

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.