College Board approved curriculum taught by Shrewsbury High School staff. Courses are designed for the maximum challenge of the most intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination.

Honors:

Where Advanced Placement is not available, honors is the highest level in intellectual challenge. Substantial initiative and independent work is the norm.

A Level:

The largest grouping of students in the high school is A Level. Courses require a moderate to extensive intellectual development and outside preparation. These courses are designed to prepare students for college and the world of work.

Grade Point Average/Class Rank

Grade point average is calculated from the total number of quality points a student earns. The grades received in the course taken and the level of the courses determines quality points. Shrewsbury High School does not report class rank to colleges and universities. Students' weighted grade point average is reported on the transcript and to colleges/universities.

Calculation of the valedictorian and salutatorian is based on the top two highest weighted grade point averages. In order to be considered for Valedictorian and/or Salutatorian, students must be enrolled as a Shrewsbury High School student for 8 consecutive semesters. Final determination of these distinctions will be made at the conclusion of quarter 3 of students' senior year.

Course Levels/Quality Points

Grade	AP	Honors	A Level
A+	5.7	5.2	4.7
A	5.3	4.8	4.3
A-	5.0	4.5	4.0
B+	4.7	4.2	3.7
B	4.3	3.8	3.3
B-	4.0	3.5	3.0
C+	3.7	3.2	2.7
C	3.3	2.8	2.3
C-	3.0	2.5	2.0
D+	2.7	2.2	1.7
D	2.3	1.8	1.3
D-	2.0	1.5	1.0
F	0	0	0

The semester grade is an average of the two-term grades added to the semester exam. The weight of the semester exam may range from 10% to 20% of the semester grade.

Course Commitment

Allocation of staff, rooms, and the number of sections offered are determined by the number of student requests received for a specific course; therefore, students selecting full-year courses are committed and expected to remain in the course for the entire year. Exceptions are permitted

under certain circumstances. Also, students selecting semester courses are committed to remaining in these courses for the semester scheduled.

Recommended Program

The “best” schedule is the one that includes a comprehensive educational plan linked with career awareness and exploration. SHS offers students’ applied academic courses, workplace, and school-based learning, occupational and technical courses, career pathways, field studies and internships. Our curriculum will effectively prepare students to live and work in a highly technical society through meaningful educational and career preparation.

College Preparatory Program

As suggested earlier, school counselors can provide sound advice about an appropriate college preparatory program. Generally speaking, students should enroll for the most rigorous level of classes that they can handle. Each year students should be taking “major” courses in the liberal arts: English, mathematics, languages, social studies and science. In addition to these solid academic courses, students should also take the opportunity to broaden their scope and satisfy their interests by taking electives in the areas of family and consumer science, art, music, engineering, technology, and media.

College preparatory academic courses should include:

- **English:** courses in composition and literature that will include the development of reading, writing and comprehension skills.
- **Mathematics:** courses in algebra, geometry, advanced math. Students considering attending a Massachusetts state university are required to take four years of math as prescribed by the Massachusetts Board of Higher Education. Additionally, students who plan to major in math, science or engineering, should take a fourth year of math, including calculus.
- **Science:** courses in biology, chemistry or physics.
- **History/Social Sciences:** challenging advanced electives in human and social development.
- **World Language:** two to three years of the same foreign language are the minimum language requirements. More are strongly recommended. Highly selective colleges look favorably upon four years of study.
- **Related Electives:** to broaden the depth and scope of a student’s educational background. Examples of these courses include child development, art, music, T.V. or technology.

Two-Year Technical/Junior/Community College

Students planning post-high school education at a two-year college should follow the same prescribed program as for the four-year college.

School-to-Career

Students planning to join the workforce full-time immediately upon graduation, in an entry-level position, should plan their high school program not only to satisfy graduation requirements but also to take advantage of courses that will provide marketable work-based competencies or participate in a career pathway. Courses from Family & Consumer Science, Technology, Media(TV production),

business, music/art departments, Cooperative Work Study such as Job Shadowing, are strongly recommended.

Computer Access

Shrewsbury High School fully embraces the guiding principle that technology enhances teaching and learning. In support of this belief, SHS has increased access to technology by providing each student an iPad and maintaining several computing areas. Access to computers can be found in the media center, computer labs and teachers have access to department laptop carts. These labs are scheduled by teachers and/or departments in order to teach entire classes a particular application or to hold workshops. Daily after-school access is available in the computer labs until 2:50 pm & in the media center until 3:00 pm.

Tutoring Services

Peer tutoring is designed for students who need extra help in a subject. Tutors help support 9th and 10th graders with content, organization, and study skills. Peer tutors are National Honor Society members or students in grades 11-12 who have been recommended by their teachers. Tutoring sessions take place in departmental areas or media center during the student's study period; tutoring continues for as long as needed. Students are referred by a teacher, counselor, administrator, or parent. Please contact the school counseling office for more information about the program.

School Psychologists

School Psychologist Counseling Services are available to all students in order to help them cope better with personal issues that may jeopardize healthy adolescent development. Students may make appointments directly with the school psychologists or through school administrators, teachers, school nurses, parents, or counseling staff.

School Psychologists:

Mrs. Michelle LeMay (508-841-8800 x2025) - Ms. Jazmin Santos (508-841-8775)

Massachusetts Seal of Biliteracy

Shrewsbury Public Schools in collaboration with the SHS World Language Department recognize students who attain high functional and academic levels of proficiency in English and another language. Whether that language is studied at SHS or is a Home/Heritage Language, Shrewsbury High School awards the Massachusetts Seal of Biliteracy and/or Seal of Biliteracy with Distinction on student diplomas and transcripts to any senior meeting the qualifying criteria in English and another language. This credential is worth college credit at participating universities and is the only legal means to certify proficiency in another language. For more information, please visit <https://www.doe.mass.edu/scholarships/biliteracy/> or contact the SPS World Language Director and Seal of Biliteracy Coordinator, Mr. Kenneth Almeida (508-841-8838).

School Counseling Department

The SHS School Counseling Department supports the American School Counseling Association national standards and the Massachusetts Model for school counseling by providing academic, career, and personal/social development including post-secondary support for all students at SHS.

School counseling programming is delivered to students in grades 9-12 through a classroom developmental guidance curriculum, individual meetings, and various group activities.

Seminars

School counselors design, plan, and deliver a developmental school counseling curriculum through group seminars. Counselors will use a career and college program to help students in every step of their post-secondary planning.

Grade 9

Students participate in a three-day curriculum that assists students through the transition of high school by addressing the culture of SHS through its Core Values and understanding how to navigate SHS academically and personally to achieve success. Students are also introduced to our career and college search program.

Grade 10

Students participate in a three-day curriculum understanding personal academic goals and school resources available to support their goals. In addition, students will develop a personal in-depth career exploration. Students complete a financial planning activity and are also introduced to Test Prep for access to SAT and ACT preparation.

Grade 11

Students participate in a three-day junior planning seminar. Juniors begin the post-secondary planning research process by utilizing our career and college program in preparation for Junior Planning Night for students and parents/guardians. During semester two, counselors will meet with juniors to discuss post-high school planning and the college search process.

Grade 12

Students participate in a two-day post-planning application workshop including a stress education and management workshop with counselors. Individual meetings are planned for personalized planning throughout the college and post-planning application process. Additionally, various evening programs are presented to students and parents/guardians on the application process and financial aid.

Special Education Services

Shrewsbury High School is committed to providing comprehensive programs for students with disabilities. The high school subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize student ability to achieve success in the least restrictive environment with the greatest access to the general curriculum.

A teacher, parent, social worker, and/or physician may refer students for evaluation. Following a referral, students are determined to be eligible for special education services when all three of the following conditions are met:

1. A student has a documented disability
2. A student is not making effective progress as a result of that disability
3. A student requires specialized instruction or related services in order to access the general curriculum

For further information regarding procedures and programs, please contact the Special Education Department Director:

Director of Special Education:

Mrs. Meghan deLeon (508-841-8828)

Library Media Services

The Library Media Program at Shrewsbury High School provides experiences which help students become independent, self-sufficient learners and researchers by offering instruction and guidance in the use of our extensive reference collection, both in print and electronic media. The program also fosters an enjoyment of literature and an appreciation of varied literary genres.

Research activities are embedded into the curriculum where the media specialist and the teacher work collaboratively to assist the students. Students also visit the media center during directed study periods to work independently or in small groups. The media center and multimedia function presentation room are available for students' daily use. The Media Center is open daily until 3 p.m.

Media Center Staff:

Emily Bredberg, Media Specialist (508-841-8821)

School Nurses

The school nurses strengthen and facilitate the educational process by improving and protecting the health of children. The major focus of school nursing services is the prevention of illness and disability, and the early detection and correction of health problems.

School Nurses:

Kayleigh Webert (508-841-8768)

Pam Johnson (508-841-8822)

Michelle Rogers (508-841-8822)

Information on Health & Sexuality Education

There are a variety of courses offered at Shrewsbury High School that include information with reference to sexuality and human growth and development. These programs have been developed by our professional staff and endorsed by the Health Education Advisory Council. The overall goal is to promote the health and well being of our students and to help them make wise and informed decisions during their teenage years and beyond.

Sexuality education is a component within the Health, Science, Social Studies, and Family and Consumer Science Departments. Topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; sexual orientation; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse are included. The specific courses that include these topics are listed below. Parents are welcome to review the materials for these curricula. Please contact the appropriate dept director to arrange a convenient time and location.

During the instruction, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law MA G.L. C. 71 §32A and School Committee policy, a parent may exempt a child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter requesting an exemption for your child to the principal. No student who is exempted from this portion of the curriculum will be penalized. The school will provide an alternative assignment to students who are exempted.

Courses including sexuality education and human sexuality issues are as follows:

Health Education	Human Reproduction; Conception; Contraception; Sexually Transmitted Diseases; HIV/AIDS; Sexual Orientation; Relationships; Abuse
Human Body Systems Principles of Biomedical Science	Introduction to Bioethics; Population Control and Birth Control; Abortion; HIV/AIDS
Biology (All levels)	Human Reproduction
Psychology	Development; Motivation (four main areas: sexuality, hunger, Achievement, and the need to belong)
AP Psychology	Biological Bases of Behavior; Motivation and Emotion; Physical and Cognitive Development; Social Development; Social Psychology; Psychological Disorders

Child Development	Teen Pregnancy and Parenthood; Prenatal Development; Preparing for Birth; The Baby's Arrival; Special Challenges for Children; Understanding the Behaviors of Children
Early Childhood Education	Guiding Children's Safety; Understanding Four and Five - Year - Olds; Guiding Storytelling Experiences

DRAFT

Special Programs

Shrewsbury High School is a comprehensive public high school and as such its curricular offerings are designed to meet the needs of most students. There are times, however, when a student needs special programs or courses. Shrewsbury High School has several programs that may meet the needs of these students. For more specific information, it is important that students discuss these options with their guidance counselors to find out about enrolling in these special programs.

Course Offerings:

Academic Support	Job Shadowing Program
Cooperative Work-Study Program	SHS Capstone Exhibition Honors
Learning Skills	Virtual High School
World of Work	Vocational Exploration
Mobile On-Site Vocational Education (MOVE)	Career Pathways

Academic Support (9507) Grade (s): 9-12

Prerequisite: Permission of Instructor

Academic Support is a supportive academic environment designed to assist students to succeed in a regular education program. Support is provided to enhance organizational skills, study skills, and expectations of the academic classroom and teachers. The goal of this course is to help students to develop the necessary skills for continued achievement in high school. This course meets for 6 days during the 7-day cycle.

SHS Capstone Exhibition Honors (9504)

Elective Full Year Grade (s): Grade 11 Semester 2 continuing through Grade 12, Semester 1

Prerequisite: Permission from the coordinator

The intent of this program is to allow a select number of juniors and seniors to engage in Project-Based Learning in an area of personal interest. Students will pursue an independent project over the course of the spring of their junior year and the fall of their senior year. The project may center around any of the major academic disciplines, art, music, technology, exercise/fitness, mindfulness, writing, or performance, to name a few. Students may also consider an internship or paid employment as part of their project. The required public exhibition will be evidence of a student's learning over the course of the year; it will celebrate that learning and showcase a final product that enables students to share their experience with a larger audience. Additionally, students will demonstrate their ability to problem solve, organize time and resources, communicate effectively and reflect on themselves as a learner. Students will be required to demonstrate competence through the creation of a portfolio, exhibition, and reflective journal. Students will be required to meet performance benchmarks to remain in the program. Benchmark assessments will be made by a faculty mentor. Removal from the program is at the discretion of the faculty coordinator; decisions may be appealed to the principal. Students must apply by the end of sophomore year to be considered for this program.

Virtual High School

Elective Semester or Full Year Grade(s) 11-12 A Level, Honors or AP

Virtual High School is a worldwide leader in offering high school courses in an online format. At Shrewsbury High School students can choose from over 200-semester courses and 7 full-year Advanced Placement courses. Some of the more popular courses include Criminology, Investing in the Stock Market, Business & Personal Law, Forensic Science, Art History, and Pre-Veterinary Medicine. Popular Advanced Placement courses include AP Economics (Micro & Macro), AP Government & Politics, AP Art History, and AP Computer Science. VHS students should be motivated, independent learners who can budget their time effectively, enjoy working independently, and want to use current information and communication technologies. Students have a designated class time as they would with any other elective. Check out Virtual High School by visiting the website at www.govhs.org where you can follow the academic link to the course catalog and a demo net course.

Job Shadowing Program (9974)

Elective Grade(s): 10-12

The Job Shadowing Program provides students with opportunities to explore occupations of interest to them. On an individual basis, students visit an adult at work for one day to gain first-hand familiarity with careers of interest to them. Students may identify their own sponsor for this program. Each job shadowing student may visit one work site per semester. Each participating student is required to research the occupation to be observed before the visit and to write a reflection after the experience. Students may sign up for Job Shadowing as part of the scheduling process, or at the beginning of the school year. This course will be graded as Pass/Fail. Students may earn up to 0.5 credits for each experience.

Cooperative Work Study Program (9988/5 credits), (9989/10 credits), (9990/15 credits)

Elective Grade(s): 11-12

Prerequisite: Permission of Program Coordinator, Administration, School Counselor

Cooperative Work-Study Program is occupation-oriented paid work experience. It gives students an opportunity to integrate on-the-job experience with their chosen career pathway. Students will work to improve industry-based skills and knowledge with skills already developed in school. This program allows students to attend school in the morning and work in a related business in the afternoon and evening. Students are required to complete an application process that will include the program coordinator, administration, and school counselor approval to enroll. Students will be required to meet with the program coordinator quarterly to develop a portfolio of vocational materials, comply with program guidelines, and act in a responsible manner to be successful in this program. Credit will be based on a period (s) assigned and grading is Pass/Fail.

Learning Skills (9/10, 11/12) (9901)

Prerequisite: Permission of Instructor

The Learning Skills course is designed to provide students with skills that are necessary to be successful in high school, as well as to prepare students to transition to post-secondary settings

(work, college, adult living, etc). Students receive instruction individually and/or in small groups according to students' individual learning styles. Learning Skills lessons are designed to teach executive functioning, study techniques, career planning, self-advocacy, and self-determination skills. In addition, students will be provided with instruction to develop compensatory strategies skills that will assist them in becoming independent learners. Students complete a minimum of four activities in the following domains each academic school year as determined by teacher assessment: goal setting and planning, academics and career skills, and self-determination.

Vocational Exploration (9914)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's functional job experience within the Shrewsbury High School environment, with explicit teacher instruction and feedback. Skills targeted include initiating communication, appropriately asking for help, accepting feedback professionally, independent problem solving, and building task acquisition skills. Job tasks have included distributing copied worksheets to teacher mailboxes, organizing and delivering supplies throughout the school, cleaning glasses and measuring them in a lensometer, and window cleaning all of which are meaningful skills that students can bring to other job positions and add to their resume. In addition, this course includes an online component to complete a number of vocation-related lessons related to job-related skills such as communication and problem solving.

World of Work (9916)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's completion of a variety of vocational routines or tasks. These activities include but are not limited to: reading recipes, preparing food items, stocking items, laundry, loading and unloading the dishwasher. In addition, students will complete a variety of interest inventories to then explore preferences for tasks and settings. In addition, when appropriate students will attend community-based learning activities within the structure of the school day that focuses on money skills, communication skills, interpersonal skills, and foundational math skills.

Mobile On-Site Vocational Education (MOVE) (9920)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to provide functional job experience in community settings with support. Students travel to a nearby hotel, where they complete a variety of skills including but not limited to housekeeping, gardening, clerical tasks, basic food prep kitchen, and organization of common areas of the hotel. All students rotate through each work area on a weekly basis. There are a variety of short-term activities combined with regular long-term projects throughout the year, planned and implemented in partnership with the hotel management. Students work with a site supervisor, special education teacher, and instructional aides. Skills targeted are individualized but may include, communication with support staff and customers, self advocacy, accepting feedback professionally, independent problem solving, following a list of professional rules, building task acquisition skills, and maintenance of mandated work attire.

Career Pathways Program

Prerequisite: Completion of application

The Pathways program was created in response to the growing demand of the regional labor market and students' lack of access to vocational-technical programming. The Pathways program allows students to explore potential career interests by focusing on a particular area of study to help prepare them for making a decision to enter the workforce or attend college or university. Students interested in the Pathway program must complete an application and select one of the six pathways to study. Students who participate in 3 courses of a specialized pathway will receive a certificate designating their pathway of study. Students who complete a 4-year Pathway, including participation in an internship, work-study experience, or capstone project will be given a certificate of distinction in that Pathway. Enrollment into the Pathway program is limited and in the event student demand 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. 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. Additionally, we have expanded our Project Lead the Way (PLTW) course offerings to help us expand into new areas. PLTW is an innovative project based curriculum that empowers students to develop and apply in-demand skills by exploring real-world challenges.

Career Pathways course descriptions can be found in each department's section of the Program of Studies. Listed below are the Career Pathways sequencing of courses by discipline:

1. Business
 - a) Introduction to Business (semester course)
 - b) Marketing (semester course)
 - c) Personal Finance (semester course)
 - d) Accounting (semester course)
2. Childcare & Child Development
 - a) Child Development I (semester course)
 - b) Child Development II (semester course)
3. Computer Science
 - a) Web Design (semester course)
 - b) PLTW: Computer Science 1 (full-year course)
 - c) PLTW: Computer Science 2 (full-year course)
 - d) PLTW: Cybersecurity (full-year course)
4. TV Production & Film
 - a) Introduction to TV Production & Film (semester course)
 - b) TV Production & Film 2 (semester course)
 - c) TV Production & Film 3 (semester course)
5. Engineering: Manufacturing
 - a) PLTW: Introduction to Engineering Design (IED)

- b) PLTW: Principles of Engineering (POE)
 - c) PLTW: Computer Integrated Manufacturing (CIM)
 - d) Industry internship / Work-study/Capstone Project
6. Life Sciences: Bio-Medical Industry
- a) PLTW: Principles of Biomedical Science (PBS)
 - b) PLTW: Human Body Systems (HB)
 - c) PLTW: Medical Interventions (MI)
 - d) Industry internship / Work-study/Capstone projet

DRAFT

English Department

Mrs. Liza Trombley, Director

Phone: 508-841-8831, Email: ltrombley@shrewsbury.k12.ma.us

The English program is designed to meet students' individual needs and to help them acquire effective communication skills. Students are enrolled in an English class each year and must successfully complete four years in order to meet graduation requirements. Each year's course offerings build upon skills acquired during previous years. Listening, reading, speaking, thinking, research and writing skills are emphasized each year; thus, students are challenged to support their opinions with specific details from their reading and observations. There are three levels of English at each grade level. Students are placed at a level most appropriate for them based on teacher recommendation, past and present academic performance, and future goals.

The English Department's curriculum is developed and continually refined in accordance with the Common Core State Standards' *Ten Guiding Principles for English Language Arts Programs in Massachusetts*. The *Guiding Principles* dictate that an effective English Language Arts and literacy curriculum: draws on literature in order to develop students' understanding of their literary heritage; draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge; develops students' oral language and literacy through appropriately challenging learning; emphasizes writing arguments, explanatory/informative texts, and narratives; holds high expectations for all students; provides explicit skill instruction in reading and writing; builds on language, experiences, knowledge, and interests that students bring to school; nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and civic life; reaches out to families and communities in order to sustain a literate society. Throughout the four years of English, the Department collectively strives to meet these goals.

Course Offerings:

English 9	Advanced Placement English (Literature)
English 10	Advanced Placement English (Language)
English 11 or English 11: American Studies	Introduction to World Mythology
English 12	Creative Writing

English 9 (9A-1204, 9 Honors-1207)

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

Required Full Year Grade: 9 A level or Honors

Prerequisite: Past academic performance and teacher recommendation

Ninth grade English is a college preparatory course in which students read, discuss, and write about various literary genres, including such works as Shakespeare's *Romeo and Juliet*, Steinbeck's *Of Mice and Men* or *The Pearl*, and Cisneros' *The House on Mango Street*. In addition to these canonical texts,

students are also introduced to BIPOC authors and contemporary titles that address the issues facing our world. Students complete a research unit; acquire new vocabulary; in the study of grammar, students focus on parts of speech, parts of a sentence, and phrases. Writing encompasses the requirements of the State Frameworks, including analytical writing, persuasive writing, narrative writing, and expository writing. There is an emphasis on providing apt textual references to support ideas in both writing and discussion. Honors level students will be required to produce some lengthier writing assignments. Emphasis will also be placed on non-written communication skills such as speaking and listening.

English 10 (10A-1205, 10 Honors-1208)

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

Required Full Year Grade: 10 A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Tenth grade English is a college preparatory course which reviews and strengthens previously acquired language skills while introducing more sophisticated concepts. Students analyze the elements of fiction in such works as Shakespeare's *Julius Caesar* or *Twelfth Night* and Lee's *To Kill a Mockingbird*. The study of multicultural literature continues with numerous poems and nonfiction pieces, as well as novels. Students continue to be exposed to BIPOC authors, and contemporary titles that address the issues facing our world. Extensive work on writing effective strategies continues, and there is an emphasis on framing and writing long compositions, which include specific references to literature students have already read. The focus in grammar is on the clause and intensive study of mechanics. Writing focuses on diction (effective, appropriate, rich vocabulary), coherency, organization, and thoughtful commentary about textual evidence.

English 11 (11A-1235, 11 Honors-1236)

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

Required Full Year Grade: 11 A Level or Honors

Eleventh grade English is a college preparatory course that applies previously learned skills to the study of American Literature. Particular attention will be paid to the historical context in which the work was written and/or set. Students will read and analyze seminal works such as *Their Eyes Were Watching God*, *The Great Gatsby*, *The Catcher in the Rye*, and *The Crucible*. Students will also read and analyze short stories, poetry, and non-fiction from the American literary canon. In addition to these canonical texts, students continue their study of diverse authors, and contemporary titles that address the issues facing our country and the world. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. Students will develop critical reading, vocabulary, and writing skills as they prepare for the SAT exam in May. The college essay is introduced in a unit on narrative writing.

English 11: American Studies (11A-1224, 11 Honors-1225)

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

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Teacher recommendation

American Studies combines all of the traditional aspects of eleventh grade English and U. S. History, but emphasizes the relationship between the two courses by studying them together with two teachers. Classes are scheduled during consecutive periods, providing flexibility in grouping students into different combinations. This course provides students with insight into the relationships among our literary, cultural, artistic, philosophical and scientific traditions that have created a diverse but common American heritage since the Civil War. In addition, students will examine themes such as gender roles, racial identity, technological progress, war, and social progress. Class activities will emphasize collaboration, the use of technology, field studies and guest speakers. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. The English component will also emphasize developing skills in critical reading, vocabulary development, and writing skills including the argumentative essay as they prepare for the SAT exam in May. Honors level students will be required to complete additional independent assignments and assessments. Students who register for this course must also register for U.S. History II: American Studies at the same level.

Advanced Placement English Language (1212)

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

Required Full Year Grade: 11 Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; practice test

Advanced Placement Language and Composition (11th grade) is a college-level course in effective writing and critical reading. Writing skills are analyzed in a systematic way by studying a variety of nonfiction prose. Students assess prose writing by examining an author's use of diction, syntax, tone, structure, purpose, and meaning. Attention will be centered on developing a personal rhetorical style that cultivates strong persuasive writing skills. Students will analyze writings through close reading drills, and the lessons learned will be transferred to their own writing. Emphasis will be focused on knowing how to select and use appropriate modes of writing. Successful completion of summer work is required. Students are expected to take the Advanced Placement Exam in May.

English 12 (12A-1206, 12H-209)

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

Required Full Year Grade: 12 A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Twelfth grade English is a college preparatory course that focuses on elements of British Literature as well as high-interest texts from the Americas and beyond. Literature is analyzed through many lenses, allowing teachers to highlight their areas of expertise, interest, and past teaching experiences. Students are afforded a wide array of focused instruction, and are exposed to literature, (and related writings, art pieces, journalism, and film), focused on the humanities, social issues, women's studies, and drama, to name a few. The curriculum includes the literary analysis of either Shakespeare's *Macbeth* or *Hamlet*, among other typically anthologized works; it also includes more contemporary pieces; we strive to highlight a diverse authorship and selection of literature.. The interpretive aspects of symbolism, theme, figurative language, and style are emphasized.

Students are encouraged to make connections to their own lives and the world they live in today. In writing, students produce progressively longer and more sophisticated expository writing, with explicit instruction around transitions, tone, and rhetorical strategies such as repetition, understatement, and varied syntax. Work on the research paper and research project is continued. During the first semester, the personal narrative is an area of focus. Vocabulary study continues, and the study of grammar culminates with a focus on usage.

Advanced Placement English Literature (1211)

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

Required Full Year Grade: 12 Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; practice test

This is a college-level course for students in their last year of high school who have an interest in English and are recommended by their Grade 11 English teachers. The course combines lectures, seminars, and critical papers based on readings from major American, British, and world authors. Emphasis is placed on critical reading, class discussion, and analytical writing with the goal of increasing students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Successful completion of summer work is required. Students are expected to take the Advanced Placement Exam in May.

Introduction to World Mythology (1258)

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

Elective Semester Grades 10-12 A Level or Honors

This introduction to world mythology course will examine the beliefs, cultural norms, and historical context behind various ancient myths and legends, emphasizing the ways in which these ancient myths and legends continue to give insight into human relationships, the human condition, the nature and perception of reality. As a survey course, students will analyze and explore the basic origins of Greek, Norse, Egyptian, and Celtic myths and legends, reinforcing an understanding of common and notable gods and goddesses, analyzing the purpose, function, and cross-cultural connections of mythology, as well as the various themes, narratives, and mythical elements that provide a lasting impact to the modern world. Open to grades 10-12, Honor or A level credit options.

Creative Writing (1213)

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

Elective Semester Grades 10-12 A Level or Honors

The purpose of this course is to expose students to various types of non-technical writing, such as poetry, drama, and short fictional and nonfictional narratives. We will study famous pieces, and students will also practice their own creative writing skills through daily journal prompts, specific technique exercises, and writing workshops that walk them through pre-writing activities, drafting, editing, and feedback. Grades will be based on completion of imitation assignments, progress made between drafts, participation, and self-reflective pieces. The semester will culminate in a portfolio submission, which will include the full process of several major works as well as a reflection of the student's writing experiences. Open to grades 10-12, Honor or A level credit options.

Essential English 9/10 (9903)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's reading comprehension and writing skills through the analysis of novels, short stories, poems, nonfiction texts, and plays. Students will build upon previously acquired skills to enhance their use of grammar and vocabulary. Writing assignments will focus on thematic development, sentence and paragraph structure, use of supporting details and word choice. In addition, some assignments will include group and individual presentations designed to enhance students' presentation skills as well as their ability to collaborate and communicate effectively with classmates.

Essential English 11/12 (9903)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to further develop the students ability to read, discuss, and write about various literary genres. Students will participate in a study of diverse authors, and contemporary titles that address the issues facing our country and the world. Students will develop an understanding of the connection between historical events and literature of the time. Through a variety of methodologies, students will learn new vocabulary words from their readings, and consistent review of the conventions of writing will be provided. Each student will learn the techniques of doing research using both traditional and technological methods. Students will demonstrate mastery in subject matter by producing several research papers and projects.

English Language Education Department

Ms. Christina Manos, Interim Director

Phone: 508-841-6563 Email: cmanos@shrewsbury.k12.ma.us

The English Language Education (ELE) Department is a district department administering programs for English learners (ELs) in Grades K-12. The department's goal is to enable students to develop English language proficiency and achieve content-area standards, while simultaneously valuing their native languages and cultural backgrounds. At Shrewsbury High School, ELE course offerings are determined by the student's English language proficiency level. Courses align with the five performance levels, determined by the state English Language Development Standards. Instruction is designed to improve English language development in the four language domains, listening, speaking, reading, and writing, as well as enable students to learn grade-appropriate content. The ELE department also offers an internship elective for students, in grades 10-12, to work collaboratively with their peers who are learning English. Foreign language skills or bilingual skills are not required, but are certainly useful. Former ELs are eligible for this internship.

Course Offerings:

ELE English I	ELE U.S. Culture & History I
ELE English II	ELE U.S. Culture & History II
ELE English III	ELE Academic Support
ELE English IV	ELE Internship for non-ELLs
ELE Newcomer Language & Skills	

ELE English I A/B (9516A/9516B)

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

Required Full Year Grade: 9-12 English Proficiency: level 1

This course is designed for students who have minimal English literacy skills. Students needing this course have not yet developed simple written and spoken communication in English. Instruction focuses on increasing English vocabulary, so students will begin to be able to read and write in English.

ELE English II A/B (9517A/9517B)

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

Required Full Year Grade: 9-12 English Proficiency: level 2

This course is designed for students who have developed simple written and spoken English. Students in this course are able to read and comprehend below grade-level text. Students will read, discuss, and write about various literary genres, such as short stories, nonfiction, myths, folktales, poetry, and dramatic literature. Students will also read a novel.

ELE English III A/B (9518A/9518B)

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

Required Full Year Grade: 9-12 English Proficiency: level 3

This course is designed for students who are able to communicate in English, but have not yet acquired the academic language needed for success in mainstream English classes. Students in this course are able to read and comprehend texts of limited linguistic complexity, as well as write short, simple paragraphs with limited detail and linguistic complexity relative to their native English-speaking peers. Students will read, discuss, and write about various literary genres, such as short stories, nonfiction, poetry, and legends, myths, & fables. Students will also read a drama and a novel.

ELE English IVA/B (9522A/9522B)

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

Required Full Year Grade: 9-12 English Proficiency: level 4

This course is designed for students who are able to communicate in English and have begun utilizing grade-level academic language. Students in this course are able to read and comprehend texts almost at grade level, as well as write short, detailed compositions. Students are also able to edit their writing. Students will read, discuss, and write about various literary genres, such as short stories, narrative nonfiction, and poetry. Students will read a drama, as well as one to two novels.

ELE U.S. History & Culture I A/B (9519TA/9519TB)

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

Elective Full Year Grade: 9-12 English Proficiency: level 1 and 2

This course is designed for students who have developed simple written and spoken English. Newcomer English students will also benefit from literacy instruction exploring American History. Students will learn about the pre-Colonial Era, settling the English colonies, the War for Independence, and life in America during the 1800s. Students will also learn about American holidays and customs, the democratic tradition, and civic responsibilities.

ELE U.S. History & Culture II A/B (9520TA/9520TB)

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

Elective Full Year Grade: 9-12 English Proficiency: level 3 and 4

This course is designed for students who have developed written and spoken English, with some academic language proficiency. The goal of the course is to develop students' understanding of important events in American History and provide background schema for Social Sciences courses required for graduation. Students will learn about pre-colonial exploration, the English colonies, the American Revolution, the Constitution, the newly formed United States, the Industrial Revolution, the Civil War, and Reconstruction.

ELE Newcomer Language & Skills (9535)

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

Elective Full Year Grade: 9-12 English Proficiency: level 1 and 2

This course is designed for newcomer students with little or no prior experience in US schools who are at the entering or emerging level of English development based on the *WIDA English Language Proficiency Levels*. The course will provide direct instruction of literacy, numeracy, content area background knowledge, academic vocabulary and school culture, including but not limited to school skills and expected behaviors in the U.S.

ELE Academic Support (9508)

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

Elective Full Year Grade: 9-12 English Proficiency: all levels

This class gives students an opportunity to achieve success in their content area classes, as well as master academic English skills. This class offers students time and support to navigate the linguistic demands and cultural differences of required content class textbooks and assignments. Students are expected to use the class to conduct research, work collaboratively with peers or work independently on assignments, and/or receive instruction from the ESL teacher.

ELE Internship (9525)

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

Elective Semester Grade: 10-12 **Students who are not learning English**

Students will be assigned by the department director to work in ELE Academic Support as an assistant to the ESL teacher. Interns will assist in their assigned classes by helping English language learners as directed by the ESL teacher. The ESL teacher may also ask interns to create study guides or review materials with or for ELLs. Students who participate in this program will meet with their cooperating ESL teacher and will complete monthly feedback forms. The P/F grade for this internship will be determined by attendance and the feedback forms completed by both the ESL teacher and the intern. Foreign language skills or bilingual skills are not required, but are certainly useful.

Family and Consumer Sciences Department

Dr. Erica Pratt, Director

Phone: 508-841-8856 Email: epratt@shrewsbury.k12.ma.us

The Family and Consumer Science Program strives to encourage the development of each individual student to his/her fullest potential. There is no greater way to improve society than to improve each family's home life. This is especially pertinent as the basis of our curriculum reflects the core of daily living. By offering courses in child growth and development, consumer education, food and nutrition and personal growth, we attempt to give each student self-esteem, confidence, and awareness of others, in order to become a responsible contributor to society.

Family and Consumer Sciences is one of three disciplines within the Health Frameworks. Each of the Comprehensive Health content areas clearly relates to the discipline of Family and Consumer Sciences. Resource Management expands personal advocacy beyond consumer health. It includes managing home, consumer, workplace and environmental resources, which is the consumer education connection with topics such as child development, food science, nutrition and sports nutrition.

Course Offerings:

Focus on Foods	Child Development I
Foods of the World	Child Development II
Baking and Pastry Arts	Child Development II Honors
Mediterranean Cuisine	Early Childhood Education
Leadership in Cooking	Early Childhood Education Honors
Interior Design	

Focus on Foods (5410)

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

Elective Semester Grades: 9-12 A Level Prerequisite: None

Students will learn the basic technology of food preparation and be able to identify, understand, analyze, and evaluate food choices. Emphasis will be placed on safety and sanitation in food preparation. Units covered will include quick breads, yeast breads, eggs, pies/pastry, and fruits and vegetables. The basic principles of the USDA's MyPlate will be studied.

Foods of the World (5425T)

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

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods

Students will explore the cuisines and cultures of Latin America and Asian countries. Influences of geography, climate, and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods.

Baking and Pastry Arts (5428)

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

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods

Students will explore advanced techniques of baking and pastry arts. Delicious breads, confections, pastries, cakes and cake decorating skills, cookies, and plated desserts will be made. Students will gain an understanding of ingredients and methods used to create these products.

Mediterranean Cuisine (5427) NOTE: This Course will not run in 24-25

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

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods

Students will explore the cuisines and cultures of European and Mediterranean countries. Influence of geography, climate, and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods.

Leadership in Cooking (5411)

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

Elective Semester Grades 10-12 A Level

This course would be open to students in grades 10 through 12 meeting every day while working collaboratively with their peers twice a cycle. Students under the direction of the teacher will serve as peer partners and experience collaboration across basic cooking, nutrition, and kitchen safety. Students will gain valuable experiences while working in a diverse setting that fosters leadership & teamwork in a safe and inclusive environment.

Interior Design (5430T)

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

Elective Semester Grades: 9-12 A Level Prerequisite: None

This course will expose students to the elements, principles, and goals of interior design, as well as concepts related to types of housing styles, and locations. In addition to gaining exposure to this career field, students will complete projects to demonstrate their understanding of concepts related to the course.

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: 10-12 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.

Health and Physical Education Department

Dr. Erica Pratt, Director

Phone: 508-841-8856 Email: epratt@shrewsbury.k12.ma.us

Health Education at SHS incorporates standards and content outlined in the MA Comprehensive Health Curriculum Frameworks and provides opportunities for all students to develop and demonstrate health-related knowledge, attitudes, and practices. Lessons integrate the physical, mental, emotional, and social dimensions of health. This instruction is part of a sequential program designed to reinforce knowledge & positive attitudes to contribute to optimum health and wellness. Physical education is an integral part of the total education of the student, contributing to the physical development of the individual through promotion and appreciation of physical fitness and activity. Lessons are developed as a planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. We recognize the unique opportunity physical education has to contribute to social and emotional development, opportunities for positive peer group interaction, good sportsmanship, and proper self-discipline and control.

Course Offerings:

Health 9: Wellness	Physical Education Level 1
Health 10: Healthy Living	Physical Education Level 2
Health 11: Lifelong Health	Foundations of Physical Education
Global Health	

Health 9: Wellness (9016T)

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

Required Semester Grade: 9 A Level Prerequisite: None

The Wellness course is a graduation requirement for all freshmen. Emphasis is placed on health-related skills of analyzing influences, interpersonal communication, and decision making. The core content includes: Mental/emotional health including anti-bullying, substance abuse prevention focusing on addiction and current drug trends, sexuality focusing on reproduction and contraception. This course meets for 3 days during the 7-day rotation.

Health 10: Healthy Living (9017T)

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

Required Semester Grade 10 Prerequisite: Health 9

The Healthy Living course is a graduation requirement for all sophomores. Emphasis is placed on health-related skills of analyzing influences, goal setting, advocacy, and self-management. The core content includes: CPR/AED and first aid training, nutrition including personal diet analysis and healthy choices, and anti-bullying. This course meets for 3 days during the 7-day rotation.

Health 11: Lifelong Health (9018TT)

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

Required Semester Grade: 11 A Level Prerequisite: Health 10

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

Required Year Grade(s): 11 and 12 A Level Prerequisite: PE Level 1
Physical Education Level 2 is a required course for 11th and 12th grade students and satisfies, in part, the physical education requirement for graduation. This course will allow students to progress through several lifetime, fitness and adventure content areas throughout the semester. This course meets for 3 days during the 7-day rotation.

Foundations of Physical Education (9118)

Elective Semester Grade(s): 11 and 12 Prerequisite: *Director's Approval*
This elective course may be taken to meet, in part, a student's minimal physical education requirement or as an additional elective course. Students under the direction of the Physical Education teaching staff, serve as peer partners in a unified physical education setting. Students have the opportunity to develop knowledge & skills that promote PE, wellness, sports & recreation activities for all abilities that can be incorporated into a physically active lifestyle. Students will gain valuable physical activity experiences while working in a diverse setting that fosters leadership & teamwork in an inclusive environment. Course meets 3 days during the 7-day rotation.

DRAFT

Technology, Media, & Business

Ms. Shawna Powers, Director

Phone: 508-841-8756 Email: smpowers@shrewsbury.k12.ma.us

The Technology, Media, & Business department provides students with opportunities to explore a variety of courses in technology, media, and business, some of which are directly related to specific careers. In each course, we work to encourage the development of each individual student to their fullest potential by providing students with opportunities to think critically, problem solve, create, and collaborate. We aim to help all students to become competent, responsible contributors to our society.

Within our course offerings, there are a few pathways that interested students may want to follow. For students with a strong interest in television and film production, we offer a series of courses: Introduction to Television Production & Film, TV Production & Film II, TV Production & Film III, Broadcast Journalism & TV Production for Morning Announcements, and Advanced Television & Film Production. For students with a strong interest in coding and computer science, we offer Web Design, Computer Science Principles, Computer Science A, and Cybersecurity. For students with a strong interest in Business, we offer Introduction to Business, Marketing, Personal Finance, and Accounting. Please note that some courses require a prerequisite.

Courses Available at Each Grade Level			
Grade 9	Grade 10	Grade 11	Grade 12
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)
Intro to TV Production & Film TV & Film II	Intro to TV Production & Film TV & Film II TV & Film III	Intro to TV Production & Film TV & Film II TV & Film III Broadcast Journalism & TV Production for Morning Announcements (FY) Advanced TV & Film (FY)	Intro to TV Production & Film TV & Film II TV & Film III Broadcast Journalism & TV Production for Morning Announcements (FY) Advanced TV & Film (FY)
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 TMB Internship

Course Offerings:

Intro to Television Production & Film (semester)	Television Production & Film II (semester)
Television Production & Film III (semester)	Advanced Television & Film Production (full year)
Broadcast Journalism & TV Production for Morning Announcements (full year)	Introduction to Business (semester)
Web Design (semester)	Personal Finance (semester)
PLTW Computer Science Principles (full year)	Marketing (semester)
PLTW Computer Science A (full year)	Accounting (semester)
PLTW Cybersecurity (full year)	TMB Internship (semester)

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.

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.

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.

Mathematics Department

Ms. Jean-Marie Johnson, Director

Phone: 508-841-8806 Email: jmjohnson@shrewsbury.k12.ma.us

An understanding of mathematics is vitally important to developing critical thinking and problem-solving skills and, therefore, students are encouraged to take a rigorous course of high school math. Algebra and Geometry are the foundation for all other mathematics studies, so it is important for students to work diligently to achieve a sound understanding of these subjects. Our program is designed to meet the diverse needs of the learners at SHS to provide all students with the opportunity for success. All of the math courses in our programs are college preparatory courses based on the standards set forth by the *Massachusetts Frameworks* and will ensure students an opportunity to be successful on statewide assessments. Senior electives include advanced placement courses in Calculus (AB and BC) and Statistics. Other electives for seniors include Mathematical Modeling Honors, Advanced Quantitative Reasoning (A-level & Honors), Calculus Honors, and Functions & Trigonometry. We also offer an enrichment opportunity in the Math Internship for advanced juniors and seniors to work as teacher assistants in underclassmen classes.

The SHS Mathematics Department curriculum connects the Standards for Mathematical Practice to the Standards for Mathematical Content as set by the Massachusetts Frameworks. Reading, writing & speaking in mathematical terms are important aspects of all courses. Students are taught to read mathematical explanations and are encouraged to communicate in mathematical terms, both orally and in writing, to justify & explain solutions. Problem-solving is the central focus and is discussed in real-world context. This involves posing and defining problems, considering different strategies and finding appropriate mathematical models that make sense in the situation. Skills are taught through applications and connections to other curriculum areas, as well as through the integration of mathematical topics. Technology is incorporated into all courses through the use of various software applications & graphing calculators. Our goal is to empower students to develop as practitioners of math through thinking, reasoning, persevering, collaborating, & making connections when solving problems.

Course Offerings:

Foundations of Algebra & Geometry I	PreCalculus
Algebra and Geometry I	PreCalculus Honors
Algebra and Geometry II	Research Methods & PreCalculus Honors
Algebra & Geometry IIB	Advanced Quantitative Reasoning
Algebra and Geometry II Honors	Advanced Quantitative Reasoning Honors
Research Methods and Algebra & Geometry II Honors	Calculus Honors
Advanced Math I	Advanced Placement Statistics
Advanced Math IB	Advanced Placement Calculus AB
Advanced Math I Honors	Advanced Placement Calculus BC
Research Methods and Advanced Math I Honors	Math Internship
Functions & Trigonometry	Mathematical Modeling Honors

Foundations of Algebra and Geometry I (2010T)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Teacher recommendation

This course will investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application-based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. Students who are successful in this course will be expected to enroll in Algebra & Geometry I in their next course. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Algebra and Geometry I (2010)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Teacher recommendation

This course will continue to investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application-based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Algebra and Geometry II (2011)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Past academic performance in Honors Algebra, Algebra I or Algebra & Geometry I and teacher recommendation.

This course is a continuation of the Algebra and Geometry I course. The units of study will include The Real Number System, Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability and Trigonometry. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended

because it is used extensively. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I.

Algebra and Geometry IIB (2011B)

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

Elective Full Year Grades: 10-12 B Level

Prerequisite: Past academic performance in Algebra or Algebra & Geometry I and teacher recommendation.

This course is a continuation of the Algebra and Geometry I course. The units of study will include The Real Number System, Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, Trigonometry. The students in this course will be a part of an Algebra and Geometry II class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Adv Math IB.

Algebra and Geometry II Honors (2032)

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Past academic performance in Honors Algebra, Algebra I or Algebra & Geometry I and teacher recommendation. A placement test may be used.

This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, and Trigonometry. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. The students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Research Methods and Algebra & Geometry II Honors (2035)

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

Elective Full Year Grade: 9 Honors

Prerequisite: Teacher recommendation. Must also be enrolled in Research Methods and Introductory Physics Honors or Research Methods and Biology Honors.

This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability and Trigonometry. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Biology. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Advanced Math I (2014)

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

Elective Full Year Grades: 10-12 A Level

Prerequisite: Algebra & Geometry I and II and teacher recommendation.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Advanced Math IB (2014B)

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

Elective Full Year Grades: 10-12 B Level

Prerequisite: Algebra & Geometry I and II or IIB and teacher recommendation.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. The students in this course will be a part of an Advanced Math I class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand

their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Advanced Math I Honors (2028)

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

Elective Full Year Grades: 10-12 Honors

Prerequisite: Past academic performance in Honors Algebra & Geometry II or Algebra & Geometry II and teacher recommendation. A placement test may be used

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. Graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Research Methods and Advanced Math I Honors (2031)

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

Elective Full Year Grades: 10-12 Honors

Prerequisite: Past academic performance in Honors Algebra & Geometry II and teacher recommendation. Must also be enrolled in Research Topics and Honors Chemistry. A placement test may be used.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of PreCalculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Chemistry. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. Graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Functions & Trigonometry (2036)

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

Elective Full Year Grades: 11-12 A Level

Prerequisite: Past academic performance in Algebra & Geometry II and Advanced Math I or Algebra & Geometry IIB and Advanced Math IB and teacher recommendation.

This course in higher-level mathematics will continue to explore multivariable models, formalization of the concept of functions, function notation, domain and range. Students will use linear, exponential, quadratic and other polynomial functions to model situations. Trigonometric and logarithmic models will also be studied. This course will prepare students for Pre-Calculus or college level mathematics courses. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

Research Methods & Pre-Calculus Honors (2045)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Past academic performance in Honors Advanced Math I or Advanced Math I and teacher recommendation. Must also be enrolled in Research Topics and Honors Chemistry. A placement test may be used.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

PreCalculus (2017T)

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

Elective Full Year Grades: 11-12 A Level

Prerequisite: Past academic performance in Advanced Math I, Honors Advanced Math I, or Advanced Math IB & Functions & Trigonometry and teacher recommendation.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. Focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, & trigonometric functions. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

PreCalculus Honors (2018TT)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Past academic performance in Algebra & Geometry II/Advanced Math I Honors, Advanced Math I Honors or Advanced Math I and teacher recommendation. A placement test may be used.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

Advanced Quantitative Reasoning (2037T)

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

Elective Full Year Grade: 12 A-level

Prerequisite: Advanced Math I and PreCalculus or Advanced Math I and Functions & Trigonometry and teacher recommendation.

This course offers a problem-based curriculum using a range of applied contexts while helping students develop college and career readiness skills such as collaborating, conducting research, and making presentations. We will build on, reinforce, and extend what students have learned in previous math courses, as well as cover a range of new mathematics topics, including probability, data science and statistical studies, finance, functions, and numerical analysis. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. The TI83 or TI84 graphing calculator is highly recommended.

Advanced Quantitative Reasoning Honors (2038T)

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

Elective Full Year Grade: 12 Honors

Prerequisite: PreCalculus or Pre-Calculus Honors and teacher recommendation.

This course offers a project-based curriculum using a range of applied contexts while helping students develop college and career readiness skills such as collaborating, conducting research, and making presentations. This course is for advanced seniors who are interested in exploring how to analyze, think critically about and reason with data. There are a lot of careers that students will study in college that require them to manage and make interpretations about data. This course will support students to make models, interpretations and predictions for problems that are relevant in a wide variety of applications. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. The TI83 or TI84 graphing calculator is highly recommended.

Calculus Honors (2021)

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

Elective Full Year Grade: 12 Honors

Prerequisite: Past academic performance in PreCalculus or PreCalculus Honors and teacher recommendation. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. This course is designed for advanced seniors who want to continue their studies along the Calculus pathway, but are not interested in taking an Advanced Placement Exam. The student must have a strong background in trigonometry, coordinates, graphs, lines, functions, and algebraic manipulations. Topics include: functions and limits, differentiation, applications of differentiation, integration, applications of the definite integral, logarithmic and exponential functions, inverse and hyperbolic functions, and techniques of integration. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively. Summer work to review prerequisite material may be assigned (recommended but not required).

Advanced Placement Statistics (2023)

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

Elective Full Year Grade: 11-12 Advanced Placement

Prerequisite: Past academic performance in Advanced Math I Honors, PreCalculus Honors or PreCalculus, strong teacher recommendation, successful completion of summer work.

This course will investigate the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major conceptual themes are: 1) Exploring Data: Interpreting and analyzing graphical displays and descriptive statistics, 2) Sampling & Experimentation: Planning and conducting observational studies and experiments, 3) Probability and Simulation: Exploring random phenomena, and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Summer work and an end-of-year project are required. Students are expected to take the AP exam in the spring. The focus throughout the year will be on preparation for the AP exam, with the goal of completing the curriculum with the rigor of a college level course. The TI-83/84 graphing calculator will be used extensively.

Advanced Placement Calculus AB (2022)

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

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Past academic performance in PreCalculus Honors, strong teacher recommendation, and successful completion of summer work. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year students must understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; limits; differentiation; integration; applications of each of these; definite integrals; and techniques of integration. A TI83 or TI84 graphing calculator is

required. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May.

Advanced Placement Calculus BC (2025)

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

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Past academic performance in PreCalculus Honors, strong teacher recommendation, and successful completion of summer work. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus BC should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year, students must understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; polar and parametric curves; limits; differentiation; integration; applications of each of these; definite integrals; basic and advanced techniques of integration; series. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

Mathematical Modeling Honors (2039)

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

Elective Full Year Grade: 12 Honors

Prerequisite: Completed or currently taking an AP Calculus course.

This course will introduce topics typically studied in undergraduate mathematics courses, such as Advanced Problem Solving, Number Theory and Linear Algebra. The course will be centered around problem-based learning where students will collaborate about and investigate topics through open-ended problem solving and computer simulations (using a software program such as Mathematica). Students will develop and use mathematical models to approach real-world problems across discipline areas. This course is meant for students who enjoy solving **challenging** mathematical problems and who are interested in learning strategies and background information for solving these problems. This course is for seniors who are currently enrolled in an AP Calculus course or for students who have already completed an AP Calculus course.

Math Internship (2026)

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

Elective Semester Grades: 10-12 A Level

Prerequisite: Past academic performance in Advanced Math I, Advanced Math I Honors, PreCalculus or PreCalculus Honors and strong teacher recommendation.

Students will be assigned by the department director to work in an underclassmen class as an assistant to the teacher in that class. Interns will assist in their assigned class by helping students as needed with their questions on class work. The teacher may ask interns to facilitate work with small groups of students or create study guides and review materials with or for students. The

intern may also assist students with the creation and organization of their notebooks and mathematics toolkits. Students who participate in this program will meet with their cooperating teacher and will complete monthly feedback forms. The grade for this class will be a pass/fail grade determined by attendance and the feedback forms completed by both the teacher and student.

Essential Math 9/10 (9902)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's critical thinking and reasoning skills to master a variety of concepts and independent life skills related to practical math applications. Students will demonstrate acquisition of skills by applying their knowledge to varied practical math and consumer math concepts including rational numbers, percents, decimals, and word problems. Important ideas are regularly reviewed and include Patterns of Change, Linear Models, Patterns in Data and Geometry.

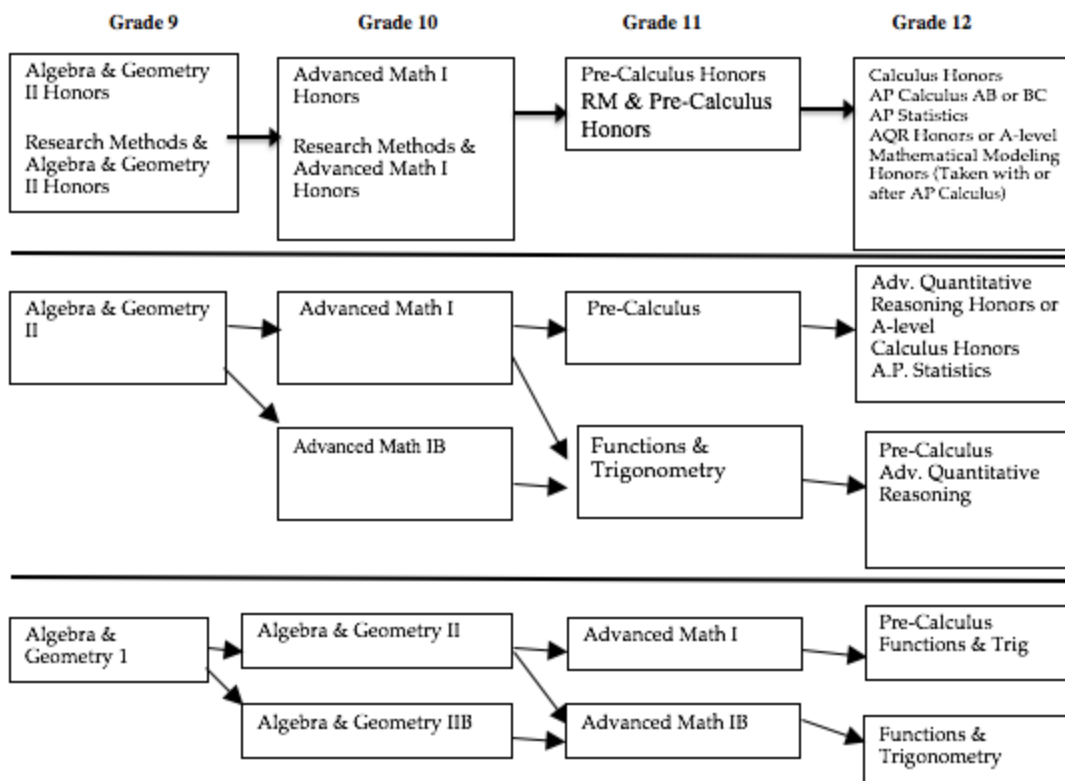
Essential Math 11/12 (9902)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's critical thinking and reasoning skills to master a variety of concepts and independent life skills related to practical math applications. Students will apply their knowledge to varied practical math and consumer math concepts including whole numbers, percents, decimals, and word problems. Students will be introduced and exposed to areas that include banking, budgeting, money application and salary, job exploration, career development, job attainment, basic skills needed on the job, and skills related to self-development and other necessary life skills.

Mathematics Course Offerings and Possible Sequences



Note : If a student is not achieving in the honors program, their teacher can recommend a move to the equivalent course in the A-level program **for the following year** and they can subsequently progress through the A-Level program. Alternately, if a student is excelling in the A-level program, their teacher can recommend a move to the equivalent course in the honors program **for the following year**, and they can subsequently progress through the honors program.

Performing Arts Department

Mr. Tom O'Toole, Director

Phone: 508-841-8826 Email: totoole@shrewsbury.k12.ma.us

The vision of the Shrewsbury High School Performing Arts Department is to instill in our students and community a life-long passion for the performing arts that promotes personal and professional artistic interests beyond high school graduation.

The mission of the Shrewsbury High School Performing Arts Department is to provide a creative curriculum with engaging, collaborative and inclusive opportunities that will inspire critical artistic thought and a personal passion for every student enrolled in a performing arts course.

Course Offerings:

Grade 9	Grade 10	Grade 11	Grade 12
* needs teacher/director approval (S) = Semester Course			
Performance Courses			
Freshman Choir Concert Band Concert Orchestra	Mixed Choir Mixed Choir Honors* Treble Choir* Chamber Choir* Concert Band Wind Ensemble* Jazz Band* Concert Orchestra Chamber Orchestra*	Mixed Choir Mixed Choir Honors* Treble Choir* Chamber Choir* Concert Band Wind Ensemble* Jazz Band* Concert Orchestra Chamber Orchestra*	Mixed Choir Mixed Choir Honors* Treble Choir* Chamber Choir* Concert Band Wind Ensemble* Jazz Band* Concert Orchestra Chamber Orchestra*
Non-Performance Courses			
World Drumming (S) Introduction to Guitar* (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Voice in Acting (S) Theatrical Design (S) Songwriting	World Drumming (S) Introduction to Guitar (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Theater Arts II (S) Voice in Acting (S) Theatrical Design (S) Songwriting Introduction to Piano (S)	World Drumming (S) Introduction to Guitar (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Theater Arts II (S) Voice in Acting (S) Theatrical Design (S) AP Music Theory* Introduction to Piano (S) Songwriting (S) Foundations of Music*(S)	World Drumming (S) Introduction to Guitar (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Theater Arts II (S) Voice in Acting (S) Theatrical Design (S) AP Music Theory* Introduction to Piano (S) Songwriting (S) Foundations of Music*(S)

Possible Four-Year Performing Arts Experience Examples. There are many more combinations.

Path	Grade 9	Grade 10	Grade 11	Grade 12
Ensembles	Recommended Ensemble (band, chorus or orchestra)	Recommended Ensemble	Recommended Ensemble, Semester Electives, AP Music	Recommended Ensemble, Semester Electives, AP Music
Theatre	Theatre Arts 1	Theater Arts 2	Theatrical Design	Voice in Acting
Non-Performing	World Drumming Intro to Guitar	Guitar Ensemble Tech. of Music Theory 1, Intro to Piano	History of Rock and Roll, Music Technology	AP Music Theory, Songwriting

Concert Orchestra (A-6000)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective

Full Year

Grades: 9-12

A Level

Prerequisite: This course is available for all students who have had experience with a middle school or high school orchestra or equivalent, private instruction, or by special permission of the instructor. Concert Orchestra is a performance course available for violinists, violists, cellists, and bassists. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as leadership qualities. String-specific skills such as bow management, shifting, vibrato, tone production will also be explored. Students in Concert Orchestra will rehearse and perform quality orchestra literature from a variety of genres. Concert Orchestra performs for school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

Chamber Orchestra Honors (H-6026)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective

Full Year

Grades: 10-12

Honors

Prerequisite: Placement by audition. A student must have taken Concert Orchestra to be eligible for Chamber Orchestra Honors, have had previous experience with a high school honors orchestra, or been given special permission from the instructor. Chamber Orchestra Honors is designed to develop a student's highest musical potential through performing advanced quality orchestra literature from a variety of genres. Students are selected for participation by audition held in the previous spring to ensure a well-balanced ensemble. Advanced concepts in ear training, theory, music literacy, musical terminology, music history, and leadership will be explored. Advanced string-specific skills such as bow management, shifting, vibrato, tone production will also be explored. The organization performs for school concerts throughout the year and often prepares for

other venues. Students are encouraged to audition for MMEA festivals. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Concert Band (6001)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 9-12 A Level Prerequisite:

This course is available for all students who have had experience with a middle school or high school band or equivalent, private instruction, or by special permission of the instructor.

Concert Band is a performance course available for percussionists, brass, and woodwind players. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as teaching leadership qualities. Students in Concert Band will rehearse and perform quality wind band literature. Students are encouraged to audition for MMEA Festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation. All students in the Concert Band and Wind Ensemble join together to create the SHS Pep Band. The Pep Band plays at all home football games (one excused absence is permitted), approximately eight home basketball games (two excused absences are permitted) plus the Spirit of Shrewsbury and Memorial Day parades. These are outstanding opportunities for the students to share their musicianship with the community.

Wind Ensemble Honors (6002)

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

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Concert Band to be eligible for Wind Ensemble Honors, have had previous experience with a high school honors band, or been given special permission from the instructor.

Honors Wind Ensemble is designed to develop a student's highest musical potential through performing advanced quality literature in the wind band repertoire. Students are selected for participation by audition held the previous spring to ensure a well-balanced ensemble. Advanced concepts in ear training, theory, music literacy, musical terminology and music history will be explored. The organization performs for school concerts throughout the year, and often prepares for other venues. Students are encouraged to audition for Central District and All-State Music Festivals. This course meets four days per cycle. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation. All students in the Concert Band and Wind Ensemble join together to create the SHS Pep Band. The Pep Band plays at all home football games (one excused absence is permitted), approximately eight home basketball games (two excused absences are permitted) plus the Spirit of Shrewsbury and Memorial Day parades. These are outstanding opportunities for the students to share their musicianship with the community.

Jazz Band Rhythm Section Honors (6003T)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective

Full Year

Grades: 10-12

Honors

Placement by audition. A student must have had previous experience with a jazz band or been given special permission from the instructor.

This section of Jazz Band Honors is for guitarists, pianists, bassists, vibraphonists, and jazz drummers only (all wind players should choose between Jazz Band Honors/Wind Ensemble Honors and Jazz Band Honors/Concert Band Honors). Students participating in Jazz Band will play the music of studio, dance, jazz and rock bands. Pop-ballads, Latin, jazz, and rock concert arrangements are rehearsed and performed. Activities include reading from sheet music, analyzing melodic lines, jazz rhythms and chord progressions, and improvisation. This is a course intended primarily for band members. Any interested guitar, bass and keyboard players must audition for the instructor prior to acceptance. All rhythm, (including percussion), are limited to two per instrument. The organization performs for school concerts throughout the year, and often prepares for other venues: Students are encouraged to audition for MMEA Festivals. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation. This course meets two days per cycle. *All content and requirements previously described for Honors Jazz Band and Honors Wind Ensemble apply.

Jazz Band Honors/Wind Ensemble Honors (6035)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective

Full Year

Grades: 10-12

Honors

Placement by audition. A student must have taken Concert Band to be eligible for Jazz Band Honors/Wind Ensemble Honors, have had previous experience with a high school honors band or jazz band, or been given special permission from the instructor.

This section of Jazz Band Honors/Wind Ensemble Honors is for wind players only (all rhythm section players should choose Jazz Band Rhythm Section Honors). Students participating in this accelerated course will rehearse and prepare quality literature for the full year, meeting 6 days per cycle. *All content and requirements previously described for Honors Jazz Band and Honors Wind Ensemble apply.

Jazz Band Honors/Concert Band Honors (6036)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective

Full Year

Grades: 10-12

Honors Placement by

audition. This course is available for all students who have had experience with a middle school or high school band and/or jazz band or equivalent, private instruction, or by special permission of the instructor. This section of Jazz Band Honors/Concert Band Honors is for wind players only (all rhythm section players should choose Jazz Band Rhythm Section Honors). Students participating in this accelerated course will rehearse and play quality literature for the full year, meeting 6 days per cycle. *All content and requirements previously described for Honors Jazz Band and Concert Band apply. Independent work will be monitored and assessed.

World Drumming (6055)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Semester Grade: 9-12 A Level

World drumming is the exploration of percussion instruments and traditions from a variety of cultures from around the world. This is a course where students use hands-on participation to communicate through percussion instruments, perform in drum circles, compose their own drum grooves and provide accompaniment for other arts. A majority of the activities will focus on the West African ensemble drumming, Caribbean drum ensembles and the songs that are sung along with the drumming. No drumming experience is required. Grading will be based on class performance, playing evaluations and written tests.

Introduction to Guitar (6038)

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

Elective Semester Grades: 9-12 A Level

Intro to Guitar is a one-semester designed to enhance students' appreciation for music through playing the guitar. The course will cover the basics of the instrument and an application of essential music theory fundamentals including music notation, chord symbols, and tablature. Students will study the role of the guitar in various genres including classical, blues, jazz, rock, and popular music.

Introduction to Piano (6099)

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

Elective Semester Grades: 10-12 A Level

Intro to Piano is a semester course designed for students who have little or no prior piano instruction and would like to learn how to play basic piano. The course will include familiarization with the keyboard, music notation and reading, basic elements of music theory/major scales, single-hand melodies, and chord accompaniment. Students will be working individually to master piano technique and perform basic solo pieces by the end of the semester.

Guitar Ensemble (6038T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Successful completion of Introduction to Guitar or with permission of the instructor through demonstrated proficiency in reading standard music notation. Guitar Ensemble is a continuation of the *Introduction to Guitar* course. The emphasis of this course will be on performance in various settings including large ensembles, quartets, trios, utilizing an expanded range of notes and rhythms. Students will also develop an understanding of basic concepts of music theory through composing and arranging projects. Students will need to have their own guitar for practice at home.

Freshman Choir (6004T)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grade: 9 A Level

This course is available for all freshmen who have a desire to sing. This class explores vocal techniques with an emphasis on breath control, diction, vowel placement, posture, and intonation.

Students in Freshmen Choir will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA music festivals. Performances are an integral component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

Mixed Choir (6005T)

Meets Expectation for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10 -12 A Level

Students are selected for participation by audition to ensure a well-balanced ensemble. Mixed Choir is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and SATB (Soprano, Alto Tenor and Bass voiced) literature. Students in Mixed Choir will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

Mixed Choir Honors (6059)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10 -12 Honors

Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. Students are selected for participation by audition to ensure a well-balanced ensemble. Mixed Choir Honors is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and SATB (Soprano, Alto Tenor and Bass voiced) literature, both accompanied and unaccompanied. Advanced concepts of tone, ear training, musicianship, and a cappella skills will be explored. Students in Mixed Choir Honors will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Treble Choir Honors (6037)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. Students are selected for participation by audition to ensure a well-balanced ensemble. Treble Choir Honors is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and treble voice literature. Advanced concepts of tone, ear training, musicianship, and a cappella skills will be explored. Students in Treble Choir Honors will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts

throughout the year, and often prepares for other venues. Students are encouraged to audition for MMEA festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Chamber Choir Honors (6006)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. Students are selected for participation by audition to ensure a well-balanced ensemble. Chamber Choir Honors is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and SATB (Soprano, Alto Tenor and Bass voiced) literature with divisi. Advanced concepts of tone, ear training, musicianship, and a cappella skills will be explored. Students in Chamber Choir Honors will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts. Students are encouraged to audition for MMEA festivals. This group performs for numerous community events and performances. School performances, outside performances, small group assessments, and classwork/assignments are an integral component of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Techniques of Music Theory I (6007)

Meets Expectations for Student Learning 1,2,6,7,8

Elective Semester Grades: 9-12 A Level

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

Techniques of Music Theory is designed to introduce and improve skills of rhythmic and melodic sight-reading, ear training, and solfege, (sight singing). Additionally, this course will introduce the tools and vocabulary necessary for composing and analyzing music, and students will be taught basic piano skills. Students will be exposed to the realm of electronic music and composition through the use of the computer and synthesizer at the MIDI (musical instrument digital interface) workstation. This is a valuable course for any student who wishes to continue studying music after high school.

Songwriting

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Prerequisite: None.

This course, for beginning songwriters, focuses on basic songwriting styles and techniques. Over the course of the semester different songwriting basic methods will be presented and students will be shown easy to understand methods to develop the necessary skills to compose well-crafted lyrics and music. Students will focus on melody and lyric structure as well as analyzing popular songs

from many different time periods. Students will work with the songwriting and recording features of Logic software to help realize their work. Students will complete song writing projects and will perform or arrange a performance of their songs.

Advanced Placement Music Theory (6042)

Meets Expectations for Student Learning 1,2,6,7,8

Elective Full Year Grades: 10-12 Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process, with students learning to accurately sing short melodies from printed music. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Students will also be able to write and analyze four-part vocal works in the style of the Common Practice period. Notational skills, speed, and fluency with basic materials are emphasized. Students are expected to take the Advanced Placement Exam in May.

History of Rock and Roll (6063T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: None

History of American Music: Rock and Roll is designed to explore one of our country's most powerful art forms. From its roots in blues, country, gospel, and R&B, Rock and Roll and its successor forms have touched all facets of our lives, private and public for over five decades. Rock and Roll is experienced not simply as a culture or sound, but also in cinematic and television culture, as well as literature, fashion, politics, dance, and more.

Music Technology (6008T)

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

Elective Semester Grades: 9-12 A Level

Music Technology is a fine arts-science course that will familiarize students with the principles and practices used in manipulating sound and music production. A variety of technology including the latest version of Apple's Logic Pro professional music production software, microphones, iPads, and MIDI controllers will be explored and utilized throughout the course. The process of mastering multi-tracked recordings will be developed, as will skills of sequencing and music composition through use of the MIDI workstation. Students will be exposed to editing, recording, mashups, and basic film scoring. Students will create an online portfolio of recorded works.

Theatre Arts I (6011)

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

Elective Semester Grades: 9-12 A Level

Theatre Arts is a one semester elective that is activity-based. Participants will learn basic performance skills incrementally, beginning with exercises in stage movement and improvisation. Although the exercise format continues through the semester, the focus shifts toward more formal acting skills. Character development and motivation are explored through small group scene study. This course culminates with a final one-act theatre presentation.

Theatre Arts II (6040)

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

Elective Semester Grades: 10-12 A Level

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

This course is for serious drama students, and is a continuation of Theatre Arts Level I. Greater academic challenge will be provided through a variety of practical activities and projects that will include styles of dramatic literature, styles of acting, playwriting, voice, movement, and stage directing. Students will also work on projects that investigate the nature & drama of social issues as they continue to advance their stage skills. Opportunities for public performance will be provided.

Voice in Acting (6056) NOT OFFERED IN 2024-25

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

Elective Semester Grades: 9-12 A Level

This class is an exploration of the student's voice. The main focus of the class is the learning of voice work as a preparation for performance (musical, theatrical, or class presentation) – a series of exercises designed to liberate the speaking voice from habitual psychophysical tension and develop vocal range, stamina, clarity, power and sensitivity to impulse. Work will include discovery of sound in the body, awareness and opening of the channel (jaw, tongue, and soft palate), exploration of resonance, vocal freedom and range, isolating and strengthening resonating chambers and articulation exercises. Group and individual exercises designed to stimulate and develop the imagination, physical and sensory awareness, creativity and capacity for ensemble work will be practiced as a basis for vocal presence. Text work will include a monologue from a published play, poetry or a published musical theatre solo.

Theatrical Design (6034T) NOT OFFERED IN 2024-25

Meets

Expectation for Student Learning 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Theatrical Design will explore the design process of a show including set design, lighting design, costume/make-up design. Students will learn how to read and analyze a play for specific design elements. Students will design for two classroom productions selected by the instructor. No prior theatre knowledge is needed to register for this course. Students will be introduced to professional resources in the theatrical field.

Foundations of Music (6066)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Semester Grade(s): 10- 12

This elective course would be open to students in grades 10 through 12 meeting every day while working collaboratively with their peers twice a cycle, while fulfilling the music requirement. This course is designed for students who enjoy exploring different musical concepts and techniques and creating music. Students under the direction of the teaching staff, serve as peer partners in a unified music education setting. All students will have the opportunity to prepare and explore educational, music-based lessons while fostering leadership, creativity, communication and collaboration in an inclusive setting. Previous music skill is not a requirement.

DRAFT

Science & Engineering Department

Mr. Dave Hruskoci, Director

Phone: 508-841-8836 Email: dhruskoci@shrewsbury.k12.ma.us

Science

In this academic area, students learn more than the basic knowledge about specific sciences; students learn the lifelong skill of approaching a problem in a scientific manner. In our technology-based society with its rapid rate of change, having a solid science background will be an essential asset for students to make informed decisions.

Using the *Massachusetts Science and Technology/Engineering High School Standards, Next Generation Standards, and Common Core Standards* as guides for teaching practices, the Science & Engineering Department: (1) Builds on students' curiosity and existing knowledge by modeling questioning along with making connections between the present science course and ideas carried over from earlier studies and experiences. (2) Expands the inquiry approach to laboratory investigations. Often, investigations are open-ended, allowing students to move in directions that develop as students generate questions and find ways to answer their own questions. (3) Develops habits of mind that emphasize respect for evidence, persistence, open-mindedness and awareness of the effects of our actions on the surroundings in which we live. (4) Integrates technology, science, mathematics and human affairs to investigate complex problems faced in today's world. (5) Emphasizes the applications of all areas of science to our students' lives.

Students in ninth grade will take a discipline-specific Massachusetts Comprehensive Assessment System (MCAS) exam based on their enrollment in either Introductory Physics or Biology. Passing a science MCAS exam is a graduation requirement of the Commonwealth of Massachusetts.

Full Year Core Courses	Enhanced Full Year Courses
Intro Physics – A Level	Environmental Science – A Level / Honors
Intro Physics – Honors Level	Human Anatomy & Physiology – Honors level
Biology – Lab Level	AP Biology
Biology – A Level	AP Chemistry
Biology – Honors Level	AP Environmental Science
Biology – Honors Level Research Methods	AP Physics 1
Chemistry – Lab Level	AP physics 2
Chemistry – A Level	
Chemistry - Honors level	Enhanced Semester Courses
Chemistry - Honors level Research Methods	
Physics – A Level	Astronomy - A level / Honors
Physics – Honors level	Oceanography - A level / Honors

Career Pathway

Focus: Bio-Medical Industry

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.

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

Introductory Physics (3011)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-10 A Level

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

Introductory Physics is a conceptual and mathematical study of fundamental physical laws that govern our universe. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the close association between science and technologies and integrate appropriate technology applications. This course is considered lab science.

Introductory Physics Honors (3012)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-10 Honors

Prerequisite: Algebra I or Algebra/Geometry I - Course placement is based on the teacher's recommendation and past academic performance.

This course is for students who are recommended for an Honors level science course in grade 9, but will not be concurrently enrolled in Honors Algebra & Geometry II (or a higher level math course). Honors Introductory Physics is a study of the fundamental physical laws that govern our universe, stressing both concept and mathematical interpretation. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed and applied. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the relationship between evidence and models, and integrate appropriate technology applications. Students are expected to complete additional

projects or conduct additional research that compliments their work in class. This course is considered a lab science.

Lab Biology (3018T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 B Level

Prerequisite: Introductory Physics and teacher recommendation.

This course is designed to give students an introduction to the most essential concepts related to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. Practical laboratory exercises following the scientific method will provide students with experiences in biological problem solving. These exercises are designed to reinforce the material taught & discussed in class. Course is considered a lab science.

Biology (3019)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Introductory Physics and teacher recommendation.

Biology is designed to give students an introduction to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. Practical laboratory exercises following the scientific method will provide the student with experiences in biological problem solving. These exercises are designed to reinforce the material taught and discussed in class. This course is considered a lab science.

Biology Honors (3020)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-11 Honors

For Grade 9 students: Co-requisite = Honors Algebra & Geometry II (or higher level math course), teacher recommendation and past academic performance. For grades 10-12 students: prerequisite = teacher recommendation and past academic performance. Honors Biology is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. Students will be expected to complete a significant amount of reading and writing assignments, as well as quantitative and qualitative analysis of laboratory work. Topics emphasized include ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. An independent or team research project will be completed. This course is considered a lab science.

Research Methods and Biology Honors (3058)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9 Honors

Co-requisite: Research Methods Honors Algebra and Geometry II. Course placement is based on the teacher's recommendation and past academic performance.

Students will be required to complete a year-long independent research project in the field of science and/or math under the guidance of their teachers. Students who sign up for this course

must also sign up for Research Methods & Honors Algebra and Geometry II. This course covers the same curriculum content as Honors Biology with an added emphasis on integrating concepts from Honors Algebra and Geometry II with scientific data developed in and out of the classroom. Note: this course meets for an extra period two days out of the 7-day cycle only during first semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

Lab Chemistry (3024)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 B Level

Prerequisite: Teacher recommendation.

This class is designed to give students an introduction to the most essential concepts related to the structure and composition of substances and the changes the substances undergo. Topics include properties of matter, atomic structure, bonding, reactions, basic stoichiometry, gases, solutions, and acids and bases. Emphasis is placed on experimentation, use of scientific method and applications of chemistry to the world. Daily assignments and activities engage students in the application of chemistry, making attendance imperative.

Chemistry (3025)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 A Level

Prerequisite: A level Algebra & Geometry II (or higher) and Teacher recommendation.

Chemistry is the science dealing with the structure and composition of substances and the mechanisms by which changes in composition occur. Topics include properties of matter, atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, and selected topics in equilibrium, kinetics, thermochemistry, and electrochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the applications of chemistry to the world. Daily assignments and activities engage students in the applications of chemistry. This course is considered a lab science.

Chemistry Honors (3026)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 Honors

For grade 10 students: prerequisite = Honors Algebra/Geometry II or co-enrollment in Honors Advanced Math 1 (or higher), and teacher recommendation. For grade 11-12 students: Prerequisite = Honors Adv. Math 1 or co-enrollment in Honors Pre-Calc (or higher).

Honors Chemistry is designed to prepare students for AP Chemistry. This course addresses the structure and composition of substances and the mechanisms by which changes in composition occur. Content focuses on similar topics as those addressed in A level Chemistry, but coverage is in greater depth, and at a faster pace compared to the A level course. Topics include properties of matter, atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, equilibrium, kinetics, thermochemistry, and electrochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the

applications of chemistry to the world. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is a lab science.

Research Methods and Chemistry Honors (3038)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-11 Honors

Co-requisite: Research Methods Honors Advanced Math 1, and teacher recommendation.

Students will be required to complete a yearlong research project in the fields of science, engineering or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Advanced Math I. This course covers the same content as Honors Chemistry. Note: this course meets for an extra period two days out of the 7-day cycle only during 1st semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

Physics (3015)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: A level Advanced Math I and teacher recommendation.

Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Students considering a career in any scientific field will benefit from having physics at the high school level prior to encountering it for the first time in college. Topics include forces and motion, energy and momentum, waves, light and sound, and electricity. This course includes training in reasoning, as well as instruction in the concepts of physics. There will be project-based experiences as well as traditional laboratory work requiring both traditional methods and computer-assisted data acquisition and analysis techniques. This course is considered a lab science.

Physics Honors (3016)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Honors Advanced Math I

Honors Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Areas covered in this course are: vectors vs. scalars, graphical analysis of motion, mechanics: kinematics and dynamics, conservation of momentum, conservation of energy, circular motion, the universal law of gravitation, planetary motion, waves: light and sound, electrostatics, basic DC electricity, and magnetism. An inquiry approach is taken with laboratory work. Laboratory experiences will include traditional and computer-assisted data acquisition and analysis techniques. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is considered a lab science.

Environmental Science (A-3041F, H-3048F)

Meets Expectations for Student Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Biology and Chemistry and teacher recommendation.

In this course students study the connection between the human population and the use of the Earth's resources. Topics include fresh water sources and pollution, air quality and climate change, land use and agriculture, renewable and non-renewable resources, waste, recycling and governmental policy (both domestic and internationally). Students will participate in and complete selected research projects and laboratory investigations that require a basic understanding of chemistry (the periodic table and reactions) and ecology (biomes and diversity). Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. This course is considered a lab science.

Human Anatomy and Physiology Honors (3022T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Honors Biology and Chemistry (A level or Honors) and teacher recommendation.

This is a rigorous course for students interested in any healthcare field, scientific research or biology in general. Learning experiences are designed to explore the anatomy (structure) and physiology (function) of each of the systems in the human body, as well as topics such as nutrition and exercise as they relate to physiology. The laboratory component of this course includes a significant amount of animal dissection in order to model the anatomy of the human body. These dissections are important as they provide hands-on learning experiences that allow students to practice the skill of applying content to the real world. Students who may be uncomfortable with the graphic nature of studying organ tissues up close should strongly consider whether or not this is an appropriate course selection. This course is considered a lab science.

Advanced Placement Physics 1 (3071)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 12 Advanced Placement

Prerequisite: Honors Physics or any AP Science (Bio, Chem, Environmental). And Honors Pre-Calculus, And teacher recommendation.

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, sound and an introduction to electric circuits. See <http://apcentral.collegeboard.com> for more information. Students need to be proficient with algebra and trigonometry for this course. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to take the AP Physics 1 version of the Advanced Placement Exam in May. A summer assignment is required. This course is considered a lab science.

Advanced Placement Physics C (3017T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Honors Physics or any AP Science (Bio, Chem, Environmental). Co-requisite: AP Calculus BC or higher. And teacher recommendation

This course in mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Topics include: kinematics, Newton's laws, work, energy, power, systems of particles and linear momentum, rotation, oscillations, and gravitation. Students are expected to take the AP Physics C - Mechanics version of the Advanced Placement Exam in May. Course is considered a Lab science.

Advanced Placement Biology (3021)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Biology and Honors Chemistry and teacher recommendation.

This course is designed to be the equivalent of a first year college biology course given to science majors (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. Using a college textbook, the course is a fast-paced and in-depth study of the fundamentals of biology and focuses on the requirements established by the College Board. A minimum of eight inquiry-based laboratory experiments will be completed during the year. Each lab involves considerable analysis of data. Summer reading and/or a special project are required. Students are expected to take the Advanced Placement Exam in May. This course is an excellent review for material on the SAT II. This course is considered a lab science.

Advanced Placement Chemistry (3027)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Chemistry and Honors Advanced Math 1 (or higher math course), teacher recommendation and past academic performance.

Advanced Placement Chemistry is designed to be the equivalent of a rigorous college general chemistry course and focuses on the requirements established by the College Board (See <http://apcentral.collegeboard.com>). Emphasis will be on the quantitative reasoning and problem-solving skills necessary to explain chemical phenomena and enable predictions. Topics include: solution and gas stoichiometry, modern atomic theory, chemical bonding, colligative properties, chemical kinetics, thermochemistry and thermodynamics, chemical equilibrium, reaction prediction and electrochemistry. Laboratory work largely focuses on structured, guided and open inquiry-based experiments. AP Students will be expected to write explanations to non-quantitative questions based on their developed knowledge of chemical principles, and to conduct mathematical manipulations in preparation for the AP Chemistry exam given in May. Summer work and/or a special project may be required. The course can be taken in either the

junior or senior year. Students are expected to take the Advanced Placement Exam in May. Note: this course meets for an extra period two-days out of a 7-day cycle. This course is considered a lab science.

Advanced Placement Environmental Science (3030)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Biology and Chemistry and teacher recommendation.

This course is designed to be the equivalent of a one semester, introductory college course in environmental science. (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. The course is a fast-paced and in-depth study of Environmental Science and focuses on the requirements established by the College Board. Topics include: Earth systems and resources, the living world, populations, land & water use, energy resources & consumption, pollution, and global changes. This course includes field lab investigations. Summer work and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. This course is considered a lab science.

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.

Oceanography (A-3068, H-3070)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grades: 11-12 A Level or Honors

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

In this course students explore the physical and biological features of Earth's oceans. Topics include the ecology of various aquatic ecosystems, ocean chemistry, tidal mechanics, marine life, threats to our oceans, and conservation of the oceans. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. This course is considered a semester lab science.

Astronomy (A-3013T, H-3049)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grades: 11-12 A Level or Honors

A level Prerequisite: Teacher recommendation.

Honors level Prerequisite: Functions and Trig. or Pre-Calculus and teacher recommendation

In this course students study the structure of our solar system, galaxy and the universe. Students research the various contributions that ancient civilizations have made to the field of astronomy and how increased technology throughout history has helped our knowledge and understanding of the origins and structures of planets, stars, galaxies and the universe. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. Honors students are also required to

attend 2 evening observations at the high school and complete 1 long-term independent observation experiment per quarter. This course is considered a semester lab science.

Foundations of Biology (3075)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to provide students with a two-year study of the MA State Frameworks Biology Curriculum. The course is designed to give students an introduction to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity. Students recommended to take this course in 9th grade will advance to Lab Biology in grade 10.

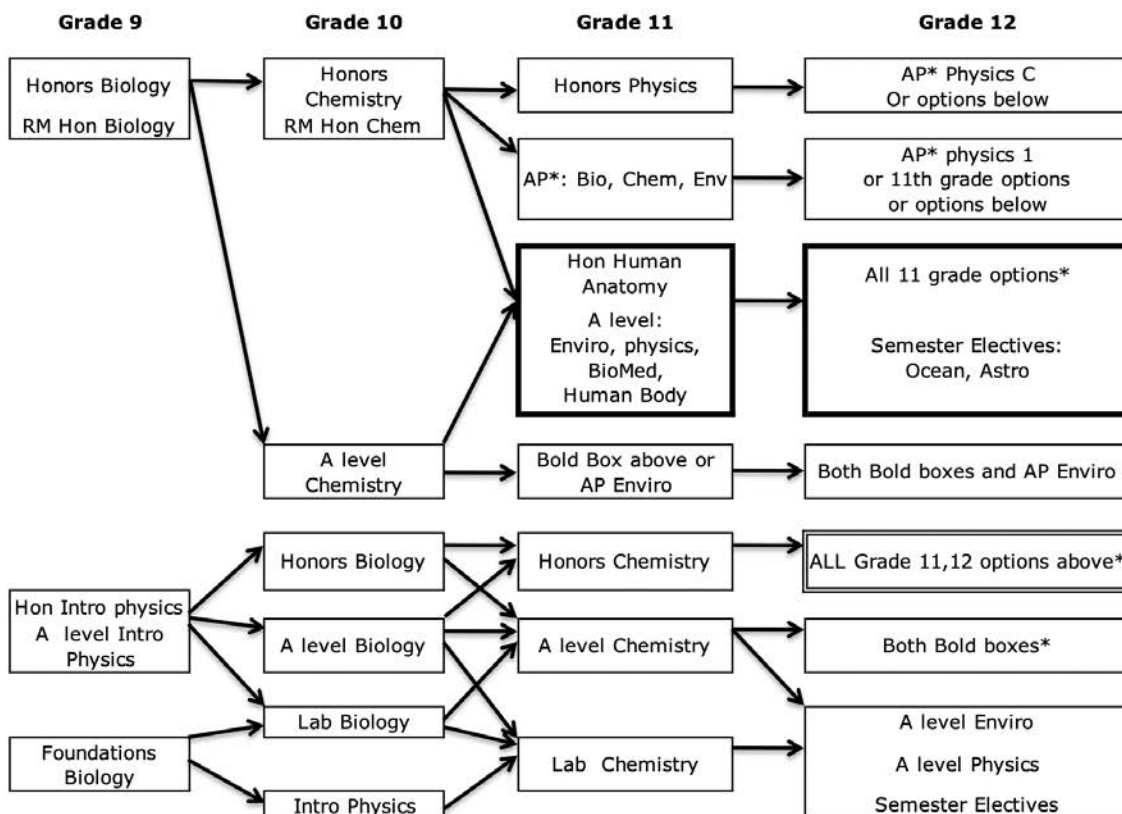
Exploration of Science Concepts 11/12 (9926) NOT OFFERED IN 2024-25

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to develop a student's appreciation and understanding of the study of life. Through one-on-one, small group, and discussion-based instruction, the class will explore concepts in the areas of physical, biological and chemical sciences (e.g. cellular structure and function, molecular genetics, heredity, taxonomy, and evolution) through application of concepts to everyday life experiences.

Science Course Offerings and the Most Common Sequences



* Please refer to specific course Descriptions for pre-requisite and co-requisite information

Engineering

Students in engineering classes learn how technology draws from science and mathematics to fashion products that solve practical problems encountered in our lives. Whether the student is learning about established practices or developing new technological processes, the engineering protocol plays an important role. This protocol includes:

- Identifying a need that can be addressed by technological inventions or innovations.
- Using mathematical and scientific background along with creativity to fashion solutions that address the need.
- Visualizing solutions in graphical form in two and three dimensions.
- Building prototypes to test and redesign based on the outcome of preliminary testing results.
- Making engineering presentations of the solution.
- Considering the societal impacts and tradeoffs of the new technology.

The varied course selections offered in Engineering provide all students with opportunities to explore technology, solve problems, develop effective and safe work habits, gain an appreciation for the engineering design process, work cooperatively with others and apply knowledge in a practical

manner. Four important areas of Engineering are emphasized: 1) communication, 2) design 3)/manufacturing and 4) power/energy/transportation.

The Engineering department offers three courses from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, and exploration of, the field of engineering.

Course Offerings:

Introduction to Engineering Design (IED)
Principles of Engineering, Honors (POE)
Computer Integrated Manufacturing, Honors (CIM)

**Career Pathway
Focus: Manufacturing**

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.

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

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.

Social Sciences Department

Ms. Jennifer DiFrancesca, Director

Phone: 508-841-8823 Email: jdifrancesca@shrewsbury.k12.ma.us

The Social Sciences are rooted in a diverse but common heritage, and together they offer insights into the nature and causes of political affairs, social and economic patterns, and human behavior. Critical inquiry about man, society, and history generates a broad awareness and deeper understanding of the human experience. The social sciences encourage students to develop an interdisciplinary perspective of the world around them through the study of history, literature, economics, society, philosophy, and psychology.

In all of the courses offered by the SHS Social Sciences Department, students are provided with challenging and diverse learning opportunities, which encourage them to explore their role in and relationship to their local community, country and the world. Students also examine issues of individualism, socio-economic class, race, nationalism and globalization. In addition, students will develop their ability to research effectively, think critically and to express their ideas in written, visual and oral formats. Our goal as Social Science teachers is to empower students to be active, capable and caring contributors to the world in which they live.

World Civilizations, United States History I and United States History II are aligned with the content, Standards of Practice and Guiding Principles outlined in the *Massachusetts History and Social Science Frameworks*. The elective courses offered by the Social Sciences Department are also aligned with the Standards of Practice and Guiding Principles of the *Massachusetts History and Social Science Frameworks*.

Course Offerings:

World Civilizations	American Government
U.S. History I	Economics
U.S. History II	Law
U.S. History II: American Studies	Local & Global Studies
Advanced Placement United States History	Pop Culture
Advanced Placement Comparative Government & Politics	Psychology
Advanced Placement Human Geography	Sociology
Advanced Placement Psychology	Sports in America
Social Science Internship	World Religions
	The World at War

World Civilizations (4019)

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

Required Full Year Grade: 9 A Level

In the first semester, students will investigate world history from 1500 until 1900 through the following units of study: World Religions, Power & Wealth, Revolution, Nationalism, Industrialization, and Imperialism. The second semester will include an examination of world events from the 1900s through the late 20th century through the following units of study: the Great War and its aftermath, Rise of Facism and World War II, the Cold War, and the Global Age. Politics and diplomacy will be studied as well as the social, economic, religious, scientific and technological factors that have shaped world history. Students will develop skills in working with primary sources, research, discussion, reading, and writing. Throughout the year, students will connect their learning to current events. Assessment strategies will include written and oral presentations, objective questions, open-response questions, and research projects.

U.S. History I (A-4036, Honors-4018)

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

Required Full Year Grade: 10 A Level or Honors

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

This is the first year of a two-year course in American history. Following a chronological approach, the course will begin with Native American societies and conclude with the Gilded Age. Students will study the causes and consequences of the American Revolution, as well as the development of the U.S. Constitution. Other units of study will include Federal vs. State power, Economic & Social Change, Civil War, Reconstruction, and the West. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. Honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills working with primary sources, research, discussion, reading, and writing. Throughout the year, all students will connect their learning to current events. Assessment strategies for all students will include written and oral presentations, objective questions, open-response questions, and research projects.

Essential History 9/10 (9906)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to align with the curriculum of US History I. The goal of this class is to teach students the fundamentals needed in order to be successful in a social sciences class. In this course, students cover the topics of the American Revolution, as well as the development of the Constitution. Other topics of study include the reform movements of the 1800's, Westward Expansion, the Civil War, and Reconstruction. The pace and focus on skills will be adapted to meet the specific needs of each student.

U.S. History II (A-4021T, Honors-4017T)

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

Required Full Year Grade: 11 A Level or Honors

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

This is the second year of a two-year course in American history. Following a chronological approach, the course will begin with the Progressive Era and conclude with America in the 21st century. Units of study will include US foreign policy, the 1920s and 1930s, the World War II Era, Cold War Abroad, Rebellion & Reaction including the Civil Rights Movement and Modern America. During the second semester of the course, students will engage in the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. Honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills working with primary sources, research, discussion, reading, and writing. Throughout the year, all students will connect their learning to current events. Assessment strategies for all students will include written and oral reports, objective questions, open-response questions, and research projects questions.

U.S. History II: American Studies (A-4034, Honors-4035)

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

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation.

American Studies includes the core content of eleventh grade English and U. S. History II, but focuses on the relationship between the two by studying them together in an environment that emphasizes collaborative and independent learning. Classes are scheduled during consecutive periods, providing flexibility in grouping and allowing for some common assessments. Students will examine themes such as gender roles, racial identity, and war as well as technological and social developments. During the second semester of the course, students will engage in the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education. Throughout the year, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. *Students who register for this course must also register for English 11: American Studies at the same level.*

Essential History 11/12 (9906)

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

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to align with the curriculum of US History II. In this class, students cover the topics of The Second Industrial Revolution, World War 1, The Great Depression, World War II, and The Vietnam

War. The pace and focus on skills will be adapted to meet the specific needs of each student.

Advanced Placement United States History (4013)

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

Elective Full Year Grade: 11 Advanced Placement

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

AP US History is designed to provide students with the analytical skills and factual knowledge necessary to deal with issues in United States history from the age of discovery to the present. It is also designed to prepare students for college by making demands upon them equivalent to those made by full-year introductory college courses. Solid reasoning and writing skills, along with a willingness to devote considerable time to studying, are necessary to succeed. A variety of approaches will be used to analyze American politics, society, economics, and history. Students will use a college-level textbook, read extensive primary and secondary sources, and demonstrate their ability to learn independently. This course meets the College Board's expectations for an AP US History course. This course fulfills the US History II requirement for eleventh graders and will include the Civics Action Project identified by the Massachusetts Department of Elementary & Secondary Education. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

American Government (A-4039, Honors-4041)

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

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an understanding of the structure, purpose, principles, and practices of American government at the local, state and national levels. Students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at different levels through current issues, class discussions, and guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats

Economics (A-4026, Honors-4071)

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

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an introduction to economics. Students will examine topics such as scarcity, supply and demand, market structures, the role of government, personal finance, and the role of financial institutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained

independent research and analysis outside of class and present their findings in written, visual and oral formats.

Law (A-4094AT, Honors-4094HT)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will introduce students to the United States justice system through an examination of Constitutional, civil and criminal law. Students will gain a deeper understanding of the law through an examination of case studies, current issues, participation in mock trials as well as discussions with guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Local & Global Studies (A-4031T, Honors-4073T)

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

Elective Full Year or Semester Grades: 10-12 A Level or Honors

This course will provide students opportunities to explore their role in as well as issues facing local, national and global communities. Some topics students will research and propose action steps for are the experiences of indigenous peoples, the process of urbanization, the impact of climate change as well as issues related to poverty and inequality. As part of their learning, students will engage with StoryCorps, the UNSDG, elected officials, as well as the Beal History Wall. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning, especially student choice and a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Pop Culture (A-4093A, Honors-4093H)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to examine how popular culture has both shaped and been shaped by American politics, economics, society and technology in the 20th and 21st centuries. Students will also examine the role of individuals, including themselves, as creators and consumers of pop culture, including TV, movies, fashion, comics, art, and music. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Psychology (A-4011, Honors-4023)

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

Elective Semester Grades: 12 A Level or Honors

Students who have taken a semester of Psychology are not eligible to take AP Psychology.

Psychology students will explore human behavior and the mind including social psychology, adolescence, methods of research, consciousness, learning, neuroscience, personality, abnormal behavior and therapy. Classes will include a combination of discussions, lectures, films, and presentations. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Sociology (A-4010, Honors-4069)

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

Elective Semester Grades: 11-12 A Level or Honors

Students will explore human society in a variety of ways. This will involve the investigation of social institutions as well as social group dynamics and organization. Sociological research will be used throughout the course to conduct surveys, interviews, and studies. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Sports in America (A-4042A, Honors-4042H)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to do an in-depth analysis of the role of sports in America including the evolution of sports and how they have both reflected and responded to developments in United States history. Students will also investigate the psychology of sports including leadership, team dynamics, and individual competition. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

World Religions (A-4060, Honors-4061)

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

Elective Semester Grades: 10-12 A Level or Honors

Students will explore the history, structure, beliefs, and traditions of a variety of religions including but not limited to Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism, and Shintoism. Throughout the semester, students will be expected to demonstrate growth as critical

thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

The World at War (A-4087, Honors-4091)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to investigate the causes, courses, and consequences of military conflicts from World War I to the present. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze not only the events of the wars but also on the governments, economies, and societies that created and were created by these conflicts. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Advanced Placement Comparative Government & Politics (4102)

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

Elective Full Year Grade: 12 Advanced Placement

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

AP Comparative Government & Politics will introduce students to the diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence based arguments. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

Advanced Placement Human Geography (4072)

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

Elective Full Year Grade: 12 Advanced Placement

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

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will investigate geographic concepts, population trends,

cultural patterns and processes, political organization of spaces, agricultural and rural land use, industrialization and economic development, cities, and urban land use. Throughout the course, students will develop and refine their ability to understand how cultural landscapes and regions emerge; use maps and other spatial data to pose and solve problems; identify and analyze the local, regional, national and global factors that influence a phenomena; and understand the ways in which events and processes operating in one place influence those operating at other places. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

Advanced Placement Psychology (4012)

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

Elective Full Year Grade: 12 Advanced Placement

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

AP Psychology is the equivalent of a college introductory psychology course. It will explore human behavior and the mind by addressing such questions as: "What makes us who we are? What are the biological bases of behavior? How do we learn? What are sensation and perception? What is adolescence? What is mental illness and how is it treated? What motivates people?" Classes will include a combination of discussions, lectures, films, and presentations. A variety of theories will be examined including Freud, Skinner, Piaget, and Kagan. Students will develop a better understanding of themselves and the forces acting upon them, as well as improve their critical thinking and writing skills. This course meets the College Board's expectations for an AP Psychology course. The reading, writing, and discussions are aligned with those of a college Psychology course. Students will read extensively in a college level textbook and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

Social Science Internship (4030)

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

Elective Semester Grades: 11-12 A Level

Prerequisites: Teacher Recommendation and director approval

Students will be assigned by the department director to work in a World Civilizations or US History I class as an assistant to the teacher in that class. Interns will help students with class work, including projects, in-class activities and other assignments. Interns will be expected to facilitate work with small groups of students or create study guides and review materials with or for students. Interns will also assist students with the organization of their notebooks, test preparation, projects and long-term planning. Students who participate in this program will meet with their cooperating teacher and/or the director on a weekly basis. Interns will also complete a written reflection at the end of each quarter. The grade for this class will be a pass/fail grade and determined by attendance, written reflections, weekly meetings and contributions to the class.

Visual Arts Department

Ms. Pamela LeBlanc, Director

Phone: 508-841-8841 Email: pleblanc@shrewsbury.k12.ma.us

The Visual Arts Program provides students with the opportunity to work with a wide variety of materials in order to develop their skills, perceptions, and creativity. Each course is designed to introduce or master skills from earlier training, as well as to develop a knowledge base of various artists and art movements. Some courses require a prerequisite. Students looking to take the Studio I and Digital Studio Art courses are required to take one *semester of Art Intro or Creative Sketchbooks*. All Studio level courses provide students with concepts and skills to build a portfolio for college.

For the serious art student, we recommend following the 4-year Art Experience track.

	Grade 9	Grade 10	Grade 11	Grade 12
4-year Art Experience	* Art Intro (semester) ~ OR ~ *Creative Sketchbooks Studio I (Semester 2)	Studio I (Semester) In addition to Studio I, students could take Digital Studio Art <i>We encourage other art electives opportunities.</i>	Studio II (Full Year)	AP Studio Art: Drawing
Semester and Full Year offerings	Art Intro Studio I (Semester 2) Ceramics I Ceramics II Character Design and Intro to Animation (New) Creative Sketchbooks Digital Art & Design Digital Studio Art (New) Mixed Media Sculpture & Installation	Art Intro Studio I Ceramics I Ceramics II Ceramics III Character Design and Intro to Animation (New) Creative Sketchbooks Darkroom Photography II Digital Art & Design Digital Studio Art (New) Mixed Media Sculpture & Installation Traditional & Digital Photography	Art Intro Studio I Studio II (FY) Ceramics I Ceramics II Ceramics III Character Design and Intro to Animation (New) Creative Sketchbooks Darkroom Photography II Digital Art & Design Digital Studio Art (New) Mixed Media Sculpture & Installation Traditional & Digital Photography	Art Intro Studio I Studio II AP Drawing Ceramics I Ceramics II Ceramics III Character Design and Intro to Animation (New) Creative Sketchbooks Darkroom Photography II Digital Art & Design Digital Studio Art (New) Mixed Media Sculpture & Installation Traditional & Digital Photography

All courses offered in the Visual Arts Department incorporate standards-based instruction and learning that meet the Massachusetts Creative Arts Curriculum Frameworks. "Learning in, about and through the arts develops each learner's capacity to make meaning from experience, to respond, creatively and to contribute to society."

Course Offerings:

Art Intro	Creative Sketchbooks	Sculpture & Installation
Ceramics I	Darkroom Photography II *	Studio I *
Ceramics II *	Digital Art & Design	Studio II: Honors Portfolio *
Ceramics III *	Digital Studio Art *	AP Drawing *
Character Design and Intro to Animation	Mixed Media	Traditional & Digital Photography

*Are courses that require a prerequisite

Art Intro (6500)

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

Elective Semester Grades: 9-12 A Level

Maybe you are intimidated by drawing and/or painting or maybe you are looking to improve your drawing/painting skills. Either way, Art Intro is for you! In this course you will cover the basics with step by step instruction, understand the importance of observing and studying, drafting and revising, while exploring a variety of art materials. End result, students will understand how to create the illusion of three-dimensional imagery through shading, color and perspective. This is the prerequisite course for *Studio I*.

Ceramics I (6506)

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

Elective Semester Grades: 9-12 A Level

Come explore the world of clay in Ceramics I! This is an introductory class which goes over the basics of working with clay and glaze, handbuilding techniques and how to use the potter's wheel. Some of the projects created will include tiles, slab boxes, teapots and functional objects such as bowls and cups. Whether you are new to clay or have been to Claytime, *Ceramics I* will get you feeling confident about making and glazing clay objects. *A materials fee may be assessed.*

Ceramics II (6528T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Ceramics I *Teacher signature required

Ceramics II builds on the knowledge you gain in Ceramics I, improves your clay skills and pushes the boundaries with your ideas. Some of the projects include both wheel thrown and handbuilt components, creating sculptures from clay forms made on the wheel and working on expanding your glazing and design skills. If you like Ceramics II & Sculpture why not try Ceramics III where you can spend more time on independent work.

Ceramics III (6529)

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

Elective Semester Grades: 10-12 A Level

Prerequisite: Ceramics II *Teacher signature required

Did Ceramics I and II inspire you to want more clay? In Ceramics III we explore creating large handbuilt ceramic sculptures and expand our wheel working skills. Students work independently researching and developing their projects, drafting ideas and creating mock-up designs. Attention to detail and pushing your limits will be required.

Character Design and Intro to Animation (#)

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

Elective Semester Grades: 9-12 A Level

Do you want to learn more about character design and animation? In this class, students will focus on the pre-production process, designing characters, creatures, environments, props, and illustrations/paintings. Skills learned in this course are foundational still-image practices used for future animation processes. **In this course, students will not be creating animations using movement and/or film.

Creative Sketchbooks (6518T)

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

Elective Semester Grades: 9-12 A Level

Do you like to doodle, journal, and draw? Do you want to explore new materials? Then this is a class for you! This class is a mix of abstract and realistic projects done in a sketchbook, using all kinds of materials, such as drawing, painting, and collaging. Projects will be quicker and more experimental however, students will still learn the foundational drawing techniques and understand the importance of observation. While most projects stay within the sketchbook, some projects may expand beyond. This is the prerequisite course for *Studio I*.

Darkroom Photography II (6535)

Meets Expectations for Student Learning: 1,3,4,6,7,8,9

Elective Semester Grades: 10-12 A Level

Prerequisite: Traditional & Digital Photography *Teacher signature required

Do you love to take photos and want to learn even more about film photography? This class will expand on your use of the 35mm film camera. Students will be using the darkroom to create traditional black and white prints and will be experimenting with a variety of techniques to enhance images. Students will shoot a variety of subjects including portraits, landscapes, still life, candid, close-ups and will work towards developing a cohesive body of work in their own distinct style. Students will continue to learn about composition and the history of photography.

Digital Art & Design (6504T)

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

Elective Semester Grades: 9-12 A Level

Do you love technology? Would you like to learn how to use Adobe Photoshop and get your art requirement at the same time? No need for any prior drawing experience. This is an art course that uses technology as a medium. Students learn the basics of Adobe Photoshop while learning artistic concepts. Students in Digital Art & Design learn about famous artists, art techniques, as well as

basic layout and design. Some of the lessons are modeled after artists like Andy Warhol, Picasso or Ben Heine. Adobe Photoshop does more than manipulate photos, it is also a program with drawing, painting and typographic capabilities.

Digital Studio Art (#)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Art Intro or Creative Sketchbooks *Teacher signature required

Do you enjoy drawing on your iPad? Do you want to learn more about digital drawing capabilities? There is an increased use of digital art at both the college and professional industry level. This course will introduce students to the program Procreate where they will utilize various brushes and techniques within the program to create unique designs that mimic real world art materials to create digital illustrations. Students will use both the iPad and an Apple Pencil for creating.

Mixed Media (6524)

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

Elective Semester Grades: 9-12 A Level

Do you feel intimidated when it comes to a traditional art class? Do you want to try working more experimentally? Take risks, try new techniques and embrace the happy accidents! In Mixed Media you will use traditional drawing, painting and printmaking materials in combination with collage & assemblage methods, allowing you to experiment & explore the process of creating a finished piece.

Sculpture & Installation (6533)

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

Elective Semester Grade: 9-12 A Level

Do you like working with your hands and using tools? Do you like art that doesn't just hang on the wall? Sculpture and installation will explore a variety of mediums including plaster, wire, wood, cardboard and found objects. We explore relief sculpture, free standing work, planning out installations and how to display works. Students will work independently and collaboratively with peers to produce work.

Studio I (6511T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Art Intro or Creative Sketchbooks *Teacher signature required

Are you looking to delve a little deeper with materials and techniques? Are you looking to start building a portfolio? Studio I is the course for that! During the semester, students will continue to build on concepts and skills, while being challenged to think more independently and creatively.

Studio II: Honors (6516)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Studio I *Teacher signature required

Looking to build a portfolio? Studio II is where you want to be. This class explores a variety of media and subject matter in drawing and painting that will be looked for when applying to college.

Artists will create works that are both guided and open-ended, showing one's individual style, creativity and self-expression.

Advanced Placement Art/Drawing (6514T)

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

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Studio II and portfolio assessment by faculty and director. Summer assignments required. *Teacher signature required.

This class is for the serious art student who can work independently with some guidance from the instructor to refine and apply skills and ideas to produce high quality art. The AP portfolio will contain 15 pieces of art that demonstrate investigation, experimentation and revision. Students will also submit typed responses to prompts, providing information about the process for which they created their work. Students are to complete the summer work and keep up with the pace and deadlines of the course to successfully complete the AP Drawing Exam in May.

A materials fee may be applied for portfolio preparation.

Traditional & Digital Photography (6507TT)

Meets Expectations for Student Learning: 1,3,4,6,7,8,9

Elective Semester Grades: 10-12 A Level

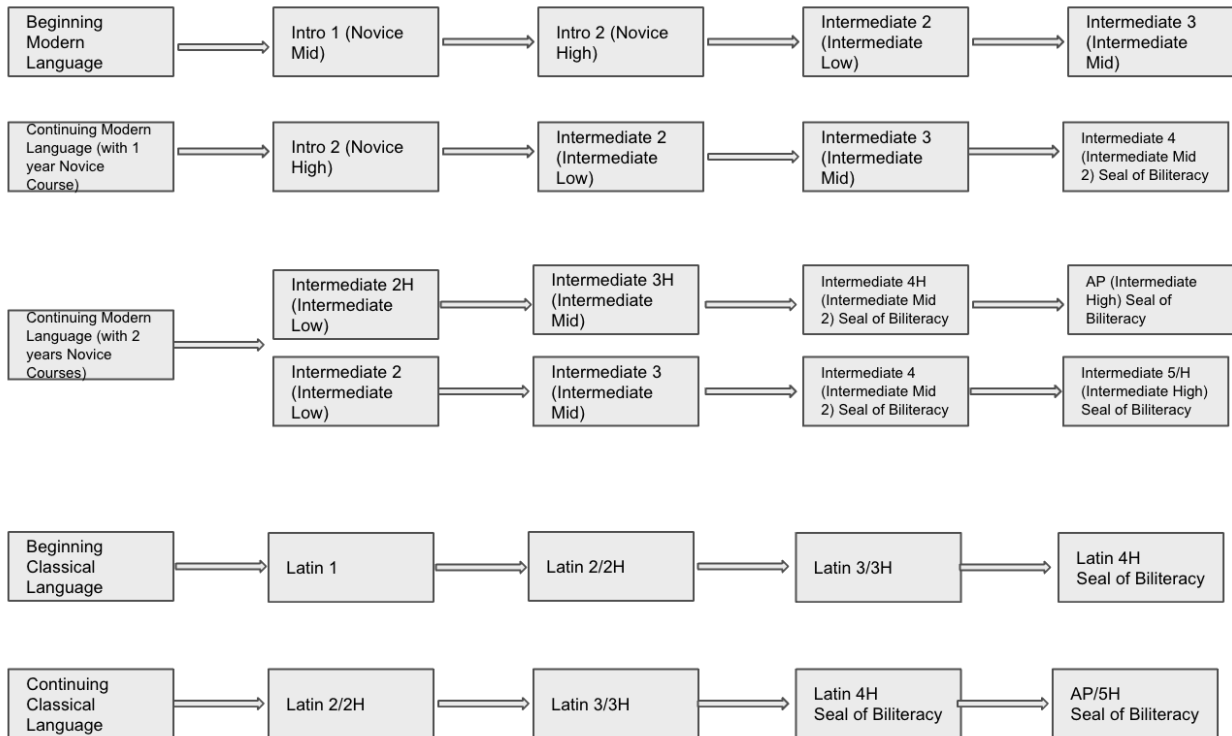
Do you love to take photos and want to learn more about photography? This class covers the ins and outs of using both digital and 35mm film cameras. Students will be using a darkroom to print traditional black and white prints as well as learning Adobe Photoshop and Adobe Lightroom to manipulate and enhance their photos. Students will be spending an equal amount of time in the darkroom and the computer lab. Students shoot a variety of subjects including portraits, landscapes, still life, candid, close-ups and experiment with their film negatives and computer files to create captivating images. We learn about composition, using a tripod and the history of photography.

World Languages Department

Mr. Kenneth A. Almeida, Director

Phone: 508-841-8838 Email: kalmeida@shrewsbury.k12.ma.us

The World Language Program at Shrewsbury High School believes that all students are capable of learning a language. Our goals are to move students along the proficiency ladder in Modern Languages, and for our Classical Languages, students will be provided with the skills to interpret and develop an understanding and appreciation of Latin Literature while learning how Latin connects to Modern English.



Course Offerings:

Introductory French 1	Heritage Portuguese 1
Introductory French 2	Heritage Portuguese 2/2H
Intermediate French 2	Heritage Portuguese 3/3H
Intermediate French 2 Honors	Heritage Portuguese 4/4H
Intermediate French 3	Latin 1
Intermediate French 3 Honors	Latin 2
Intermediate French 4	Latin 2 Honors
Intermediate French 4 Honors	Latin 3
Intermediate French 5	Latin 3 Honors
Intermediate French 5 Honors	Latin 4 Honors
Advanced Placement French	Advanced Placement Latin: Vergil and Caesar/Latin 5 Honors
Introductory Spanish 1	Introductory Mandarin Chinese 1
Heritage Spanish 1	Intermediate Mandarin Chinese 2
Heritage Spanish 2/2H	Intermediate Mandarin Chinese 2 Honors
Introductory Spanish 2	Intermediate Mandarin Chinese 3
Intermediate Spanish 3	Intermediate Mandarin Chinese 3 Honors
Intermediate Spanish 3 Honors	Intermediate Mandarin Chinese 4
Intermediate Spanish 3	Intermediate Mandarin Chinese 4 Honors
Intermediate Spanish 3 Honors	Intermediate Mandarin Chinese 5
Intermediate Spanish 4	Intermediate Mandarin Chinese 5 Honors
Intermediate Spanish 4 Honors	Advanced Placement Mandarin Chinese
Intermediate Spanish 5	Introduction to Linguistics 1
Intermediate Spanish 5 Honors	Introduction to Linguistics 2
Advanced Placement Spanish	

Introductory French 1 (8010T)

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

Elective Full Year Grades: 9-12 A Level

The target for this course is Novice Mid. Students will begin to develop proficiency as they study the themes of welcoming, personal interests, school life, family and weekend life. The course will be taught 50-75% in the target language.

Introductory French 2 (8011TT)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Introductory French 1 or Prior Course at Novice Level

The target for this course is Novice High. This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of French. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The target for this course is novice high. The Course will be taught 50-75% of the target language.

Intermediate French 2 (8012T)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Successful completion of Introductory 2 or equivalent novice course and teacher recommendation.

The target for the course is Intermediate Low. Students will continue to hone listening, speaking, writing and reading skills. Culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be conducted 90% in the target language.

Intermediate French 2 Honors (8045T)

Meets

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Demonstrated some Intermediate language skills at the novice level and teacher recommendation.

The target for the course is Intermediate Low. Students will continue to develop the skills of speaking, listening, writing and reading. Students will be expected to focus on grammar accuracy while meeting the appropriate proficiency targets. Culture is woven into the curriculum via readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be taught 90% in the target language.

Intermediate French 3 (8013T)

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

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Intermediate 2 language skills and teacher recommendation.

The target for the course is beginning level Intermediate Mid. Students will be exploring topics outside of their personal lives and honing on communication skills using those themes. The ability to narrate and manipulate various time frames will be practiced. This course will be taught 90% in the target language.

Intermediate French 3 Honors (8015T)

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

Elective Full Year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate 2 Honors language skills and The target for the course is beginning level Intermediate Mid. This course will prepare students to approach the advanced low ACTFL proficiency benchmark by the use of historical and contemporary themes This course is conducted primarily in French and is intended for students who wish to pursue AP French. The class will be conducted entirely in the target language.

Intermediate French 4(8014T)

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

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Intermediate 3 language skills and teacher recommendation.

The target for this class is Intermediate Mid. This course begins to push students towards the ACTFL Intermediate High proficiency level as more sophisticated expressions are learned. Students will continue to improve upon listening comprehension and oral expression, and they will hone their reading skills. This course will be conducted 90% in the target language.

Intermediate French 4 Honors (8016T)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate 3 language skills and teacher recommendation.

The target for this course is intermediate mid. This course is intended for those students who are preparing for entry into Advanced Placement French the following year. Emphasis is placed on developing accuracy in both oral and written expression with more complex and finite grammar. Students will read authentic literature including 'Le Petit Prince.' Students will begin learning the skills required for success on the AP French language and culture exam offered by College Board. This course is conducted entirely in the target language.

Intermediate French 5 (8017T)

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

Elective Full Year Grade: 12 A Level

Prerequisite: Demonstrated competency with Intermediate 4 language skills and teacher recommendation.

The target for this course is Intermediate High. This course is intended for those advanced students who enjoy learning French and wish to continue to practice their oral and written skills. It is primarily a literature and culture course with a review of all grammar. Contemporary literature and short readings will be read and discussed. The cultural focus will be on French-speaking countries around the globe. This course will be conducted entirely in the target language.

Intermediate French V Honors (8044T)

Meets expectations for Student Learning: 1, 2,3,4,7

Elective Full Year Grade 12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate IV language skills and teacher recommendation.

The target for this course is Intermediate High. This course is designed for honors students who wish to continue the study of French but opt not to take the French AP exam. Students will continue to practice their oral and written skills. Emphasis in this course is placed on accuracy in both oral and written expression, as more complex grammar is introduced. Contemporary literature and short readings will be read and discussed in seminar style. The cultural focus will be on French-speaking countries around the globe. The class is conducted entirely in French.

Advanced Placement French (8018)

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

Elective Full Year Grades: 11 -12 Advanced Placement

Prerequisite: Demonstrated excellence in Intermediate 4 Honors level and strong teacher recommendation.

This course is intended for students who have attained a high degree of proficiency in French and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. This course is designed to provide students with a communicative ability in the French language. The course objectives are to develop the ability to understand spoken French in various contexts, and to develop French vocabulary sufficient for reading newspapers and magazine articles, literary texts and other non-technical writings without dependence on a dictionary. Students will also develop the ability to express themselves in French, both orally and in writing, with reasonable fluency, coherence, and accuracy. Students are expected to take the Advanced Placement Exam in May. This course is conducted entirely in French.

Heritage Spanish 1 (8069)

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

Elective Full Year Grades: 9-12 A Level or Honors

Prerequisite: Placement test.

This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will focus on contemporary issues in the US and Hispanic worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Spanish.

Heritage Spanish 2/2Honors (8072/8072T)

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

Elective Full Year Grades: 10-12 A Level or Honors

Prerequisite: Successful completion of Heritage Spanish 1. This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will explore literature, history, and art through a Hispanic lens. Students will be assessed on points of view in spoken and written Spanish.

Introductory Spanish 1 (8020T)

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

Elective Full Year Grades: 9-12 A Level

The target for this course is Novice Mid. Students will begin to develop proficiency as they study the themes of welcoming, personal interests, school life, family and weekend life. The course will be taught 50-75% in the target language.

Introductory Spanish 2 (8025T)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Introductory Spanish 1 or Prior Course at Novice Level and teacher recommendation. The target for this course is novice high. This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of Spanish. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The Course will be taught 50-75% of the target language.

Intermediate Spanish 2 (8022T)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Successful completion of Introductory 2 or equivalent novice course and teacher recommendation.

The target for this course is Intermediate Low. Students will continue to hone listening, speaking, writing and reading skills. Hispanic culture is woven into the curriculum via readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be taught 90% in target language.

Intermediate Spanish 2 Honors (8046T)

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Exceeding all academic expectations in Novice Level course and teacher recommendation

The target for this course is Intermediate Low. Students will continue to develop the skills of speaking, listening, writing and reading. Students will be expected to focus on grammar accuracy while meeting the appropriate proficiency targets. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. This course will be taught 90% in the target language.

Intermediate Spanish 3 (8023T)

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

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Intermediate 2 language skills and teacher recommendation.

The target for this course is beginning level Intermediate Mid. Students will be exploring topics outside of their personal lives and honing on communication skills using those themes. The ability to narrate and manipulate various time frames will be practiced. This course will be taught 90% in the target language.

Intermediate Spanish 3 Honors (8026T)

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

Elective Full Year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate 2 language skills and teacher recommendation.

The target for the course is beginning Intermediate Mid. This course will prepare students to approach the advanced low ACTFL proficiency benchmark by the use of historical and contemporary themes. This course is conducted primarily in Spanish and is intended for students who wish to pursue AP Spanish. The target for the course is intermediate mid. The class will be conducted entirely in the target language.

Intermediate Spanish 4 (8024T)

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

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Intermediate 3 language skills and teacher recommendation.

The target for this class is intermediate mid. This course begins to push students towards the ACTFL Intermediate High proficiency level. Advanced grammatical structures will be presented through real world and cultural topics. Students will communicate perspectives in art, health, immigration and folktales. This class is conducted 90% in the target language.

Intermediate Spanish 4 Honors (8027T)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate Honors Level 3 language skills and teacher recommendation.

The target for this class is Intermediate Mid. This course is designed for those students who enjoy speaking, writing, listening and reading in Spanish and are preparing for entry into Advanced Placement Spanish. Emphasis is on the use of proper grammar, but instruction is through active language. Students will engage in conversations, presentations, readings, aural/listening activities and writing assignments that are generated from personal and current themes. Authentic literature and visual materials are used to teach cultural, historical and current events which are also included to enhance the curriculum. The class is taught entirely in the target language.

Intermediate Spanish 5 (8038T)

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

Elective Full Year Grade: 12 A Level

Prerequisite: Demonstrated competency with Intermediate Level 4 language skills and teacher recommendation.

This course is intended for those advanced students who enjoy learning Spanish and wish to continue to practice their oral and written skills. This course reviews grammar and incorporates authentic literature and culture from the Hispanic world. Written and speaking assignments will focus on themes from the readings as well as on personal topics and current issues. The culture and the history of Spain will be explored with projects related to aspects of Spanish life. Class discussions, oral presentations, and conversations will improve speaking proficiency in the target language. The target for this class is intermediate high. The class is conducted entirely in the target language.

Intermediate Spanish 5 Honors (8028T)

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

Elective Full Year Grades: 12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate Level 4 language skills and teacher recommendation.

The target for this class is intermediate high. This course is designed for advanced students who wish to continue the study of Spanish but opt not to take the Spanish AP exam. Authentic literature is used including short stories, short novels, plays, and poetry. Films and videos that parallel the curriculum are shown. The cultural focus is on Spanish-speaking countries and includes music, dance and current news events. This class is conducted entirely in the target language.

Advanced Placement Spanish Language and Culture (8029)

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

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Intermediate Honors 4 level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of proficiency in Spanish and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. The goal of the course is to prepare the student for the Spanish AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing and speaking are emphasized (interpersonal and presentational), especially the directed and the open-ended question. Students hone listening and speaking skills through repeated practice in the form of dialogues, interviews, and directed questions. Interpretive reading is also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Spanish.

Heritage Portuguese 1 (8070)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Placement test.

This course is designed specifically for students whose home language is Portuguese but need to develop literacy skills and grammatical knowledge of the Portuguese Language. The course will focus on contemporary issues in the US and Lusophone worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Portuguese.

Heritage Portuguese 2/2 Honors (8071/8071T)

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

Elective Full Year Grades: 10-12 A Level or Honors

Prerequisite: Successful completion of Heritage Portuguese I or demonstrated literacy and writing skills via Placement Exam. This course is designed specifically for students whose first language is Portuguese or who are bilingual. The course will explore literature, history, and art through a Lusophone lens. Students will be assessed on points of view in spoken and written Portuguese.

Heritage Portuguese 3/3 Honors (8074/8074T)

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

Elective Full Year Grades: 10-12 A Level or Honors

Prerequisite: Successful completion of Heritage Portuguese II. This course is a continuation of the Heritage Portuguese sequence. Students will explore the different text types in literature from a cultural perspective. Emphasis will be placed on interpretation and analysis of literary works.

Heritage Portuguese 4/ Honors (8075/8075T)

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

Elective Full Year Grades: 10-12 A Level or Honors

Prerequisite: Successful completion of Heritage Portuguese III. This course is a continuation of the Heritage Portuguese sequence. Students will examine some classical Portuguese and Brazilian literature as well as the history of Brazil and how that history is reflected in the literature.

Latin 1 (8039)

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

Elective Full Year Grades: 9-12 A Level

Latin 1 is a beginning course with emphasis on pronunciation, vocabulary, grammar, and reading skills. Emphasis is also placed on Roman life and culture, the permanent value of the Latin language, and the social values of the classical period. The study of English derivatives from Latin roots will increase the student's working vocabulary. A deeper understanding of English grammar is a logical outcome of this course.

Latin 2 (8031)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Demonstrated competency with Level 1 language skills and teacher recommendation. The content of Latin 2 has been selected and arranged in such a way as to further the student's grasp of linguistic concepts and cultural phenomena of ancient Rome. After a review of the vocabulary, forms, and grammar constructions from Latin I, students study significant cultural

practices of the Romans and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

Latin 2 Honors (8034)

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

Elective: Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level 1 language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin 2 at a faster pace. After a review of the vocabulary, forms and grammar constructions from Latin 1, students study significant events in Roman history and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. Honors students also will have additional independent or collaborative assignments. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

Latin 3 (8041)

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

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Level 2 language skills and teacher recommendation.

This course provides adapted readings from classical literature as well as more complex grammar patterns. Students will read selections from authors of the first century B.C.E., including Cicero and Petronius, with special emphasis on the historical prose of Caesar

Latin 3 Honors (8032)

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

Elective: Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level 2 language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin 3 at a faster pace. Students will hone reading and writing skills through more challenging translations, oral presentations, and collaborative projects. Literature selections emphasize prose from authors of the first century B.C.E.

Latin 4 Honors (8033)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Level 3 Honors language skills and teacher recommendation.

The focus of this course will be on learning to read, translate and critique Latin poetry. Works of Ovid and Catullus will be studied along with an introduction to the "Aeneid" of Vergil. By the end of the year, students will have an understanding of Latin poetry, both "Elegiac and Epic" and will have been exposed to the 'golden age' of Latin poetry.

Advanced Placement Latin: Vergil and Caesar (8042)

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

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Honors 4 level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of mastery in translating Latin literature. The goal is to prepare the student for the Advanced Placement Latin Vergil and Caesar exam by emphasizing the literal translation of Latin epic poetry and prose. In addition, a major emphasis will be placed on analyzing, discussing and writing critical essays on Latin poetry and Caesar's *De Bello Gallico*. Fundamentals of Latin grammar will be reviewed in conjunction with a thorough exploration of the history of the Early Empire. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement exam in May.

Introductory Mandarin Chinese 1 (8050T)

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

Elective Full year Grades: 9-12 A Level

The target for this course is Novice Mid. Students will begin to develop proficiency as they study the themes of welcoming, personal interests, school life, family and weekend life. The course will be taught 50-75% in the target language.

Intermediate Mandarin Chinese 2(8051T)

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

Elective Full year Grades: 9-12 A Level

Prerequisite: Demonstrated competency with Level 1 language skills and teacher recommendation. The target of this course is Intermediate Low. This course is a continuation of the middle school program of Mandarin Chinese. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese 2 Honors (8060T)

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

Elective Full year Grades: 9-12 Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

The target of this course is Intermediate Low. This course is a continuation of the middle school program and is designed to mirror the curriculum of Mandarin Chinese 2 at a faster pace. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. Additional assignments and projects will be required. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese 3 (8053T)

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

Elective Full year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Level 2 language skills and teacher recommendation. The target of this course is beginning Intermediate Mid. This course is designed for those students who have demonstrated an interest in the language and have acquired communicative competency with the fundamental skills. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese 3 Honors (8054T)

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

Elective Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level 2 language skills and teacher recommendation.

The target of this course is beginning Intermediate Mid. This course is designed to further prepare the student for real-life interactions using the Chinese language. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. Students are strongly encouraged to speak Chinese in the classroom as much as possible when dealing with each other or with the teacher. Additional assignments and projects will be required. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese 4 (8055T)

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

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Level III language skills and teacher recommendation.

The target of this course is Intermediate Mid. This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations and acquire further tools for self-expression. This course will be taught entirely in the target language.

Intermediate Mandarin Chinese 4 Honors (8056T)

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Level III language skills and teacher recommendation.

The target of this course is Intermediate Mid. This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations. Additional assignments and projects will be required. This course will be taught entirely in the target language.

Intermediate Mandarin Chinese 5 (8057T)

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

Elective Full Year Grade 12 A Level

Prerequisite: Demonstrated competency with Level 4 language skills and teacher recommendation.

The target of this course is Intermediate High. This course is intended for those students who wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. This course will be taught entirely in the target language.

Intermediate Mandarin Chinese 5 Honors (8059T)

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

Elective Full Year Grade 12 Honors

Prerequisite: Demonstrated advanced competency with Level 4 language skills and teacher recommendation.

The target of this course is Intermediate High. This course is intended for those students who have achieved a high degree of proficiency in Mandarin Chinese and wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. Additional assignments and projects will be required. This course will be taught entirely in the target language.

Advanced Placement Mandarin Chinese Language and Culture (8066)

Meets

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

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of proficiency in Mandarin Chinese and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. The goal of the course is to prepare the student for the Mandarin Chinese AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing are emphasized, especially the directed and the open-ended question. Weekly journals and critical writing pieces are included. Students hone listening and speaking skills through repeated practice in the form of dialogues, skits, interviews, and directed questions. Picture sequences are also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Mandarin Chinese.

Introduction to Linguistics 1 (8068)

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

Elective Full year Grades: 9-12 A Level

Prerequisite: Director approval. This course will explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address each branch of linguistics: phonology, morphology, syntax, and semantics. Students will gain and demonstrate knowledge of the precepts of each of these disciplines, read and explore the relevant body of research in each

field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.

Introduction to Linguistics 2 (8073)

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

Elective Full year Grades: 10-12 A Level

Prerequisite: Successful completion of Introduction to Linguistics 1 and teacher recommendation. This course will continue to explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address further aspects of linguistics, particularly morphosyntax, syntax, and semantics. Students will gain and demonstrate knowledge in each of these disciplines, read and explore the relevant body of research in each field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.

DRAFT



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **01/10/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations
A. Grant Funding Acceptance: Vote

MEETING DATE: 01/10/24

BACKGROUND INFORMATION:

At the September 6 and December 20 meetings the School Committee voted to accept state and federal grants. On December 21 the district was awarded a \$10,000 Project Lead The Way (PLTW) Engineering Grant to assist with the expansion of student access to PLTW engineering coursework in partnership with Lockheed Martin. These funds will be used in the development of the Innovation Career Pathways programming.

Mr. Girardi will be available to answer questions at the meeting and recommends that the Committee vote to accept the grant.

ACTION RECOMMENDED:

That the Committee vote to accept the Project Lead The Way Engineering Fiscal Year 2024 Grant for \$10,000 as presented and use such funds for their intended purpose.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Christian Girardi, Assistant Superintendent for Finance & Operations



Shrewsbury Public Schools

Christian Girardi

Assistant Superintendent for Finance and Operations

January 10, 2024

To: School Committee

Subj: RECOMMENDATION TO ACCEPT ADDITIONAL FY24 GRANT

Background

Federal and state entitlement grants are an important source of funding for our school operations. Entitlement grants are established and allocated at the state and federal level. Entitlement grants are noncompetitive and are awarded automatically on the basis of defined formulas that differ by grant. The School Committee voted to accept state and federal grants at the September 6 and December 20 meetings. This report provides information about one additional grant received on December 21, 2023 for School Committee consideration and vote to accept.

Project Lead The Way Engineering Grant- \$10,000

The Project Lead The Way (PLTW) Engineering Grant is to assist with the expansion of student access to Project Lead The Way engineering, in partnership with Lockheed Martin.

Recommendation

In closing, grant funds play an important role in the overall financing of public education in Shrewsbury. Each grant comes with a specific purpose, compliance and reporting requirements, and accountability for use of the funds. It is recommended that the School Committee vote to accept the funds using the following motion:

“I move that the Committee vote to accept the Project Lead The Way Engineering Fiscal Year 2024 grant as presented and use such funds for their intended purpose.”

Manage Grant

Shrewsbury High School

PLTW Engineering (9-12)

In Partnership with: Lockheed Martin

Grant Recipient ID: GR-1223015646

December 2023- May 2025

Grant ID: GR-1223015646

Account Name: Shrewsbury High School

Award Date: 12-21-2023

Grant Allocation Amount: \$10,000.00

Grant Period Start Date: 12-21-2023

Grant Period End Date: 05-31-2025

Grant Requirements:

The purpose of this grant is to assist the grantee's expansion of student access to the PLTW Engineering program, in partnership with Lockheed Martin. Grantee must use their grant funds to expand their existing PLTW Engineering program. Example expansion activities include but are not limited to adding an additional PLTW Engineering course not previously offered, and/or adding additional class periods of an existing PLTW Engineering courses previously offered, and/or training additional teachers in PLTW Engineering courses for the 2024-2025 academic year. Grantee must complete one year of grant reporting.

Allowable Expenses:

PLTW Participation Fee; Required computers and/or tablets; Program required equipment and supplies; Equipment and supplies listed as Optional; PLTW Core Training and the following related expenses incurred: travel, room, and board

Unallowable Expenses:

Benefits; Meals; Infrastructure; Renovations; Indirect Costs; Training Cancellation Fees; Training Substitution Fees; Trainings where there was a no-show; Trainings where a credential was not earned; Salaries; Stipends for use during PLTW Core Training; Stipends unrelated to PLTW Core Training; Any other expenses not specified as allowable

Reporting Requirements:

Grantees receiving a PLTW grant are required to submit an Annual Grant Report and Annual Grant Financial Report by April 15 for each year of the grant period. Grantees must also assist PLTW in collecting annual teacher and student surveys. Surveys will be administered by PLTW and are intended to inform PLTW's continual improvement efforts and to share outcomes with funding supporters of the grant program.

Pending Tasks

2023

[Sign & Complete Grant Agreement](#)

Due Date: January 20, 2024

[Upload a W-9](#)

Due Date: February 04,
2024

2025

[Complete Annual Grant Financial Report](#)

Due Date: April 15, 2025

[Complete Annual Grant Report](#)

Due Date: April 15, 2025

The grant agreement was sent using DocuSign, which PLTW uses to collect electronically signed grant agreements.

Below are details to help Dave Hruskoci locate the grant agreement for signature:

To Whom: Dave Hruskoci

Day and Time Sent: 12/21/2023 12:54:36

From: itcrm@pltw.org

Subject Line: FOR REVIEW: Project Lead The Way Documents

These messages may sometimes end up in a spam/junk/clutter folder. If Dave Hruskoci still cannot locate the grant agreement after searching through email, please contact us at grants@pltw.org

DocuSign signing directions

1. Open the email with a request to digitally sign your document.
2. Click the link to review and sign.
3. Agree to electronic signing at the top of the document.
4. Click each sign tag and follow the instructions to add your electronic signature where required to sign or initial.
5. Adopt a signature to save your signature information.
6. Confirm your signature by clicking FINISH
7. Download and save a copy of your agreement somewhere safe for future reference.

Should someone else sign instead of : Dave Hruskoci

Dave Hruskoci can reassign to another party by:

1. Open the DocuSign email
2. Clicking on "Review Document"
3. Select "Other Actions" in the top menu
4. Select "Assign to Someone Else"
5. Enter the new signer's email address, name, and a reason for changing the signing responsibility.
6. When you're finished, select ASSIGN TO SOMEONE ELSE.

NOTE: Clicking on this task does not trigger the agreement to be sent or resent. If you require support for this task, please contact us at grants@pltw.org

FY24 updated grants for SC- 1.10.24

Grant	Fund Code	FY20	FY21	FY22	FY23	FY24	1 Year Difference	5 Year Difference	Federal [F] or State [S]
COVID Relief School Opening Program Grant	102	\$0	\$1,390,050	\$0	\$0	\$0	\$0	\$0	F
School Admin EBT REIM Grant	103	\$0	\$0	\$5,526	\$0	\$0	\$0	\$0	S
Supplemental Funding for Pooled Testing Grant	108	\$0	\$73,433	\$0	\$0	\$0	\$0	\$0	F
CARES ACT (ESSER) Emergency Relief Fund Grant (Note: All Funds Expended)	113	\$0	\$162,060	\$0	\$0	\$0	\$0	\$0	F
CARES ACT (ESSER II) Emergency Relief Fund Grant (Note: All Funds Expended)	115	\$0	\$557,280	\$0	\$0	\$0	\$0	\$0	F
CARES ACT (ESSER III) Emergency Relief Fund Grant	119	\$0	\$0	\$1,229,980	\$0	\$0	\$0	\$0	F
DESE Chronic Absenteeism State Set-Aside Grant	CFDA 84.425U	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$10,000	F
COVID Relief/Prevention Grant	127	\$0	\$218,950	\$0	\$0	\$0	\$0	\$0	S
Teacher Quality Grant (Title IIA)	140	\$88,047	\$79,201	\$81,964	\$79,830	\$83,701	\$3,871	-\$4,346	F
High Quality Instructional Materials Purchase Grant	165	\$0	\$0	\$0	\$0	\$250,000	\$250,000	\$250,000	F
English Language Acquisition (Title III)	180	\$27,071	\$29,983	\$27,298	\$28,292	\$38,097	\$9,805	\$11,026	F
Proficiency-Based Outcomes in Languages Other than English	189	\$0	\$0	\$0	\$9,460	\$0	(\$9,460)	\$0	S
Special Support Earmark Grant (COVID)	192	\$0	\$25,000	\$0	\$0	\$0	\$0	\$0	S
Special Support Earmark III	197	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0	S
Special Education Entitlement Grant-IDEA	240	\$1,540,147	\$1,633,419	\$1,634,681	\$1,674,809	\$1,784,122	\$109,313	\$243,975	F
ARP - IDEA	252	\$0	\$0	\$390,954	\$0	\$0	\$0	\$0	F
Significant Disproportionality in Special Education Improvement Grant	258	\$8,000	\$5,645	\$0	\$0	\$0	\$0	-\$8,000	F
Early Childhood-Special Education	262	\$34,801	\$35,236	\$35,617	\$38,041	\$39,067	\$1,026	\$4,266	F
ARP - IDEA- Early Childhood	264	\$0	\$0	\$36,429	\$0	\$0	\$0	\$0	F
Special Education Program Improvement Grant	274	\$0	\$32,597	\$0	\$0	\$38,702	\$38,702	\$38,702	F
Early Childhood-Special Education Entitlement	298	\$0	\$4,359	\$0	\$0	\$0	\$0	\$0	F
ARP - Homeless Children & Youth II	302	\$0	\$0	\$6,372	\$0	\$0	\$0	\$0	F
Education for Disadvantaged Children (Title I) *	305	\$197,018	\$172,933	\$184,552	\$186,584	\$195,716	\$9,132	-\$1,302	F
Student Support & Acad Enrichment	309	\$13,457	\$14,349	\$11,764	\$13,205	\$13,673	\$468	\$216	F
Improving Student Access to Behavioral & Mental Health Services	336	\$90,000	\$0	\$0	\$0	\$0	\$0	-\$90,000	S
ARP - Homeless Emergency Support**	344	\$0	\$0	\$0	\$0	\$46,000	\$46,000	\$46,000	F
High School Voter Registration Grant	575	\$0	\$3,000	\$0	\$0	\$0	\$0	\$0	S
MyCAP Development and Implementation Grant	598	\$0	\$0	\$0	\$0	\$5,500	\$5,500	\$5,500	S
Safer Schools & Communities Initiative	629	\$70,000	\$50,000	\$0	\$0	\$0	\$0	-\$70,000	S
Instructional Leadership Institute Participant Stipends Grant	654	\$0	\$0	\$0	\$0	\$3,000	\$3,000	\$3,000	F
Comprehensive School Health Services & Workforce Investment Program	929	\$100,000	\$100,000	\$200,000	\$200,000	\$100,000	(\$100,000)	\$0	S
Mask Reim C.22 of Acts 2022	930	\$0	\$0	\$0	\$7,139	\$0	(\$7,139)	\$0	S
Expanded Homeless Shelter funding Program ***	997	\$0	\$0	\$0	\$102,128	\$861,120	\$758,992	\$861,120	S
Project Lead The Way Engineering Grant	GR-1223015646	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$10,000	S
Totals		\$2,168,541	\$4,587,495	\$3,895,137	\$2,339,488	\$3,468,698	\$1,129,210	\$1,300,157	
							32.55%	59.96%	

* Fluctuations in annual Title 1 funding [State Code 305] are due to changes in Shrewsbury's "students in poverty level" that go over or under the 5% threshold. When we are at 5% or greater, we receive an additional allocation of funding. When we fall below 5%, we do not receive the additional funding.

**DESE provides \$1,000 per student housed in an emergency shelter for initial district costs

*** Quarterly reporting enrollment is required to DESE - funding received is \$104 per student per day; FY24 is projected based on current enrollment



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
B. FY24 Budget Update: Report**

MEETING DATE: 01/10/24

BACKGROUND INFORMATION:

Mr. Girardi will present an update on the Fiscal Year 2024 budget to date. The report will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Christian Girardi, Assistant Superintendent for Finance & Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **01/10/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **01/10/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **01/10/24**

BACKGROUND INFORMATION:

The minutes from the School Committee Workshop held on December 13, and the School Committee Meeting held on December 20, 2023, are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Workshop held on December 13, and the School Committee Meeting held on December 20, 2023.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary

SHREWSBURY PUBLIC SCHOOLS
MINUTES OF THE SCHOOL COMMITTEE WORKSHOP
Wednesday, December 13, 2023
Shrewsbury High School - 75 Cypress Avenue
2002 Conference Room

Start Time: 6:00pm

Present: Ms. Sandy Fryc, Chairperson; Ms. Erin Boucher, Vice Chairperson; Mr. Jonathan Wensky, Secretary; Ms. Lynsey Heffernan; Ms. Rachel Sharifipour; Dr. Joseph Sawyer, Superintendent of Schools; Ms. Amy Clouter, Assistant Superintendent of Curriculum, Instruction, and Assessment; Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships and Well-Being; Ms. Meg Belsito, Assistant Superintendent for Student Services; Mr. Christian Girardi, Assistant Superintendent for Finance & Operations; and Ms. Barbara Malone, Executive Director of Human Resources.

FY 25 Budget Development Status Review

Dr. Sawyer provided an overview for discussion on the Fiscal Year 2025 budget. All numbers presented are preliminary and subject to change. The budget development status update conforms with the FY 25 School Committee Priorities and Guidelines approved on November 15, 2023. The information will be reviewed over the coming months leading to Dr. Sawyer's initial budget presentation on February 7 and final budget in April. Expected budget challenges include potential adjustments to the town appropriated budget, the progress of Unit D contract negotiation, loss of ESSER 3 grant funding, emergency homeless grant funding, and our evolving student population needs.

Adjournment into Executive Session

Ms. Fryc requested that the School Committee adjourn into Executive Session:

A: For the purposes of: addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B: For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association

C: For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union clerical and support staff and/or administrators. (“Purpose 2”)

On a motion by Ms. Heffernan; Seconded by Ms. Boucher; on a Roll Call Vote: Ms. Sharifipour: Yes; Ms. Heffernan: Yes; Mr. Wensky: Yes; Ms. Boucher, Yes; and Ms. Fryc: Yes, the School Committee voted unanimously to adjourn into Executive Session at 7:41pm.

Adjournment

On a motion by Ms. Sharifipour; Seconded by Ms. Boucher; on a Roll Call Vote: Ms. Sharifipour: Yes; Ms. Heffernan: Yes; Mr. Wensky: Yes; Ms. Boucher, Yes; and Ms. Fryc: Yes, the School Committee Workshop adjourned at: 8:11pm.

Documents referred to: FY 25 Budget Development Update Slide Presentation

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, December 20, 2023

Present: Ms. Sandra Fryc, Chairperson; Ms. Erin Boucher, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Lynsey Heffernan; Ms. Rachel Sharifipour; Mr. Christian Girardi, Assistant Superintendent for Finance and Operations; Ms. Meg Belsito, Assistant Superintendent for Student Services; Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships & Well-Being; Ms. Barb Malone, Executive Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Ms. Fryc at 7:00 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Ms. Fryc reported serving as a judge at the Sherwood Middle School (December 8) and Oak Middle School (December 15) Spelling Bees, congratulated the winners, and expressed appreciation to the Middle School PTO for facilitating the events.

III. Superintendent's Report

Dr. Sawyer thanked all parties who contributed to the Family Dinner held at Shrewsbury High School (SHS) on December 15 for families staying in the Emergency Homeless Shelter in Shrewsbury, and reported that the Colonial Fund's year-end campaign is seeking donations for the purchase of a three-dimensional anatomy table for use by SHS students taking science courses and participating in the Biomedical and Health Sciences Innovation Career Pathway program.

IV. Time Scheduled Appointments:

A. Athletics Sponsorship: Vote

Ms. Fryc introduced presenters Mr. Jason Costa, Director of Athletics, and Cornerstone Bank AVP Senior Market Manager Mr. Joel Laureano, and provided details of Cornerstone Bank's proposed sponsorship donation in exchange for the conveyance of corporate logo placement on the Shrewsbury High School Stadium scoreboard.

On a motion by Ms. Boucher, seconded by Ms. Sharifipour, the Committee voted unanimously to approve the enclosed memorandum of understanding with Cornerstone Bank regarding the proposed conveyance of corporate logo placement on the Shrewsbury High School Stadium Scoreboard.

On a motion by Ms. Boucher, seconded by Ms. Sharifipour, the Committee voted unanimously to accept annual donations of \$5,000 each for the next five years, for a total of \$25,000, for this sponsorship, with the funds to be allocated to the Shrewsbury High School Artificial Turf Field Project

Fund.

After the votes, Mr. Laureano and Ms. Fryc signed the approved memorandum of understanding.

B. Gifts to the RISE Program: Vote

Dr. Lizotte presented details of a donation from Ms. Babs Donahue and the Irving James Donahue, Jr. Fund to the RISE (Reaching Independence through Supported Employment) Program to provide funding for student wages for work outside of the school day at the *Maple & Main* retail business.

On a motion by Ms. Boucher, seconded by Ms. Sharifipour, the Committee voted unanimously to accept a \$15,000 donation to the RISE (Reaching Independence through Supported Employment) Program from the Irving James Donahue, Jr. Fund to provide funding for student wages for work outside of the school day at the *Maple & Main* retail business presented by RISE.

Ms. Belsito presented remarks on behalf of the Turpin family (Ms. Belsito is a member of the Turpin family) and provided details on a donation from the family to the RISE Program to sponsor a learning space at the *Maple & Main* retail business.

On a motion by Ms. Boucher, seconded by Ms. Sharifipour, the Committee voted unanimously to accept a \$5,000 donation to the RISE (Reaching Independence through Supported Employment) Program from the Turpin Family to sponsor one of the learning spaces at the *Maple & Main* retail business presented by RISE.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

A. High School & PreK-Grade 4 Capital Planning Update: Report

Dr. Sawyer reported that the Statement of Interest (SOI) submitted to the Massachusetts School Building Authority (MSBA) for overcrowding at Shrewsbury High School was not selected for the eligibility phase (only 19 of 63 SOIs were chosen), added that the district was welcome to submit again, and recommended that the School Committee and Select Board submit another SOI for the upcoming submission cycle. Committee members concurred that lack of space would continue to be an issue at SHS and supported submitting another SOI.

Mr. Girardi provided historical information on creation of the Preschool-Grade 4 Capital Planning Study Committee and its work to date, noted upcoming meetings in January and February 2024 would include discussion of current and future preschool enrollment and programming options, and advised that the Study Committee planned to present their recommendations to the School Committee in March 2024.

Committee members noted that holding Preschool-Grade 4 Capital Planning Study Committee meetings at all five elementary schools provides opportunities for study committee members to experience a variety of different school environments, and that the potential for mandated preschool in the future should be a factor in decision making.

B. Grant Funding Acceptance: Vote

Mr. Girardi provided detailed information on the five grants being presented for the Committee's approval - High Quality Instructional Materials Purchase Grant [165], Special Education Program Improvement Grant [274], Chronic Absenteeism Grant [CFDA 84.425U], MyCAP Development and Implementation Grant [598], and Instructional Leadership Institute Participant Stipend Grant [654] - and recommended that the Committee vote to accept the grants. Dr. Sawyer noted the grants, along with the sponsorship and donations voted on earlier in the meeting, represented funding sources for the district outside of the appropriated budget and recommended that the Committee vote to accept the grants.

On a motion by Ms. Boucher, seconded by Ms. Heffernan, the Committee voted unanimously to accept the five Fiscal Year 2024 grants as presented and use such funds for their intended purpose.

VIII. Old Business

A. Vacation Enrichment Program Tuition Fees: Vote

Noting a prior vote (December 6, 2023) by the Committee to increase summer vacation enrichment program tuition fees (to support higher teacher stipends) did not include language to increase February and April vacation tuition fees similarly, Dr. Sawyer recommended that the Committee vote again for the same reasons using broader language to encompass school vacation enrichment programs. There were no questions from the Committee.

On a motion by Ms. Boucher, seconded by Mr. Wensky, the Committee voted unanimously to increase the class fee for vacation enrichment classes to \$100 per class.

IX. New Business

A. Assabet Valley Collaborative Update: Report

Dr. Sawyer reported that the Assabet Valley Collaborative (AVC) Fiscal Year 2023 annual audit included no findings relative to budget and finances, and reflected a carry-forward general fund surplus of 12% (the maximum allowed by state statute and regulation is 25%). Dr. Sawyer added that there continues to be strong demand for AVC's programming, and that space being renovated at their Marlborough location is near completion and will be utilized for programming and returning the space currently being used for hosting professional development.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on December 6, 2023, were accepted as distributed.

XI. Executive Session

Ms. Fryc requested a motion to adjourn to Executive Session:

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) "[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements" ("Purpose 7"), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes, and

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) "to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares" ("Purpose 3") - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

On a motion by Ms. Boucher, seconded by Mr. Wensky, on a roll call vote: Ms. Sharifipour, yes; Mr. Wensky, yes; Ms. Boucher, yes; Ms. Heffernan, yes; and Ms. Fryc, yes, the School Committee voted to adjourn to Executive Session at 7:55 pm.

XII. Adjournment

On a motion by Ms. Sharifipour, seconded by Ms. Boucher, the committee unanimously agreed to adjourn the meeting at 8:35 pm. Roll call votes were as follows: Ms. Sharifipour, yes; Ms. Heffernan, yes; Mr. Wensky, yes; Ms. Boucher, yes; and Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

Cornerstone Bank Memorandum of Understanding

PreK-Grade 4 Capital Planning Update Report

MSBA Letter re: SHS Statement of Interest

PreK-Grade 4 Capital Planning Study Committee Roster

Grant Funding Memo

Grant Funding Spreadsheet

Assabet Valley Collaborative FY23 Audit Letter

Assabet Valley Collaborative FY23 Audit Report

Assabet Valley Collaborative FY23 Audit Board of Directors Letter

Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **01/10/24**

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.**
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association.**
- C. For the purpose of addressing M.G.L. c. 30A, Section 21(1) – “[t]o discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.” (“Purpose 1”) - Open Meeting Law complaint**

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

Request a motion to adjourn to Executive Session:

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes;
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association; and
- C. For the purpose of addressing M.G.L. c. 30A, Section 21(1) – “[t]o discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.” (“Purpose 1”) - Open Meeting Law complaint, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

Mr. Chris Girardi, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**