SALEM HIGH SCHOOL
2020-2021
PROGRAM OF STUDIES
# SALEM HIGH SCHOOL

## PROGRAM OF STUDIES

### 2020–2021

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**WEBSITE:** https://spssalemhs.salemk12.org

**COLLEGE & CAREER CENTER/GUIDANCE:** (978) 740-1157

**FAMILY ENGAGEMENT FACILITATOR:** (978) 825-3450

**PRINCIPAL/MAIN OFFICE:** (978) 745-9300

**IMC/LIBRARY:** (978) 740-1128

**CTE PROGRAM:** (978) 825-3602

*Cover designed by Jacob Gray, Class of 2021*
As your principal, I am honored to present the Salem High School 2020-2021 Program of Studies. Our goal as a school is to provide a student-centered selection of high-quality courses that ensure that we are supporting our learners as we work toward our vision of each student being locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Salem High School offers a wide variety of academic courses designed to prepare you for the future, including Discovery Pathway options. Please review the course descriptions on the following pages and give careful thought to graduation requirements, course descriptions, and your own interests. It is important that you think about your future goals. However, it's also important that you try new things and have fun learning - don't be afraid to challenge yourself! We are here to support you.

I encourage you to find an extracurricular activity - sport, club, musical group - that helps you feel connected. The more engaged you are in all aspects of school, the more successful you will be.

We are here to ensure your high school experience is a special one. If you have any questions about the registration process, please feel free to talk to your school counselor or any administrator and we will do our best to answer your questions.

One final note about courses: as we utilize a student-request-driven process, the final determination about which courses will run for the 2020-2021 school year will depend on the number of students selecting a course. If a course is under-selected, we will seek to meet the needs of individual students by offering this course in other ways such as in alternating years or through Dual Enrollment.

Sincerely,
Dr. Samantha Meier
**VISION**

Salem High School students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Salem High School is committed to equipping students with transferable skills by providing a student-centered education grounded in a culture of high expectations, equity, and access for all.

**MISSION**

We are a diverse and welcoming community that promotes the academic, social, emotional, and physical development of each student through the equitable delivery of challenging, relevant, and joyful learning experiences.

We empower all students to chart a personalized path to success that includes a commitment to the common good.

**CORE VALUES**

The Salem High School community believes that in four years all students should experience a vigorous, relevant, and purposeful education. This will happen as we support and promote:

- CELEBRATION OF DIFFERENCE
- COLLABORATION
- CULTURE OF LEARNING & INNOVATION
- EQUITY & ACCESS
- GROWTH FOR ALL
- HIGH STANDARDS OF EXCELLENCE FOR ALL
**ACCREDITATION STATEMENT**

Salem High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally-recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

Commission on Public Secondary Schools  
New England Association of Schools and Colleges  
209 Burlington Road • Bedford, MA 01730-1433 • (781) 271-0022

**MASSCORE**

The Massachusetts High School Program of Studies (MassCore) is a recommended, rigorous course of study based on standards in Massachusetts’s world-class curriculum frameworks that align high school coursework with college and workforce expectations. The recommended program of studies includes: four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same world language, one year of the arts and five additional “core” courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

**COMMONWEALTH DUAL ENROLLMENT PROGRAM (CDEP)**

Dual Enrollment provides opportunities for Massachusetts high school students to take college-level courses free of charge* and earn credit simultaneously toward high school completion and their future college degrees. CDEP eases the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience. The ultimate goal of CDEP is to increase the population of high school graduates who are college ready. Student participation in CDEP is at the discretion of the participating institution of higher education, subject to capacity constraints and a state appropriation. Some institutions may charge a nominal admission fee (for example, $25), which may be waived.

*Information taken directly from Massachusetts Higher Education website.  
For more information go to: [www.mass.edu/currentinit/currentinitdualenrollment](http://www.mass.edu/currentinit/currentinitdualenrollment)
GRADUATION REQUIREMENTS

Salem High School is a four-year comprehensive high school accredited by the New England Association of Schools and Colleges. This booklet is designed to assist students in making their course selections. This is a vitally important task, and it is imperative that all of the information be read with care. Students should discuss the matter of choice of courses with parents, counselors, and teachers before making a decision. Parents and guardians are encouraged to contact their child’s school counselor before making the final selection of courses for the upcoming school year. The staff at Salem High School willingly provides assistance and guidance, but the final responsibility for course selection rests with the students and parents.

Graduation Requirements: Total Credits (Units) = 26

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits / Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science, Technology, Engineering</td>
<td>3</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Career/Tech Ed &amp; the Arts</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
</tr>
<tr>
<td>Electives</td>
<td>6.5</td>
</tr>
</tbody>
</table>

The total number of units required for graduation is 26 units (or credits). Seniors must take and pass 5 units their senior year to be eligible for graduation. Students in all grades must take the equivalent of 8 full year courses each year.

Sophomore status*                                                                 6 credits
Junior status                                                                 13 credits
Senior status                                                                 19 credits
Eligible for graduation                                                              26 credits

3 units = 3 credits
2 units = 2 credits
1 unit = 1 credit
Semester course = .5 credit

* In order to achieve Sophomore status, a student must pass English I and Algebra I (or program equivalent).

Waiver Process

In the event that special circumstances require a waiver of certain graduation requirements, a written request must be submitted to the principal by the end of May of a student’s sophomore year, with supporting data for consideration by the Superintendent and his/her designee.
Educational Proficiency Plan Requirements
School districts must develop an Educational Proficiency Plan (EPP) for any student who does not score at 240 or above on the Grade 10 MCAS ELA and Mathematics assessments. The EPP must identify the student’s strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and input from the student, the student’s teacher, and the student’s counselor. It must also include the courses (ELA and/or mathematics) the student will be required to take in grades 11 and 12. The expectation at Salem High School is that most students will complete four years of English and four years of mathematics by the end of their senior year.

GRADING

Standards-Based Grading
Salem High School is in the process of a gradual shift towards school-wide implementation of Standards-Based Practices. On a standards-based report card, each subject area is divided into a set of skills and knowledge that students are expected to master by the end of the year. During the 2019-2020 school year, the following courses will be reporting student progress using a standards-based report card (sample below): Algebra I, Geometry, English I and II, Biology, Chemistry, and World History II.

<table>
<thead>
<tr>
<th>Mastery Level</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Grade Level Work</td>
<td>4.0</td>
<td>Student work shows multiple skills beyond grade level.</td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>Student work shows skill beyond grade level.</td>
</tr>
<tr>
<td>Grade Level Expectations</td>
<td>3.0</td>
<td>Student work meets grade level requirements.</td>
</tr>
<tr>
<td>Progressing Toward Proficiency</td>
<td>2.5</td>
<td>Demonstrates most foundational skills consistently.</td>
</tr>
<tr>
<td></td>
<td>2.0</td>
<td>Demonstrates some foundational skills.</td>
</tr>
<tr>
<td>Limited Progress Toward Proficiency</td>
<td>1.5</td>
<td>Student shows some grade level skills independently.</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>Student shows some grade level skills with help.</td>
</tr>
<tr>
<td>No Evidence of Mastery</td>
<td>0.0</td>
<td>Student work shows no evidence of mastery.</td>
</tr>
</tbody>
</table>

Final grades for courses that are graded using the standards-based system are expressed as a letter grade.

Traditional Grading
If courses are not graded using the standards-based system, course grades are reported as a percent on the report card.

Honor Roll Policy
For each marking period, students receiving a 90% grade average or above (without a grade of F or I) are awarded high honor status. Students receiving an 83% to 89.99% grade average (without a grade of F or I) are awarded honor status.

Honor Roll Designation for Students in Classes Using Standards-Based Grading
For each marking period, students receiving an On Target in 100% of reported categories in courses using standards-based reporting and earning a 90% grade average or above without a grade of F or Incomplete in courses using traditional reporting are awarded high honor status.
For each marking period, students receiving *On Target* in at least 75% of reported categories in courses using standards-based reporting and earning an 83% to 89.99% grade average without a grade of F or Incomplete in courses using traditional reporting are awarded honor status.

**Grade Point Average (GPA)**

The GPA is a measure of a student’s academic achievement at Salem High School; it is calculated by dividing the total number of grade points received by the total number of credits attempted. Students are reminded that outside courses such Dual Enrollment courses and Independent Study courses are not factored into a student's GPA.

Grade points are assigned based on the student’s final course grade as listed below. These points are used to calculate the student's GPA (grade point average).

### End-of-Course GPA Calculations

<table>
<thead>
<tr>
<th>Traditional Grading (Percent)</th>
<th>Standards-Based Grade (Mastery Level)</th>
<th>Grade</th>
<th>College Prep Level Points towards GPA</th>
<th>Honors Level Points towards GPA</th>
<th>AP Placement Level Points towards GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 - 100</td>
<td>3.8 - 4.0</td>
<td>A+</td>
<td>4.3</td>
<td>4.8</td>
<td>5.3</td>
</tr>
<tr>
<td>93 - 97</td>
<td>3.4 - 3.7</td>
<td>A</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>90 - 92</td>
<td>3.0 - 3.3</td>
<td>A-</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>87 - 89</td>
<td>2.8 - 2.9</td>
<td>B+</td>
<td>3.3</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>83 - 86</td>
<td>2.6 - 2.7</td>
<td>B</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>80 - 82</td>
<td>2.4 - 2.5</td>
<td>B-</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>77 - 79</td>
<td>2.2 - 2.3</td>
<td>C+</td>
<td>2.3</td>
<td>2.8</td>
<td>3.3</td>
</tr>
<tr>
<td>73 - 76</td>
<td>2.0 - 2.1</td>
<td>C</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>70 - 72</td>
<td>1.8 - 1.9</td>
<td>C-</td>
<td>1.7</td>
<td>2.2</td>
<td>2.7</td>
</tr>
<tr>
<td>67 - 69</td>
<td>1.7</td>
<td>D+</td>
<td>1.3</td>
<td>1.8</td>
<td>2.3</td>
</tr>
<tr>
<td>63 - 66</td>
<td></td>
<td>D</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>60 - 62</td>
<td></td>
<td>D-</td>
<td>0.7</td>
<td>1.2</td>
<td>1.7</td>
</tr>
<tr>
<td>59 or below</td>
<td>1.6 or below</td>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>No Credit</td>
<td>NC</td>
<td>NC</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Class Rank**

Class rank is a measure of how a student's performance compares to other students in the class and is usually expressed as a percentile. Students must earn more than half of their GPA eligible credits at Salem High School in order for the GPA to calculate into the class rank for graduation purposes.
PATHWAYS OVERVIEW

What is a Pathway?
Pathways provide an optional framework for students to explore a content area of their choosing in greater depth via community-based and advanced coursework learning. All Pathways offer specific strands of interest that culminate with an opportunity to earn an endorsement on their diploma upon graduation.

All Salem High School students will work through courses that help them develop content proficiency and post-secondary readiness regardless of which pathway they choose (or if they follow none). Note: Students are not required to choose and/or complete a pathway in order to graduate from Salem High School.

What is a Strand?
There are strands representing specific areas of interest that fall under the larger umbrella of a Pathway. For example, students interested in the health profession may select the STEM (Science, Technology, Engineering, and Math) Pathway and follow the Health Science Strand.

What is an Endorsement?
An endorsement is a seal on the diploma of students who have chosen to complete additional learning experiences within their strand (along with all Salem High School graduation requirements). These additional endorsements include (but are not limited to): Project-Based Learning, Work-Based Learning, Service Learning Projects, and Civics-Oriented Projects. They are outlined in the Pathway description pages that follow. Endorsements give Salem High School graduates a competitive edge on resumes and college applications because of expanded networks, widened horizons, community partnerships, and mentoring that result from the community-based and advanced coursework learning experiences.

<table>
<thead>
<tr>
<th>PATHWAYS</th>
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<tbody>
<tr>
<td>CTE (Career / Technical Education)</td>
</tr>
<tr>
<td>Strands</td>
</tr>
<tr>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Building and Property Maintenance</td>
</tr>
<tr>
<td>Culinary Arts</td>
</tr>
<tr>
<td>Early Education and Care</td>
</tr>
<tr>
<td>Electricity</td>
</tr>
<tr>
<td>Medical Assisting</td>
</tr>
<tr>
<td>*Advanced Manufacturing</td>
</tr>
<tr>
<td>*Construction Craft Laborers</td>
</tr>
<tr>
<td>*Available via Essex Tech Partnership</td>
</tr>
<tr>
<td>*Implementation to start in 2021-2022 SY</td>
</tr>
</tbody>
</table>
**Earning an Endorsement: STEM and Humanities Pathways**

In addition to meeting Salem High School graduation requirements, students must complete the following to earn a Pathway endorsement:

1. 30 Credits
2. Minimum 2.5 GPA
3. 30 hours of service learning over 4 years
4. Successful completion of internship, coop, or work-based learning
5. Presentation at Pathway Community Showcase

### STEM Pathway

<table>
<thead>
<tr>
<th>Health Science Strand</th>
<th>Environmental Science Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 additional mathematics credit</td>
<td>• 4 additional science credits within the Environmental Science strand</td>
</tr>
<tr>
<td>• 3 additional science credits,</td>
<td>• One must be Honors, AP, Dual Enrollment, or Project Lead the Way</td>
</tr>
<tr>
<td>• One must be Honors, AP, Dual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment, or Project Lead the Way</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering Strand</th>
<th><em>Computer Science Strand</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 additional mathematics credit</td>
<td>• 1 additional mathematics credit</td>
</tr>
<tr>
<td>• 1 additional science credit</td>
<td>• 3 additional science credits within the Science/Computer Science strand</td>
</tr>
<tr>
<td>• Introduction to Engineering Design</td>
<td>• One must be Honors, AP, Dual Enrollment, or Project Lead the Way</td>
</tr>
<tr>
<td>• Career Technology, Early College, Dual Enrollment, or Project Lead the Way</td>
<td>*Anticipated implementation in 2021-2022</td>
</tr>
</tbody>
</table>

### Humanities Pathway

<table>
<thead>
<tr>
<th>Fine &amp; Performing Arts Strand</th>
<th>World Language Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 additional FAPA credits in cluster area of interest</td>
<td>• Completion of course progression of one World Language (all four years)</td>
</tr>
<tr>
<td>• One of the above must be an Honors, AP, or Dual Enrollment</td>
<td>• 2 additional courses in another language</td>
</tr>
<tr>
<td></td>
<td>• One of the above must be an Honors or AP</td>
</tr>
<tr>
<td></td>
<td>• Intermediate High or Above score in Seal of Biliteracy Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Strand</th>
<th>Social Studies Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 additional English credit</td>
<td>• 2 additional History credits</td>
</tr>
<tr>
<td>• 1 additional Fine Art credit</td>
<td>• One of these must be an Honors, AP, Early College or Dual Enrollment course</td>
</tr>
<tr>
<td>• 1 additional History credit</td>
<td>• 1 additional English credit</td>
</tr>
<tr>
<td>• 1 additional World Language credit</td>
<td></td>
</tr>
<tr>
<td>• One of the above must be an Honors, AP, Early College or Dual Enrollment course</td>
<td></td>
</tr>
</tbody>
</table>
**EARNING AN ENDORSEMENT: CAREER TECHNICAL EDUCATION (CTE) PATHWAY**

Advanced Manufacturing* • Automotive • Building and Property Maintenance • Carpentry
Construction Craft Laborers* • Culinary • Early Education and Care • Electricity • Medical Assisting

The CTE Pathway provides a recommended sequence of courses to prepare students for successful continuation of their education at the postsecondary level or for positions in the workforce. Career and Technical Education courses are aligned to all applicable state and federal education frameworks.

In addition to meeting Salem High School graduation requirements, a state-issued CTE certificate can be obtained by:

1. Completing the vocational exploration program
2. Obtaining 900 hours of classroom/shop time in CTE courses

In addition to state issued certificates, students enrolled in Chapter 74 programs may also be eligible for the following industry-based certificates:

*Advanced Manufacturing Strand:*
OSHA 10 Hour – General Industry
MACWIC

*Automotive Strand:*
OSHA 10 Hour – General Industry
ASE Student Certification

*Building and Property Maintenance Strand:*
OSHA 10 Hour – Construction

*Carpentry Strand:*
OSHA 10 Hour – Construction
ASE Student Certification

*Construction Craft Laborers Strand:*
OSHA 10 Hour – Construction

*Culinary Strand:*
Servsafe Certificate
Allergen Awareness Certificate
OSHA 10 Hour – General Industry

*Early Education and Care Strand:*
CPR and First Aid
State-issued Early Education and Care Certificate
(150 hr practicum required)

*Electricity Strand:*
OSHA 10 Hour – Construction
1300 hours towards Massachusetts Journeyman’s License

*Medical Assisting Strand:*
CPR and First Aid
EKG Certification
Phlebotomy Certification
Medical Assisting Program Certification

*Available via Essex Tech partnership.
The College and Career Center staff offers a wide range of counseling and college preparation services to all students in all grades that covers three different areas:

- **Academic Development**
- **Social Emotional Learning**
- **Post High School Planning**

It is our vision that 100% of our students will apply for college and have a plan for post-secondary education. To accomplish this, our counseling staff assists in building strong and confident student learners in the following areas:

- communicating
- problem solving
- thinking
- collaborating.

Counselors meet with students to develop relationships, understand their strengths and areas to improve upon, and personal learning styles. Together, they create a four-year plan for their post-high school future. Counselors hold two group workshops annually with each student, along with a one-on-one meeting during the course selection process.

College and Career workshops incorporate tools from the web-based Naviance program. The intent of these group workshops is to disseminate grade-appropriate information in the areas of academic, career, and personal/social development.

The College & Career Center staff will help to orient students new to the United States to state and school requirements and the college application process. The following information includes the grade-based activities that will lead to a comprehensive and clear four-year post-secondary plan for each student who will graduate from Salem High School.

**FRESHMAN YEAR: HIGH SCHOOL TRANSITION AND PERSONAL GROWTH**

Freshmen workshops are designed to allow counselors and students to get to know each other, to orient freshmen to high school, and to encourage a smooth transition from the middle school structure to a more independent learning environment. Students learn about their personal responsibilities in the educational process as they work toward meeting graduation requirements and post-secondary planning. In addition, all freshmen are introduced to the Naviance program. The primary focus is to explore a student’s own learning style and to develop strategies to maximize their learning experience.

Topics throughout freshmen year will include the following:

- Review of the school year’s academic schedule
- Progress report and report card time tables
- Coping with peer pressures and developing positive relationships
Making good decisions in and out of school
Review of SHS graduation requirements
Adjustment to high school expectations – including homework time
“Day Back” schedule, tardiness, absenteeism, behavior, conduct, and honor roll requirements
MCAS schedule and diploma requirements
Introduction to Naviance and building profile

**SOPHOMORE YEAR: EXPLORATION & OPTIONS**

Sophomore workshops are designed to guide students through self-assessment and career/college exploration. Students will learn about the factors that play a role in career decision-making and will gain familiarity with the resources available to them for career research. Students do a Career Interest Inventory on Naviance in order to focus on the development of potential careers and/or majors that incorporate their current interests. Students also continue working on goal-setting by using the “My Game Plan” tool on Naviance. Time will be spent on a review of the student’s four-year high school plan. Sophomores will also take the PSAT (Preliminary Scholastic Aptitude Test), which is paid for by the district.

Topics throughout sophomore year will include the following:
- Continuing to use the Naviance tool to:
  - Build a profile and resume
  - Complete Career Interest Inventory
  - Add possible careers based on results of inventory
- Review projected earnings of careers
- Review what is expected in each career
- Review transcript and project 4-year plan of courses
- Review district and state graduation requirements
- PSAT preparation and review of scores
- Description and process of receiving work permit
- Building strong study and work habits
- Understanding the balance between school and work
- Review of course selection process

**JUNIOR YEAR: COLLEGE & CAREER READINESS EXPLORATION**

Junior workshops are designed to assist juniors in exploring post-graduation options. Counselors give students an overview of the college admissions process and review the steps needed to do a college search on Naviance and other platforms. Topics addressed include future educational options, types of admissions programs, the high school transcript (including GPA and rank), creating a resume, college testing information (SAT and ACT), the college essay, and NCAA guidelines. Students will learn about the value of connecting their interests to work in the community through externships and job shadow experiences. Students work on a college recommendation survey in Naviance; this information is used by counselors to write a detailed and concise recommendation for the student.

Topics throughout junior year will include the following:
- Review of transcript and graduation progress
- Continuing work on Naviance:
  - Planning for college majors
○ College search based on different factors
○ Research on colleges
● Review college application process and links to the Common Application
● Sample college essays and review writing process
● College visit and College Fair plan
● Timetable for college admissions process
● Dual Enrollment/Early College opportunities at Salem State University
● Exploring Job Shadow & Externship opportunities
● Review of course selection process
● Review NCAA guidelines for student athletes
● Introduction to college recommendation survey
● Junior Parent Night

**SENIOR YEAR: PUTTING COLLEGE & CAREER PLANS INTO MOTION**

All seniors will participate in multiple group and individual meetings (as needed) beginning in September. Students will continue to use Naviance as they start the transition from the exploration to the post-high school planning stage. Students will continue to explore their interests through job shadowing and externships in the Salem community. During this time, the counseling staff will review the responsibilities of the student, parents/guardians, counselor, and school in the process.

Topics to be covered include:
● Graduation and SHS diploma requirements
● College application progress and support
● Naviance – linking to the Common Application and teacher/counselor recommendation process
● College essay – final review and editing
● Review of college testing plan
● NCAA clearinghouse requirements for student athletes
● Early Action and Early Decision planning and deadlines
● College visits and SHS absentee policy
● Meaningful job shadow and externships experiences (relating to student interests)
● Post-high school career planning
● Senior Parent Night – early fall
● Financial Aid information, including FAFSA and CSS profile
● Financial Aid Night: mid-fall, supported by MEFA
● Scholarship information
● Student records law
● Selective Services obligations and military recruitment
● Senior Questionnaire and Survey
COURSES
Through completion of four years of English, students become skilled at reading and listening critically to effectively communicate their own arguments through speaking and writing. The level of text complexity both increases during the course of each year and across the four years. As students’ capacity to engage with texts develops, the themes and topics of the texts become more multifaceted and the task rigor increases.

Students are simultaneously challenged to incorporate their personal experiences and background knowledge and to gain appreciation for and insight into the experiences of others through rich class discourse.

Each year students build their skills as effective writers through immersion in four types of writing: argumentative with a focus on literary text, argumentative with a focus on informational text, narrative, and informative.

In each grade level, teachers connect the curriculum to real-world experiences for students. Fiction units are designed to engage students in complex literature that fosters empathy by orienting them to the complexities of human experiences.

Nonfiction units are designed to engage students in rigorous texts that allow them to investigate important civic issues of the past and present, and to consider their own responsibilities as citizens of the world.

012 ENGLISH I
013 ENGLISH I HONORS
Grade Level: 9
Credits: 1
This course develops the skills of critical thinking, close reading, and analytical writing. Students are exposed to a range of literary genres. Diverse teaching approaches provide them with the opportunity to understand the content and hone their writing, reading, speaking, and language skills. Freshman English students consider personal values and how people are shaped by the conflicts they endure. They question technology’s effect on our social interactions. They investigate the way poets use language to highlight social injustice and advocate for change. Finally, students reflect on how people influence and are influenced by others in their lives.

*The honors course is accelerated, and students will be expected to work more independently.*

022 ENGLISH II
023 ENGLISH II HONORS
Grade Level: 10
Credits: 1
This course develops and builds upon the skills of critical thinking, close reading, and analytical writing. Students are exposed to a variety of literary genres and write for a variety of purposes. There is a focus on creating and substantiating a claim in students’ own writing and on literary analysis. Sophomore English students consider how experiences shape the individual and how stories are crafted to share those experiences. They examine the responsibilities of being a well-informed community member and citizen of the world and examine how rhetoric can shift thinking. Students explore the nature of ambition by considering both the positive and negative manifestations, and by contemplating their own ambitions in life. Finally, students evaluate how technology affects their sense of self and the identity that they exhibit to the world.

*The honors course is accelerated, and students will be expected to work more independently.*
032 ENGLISH III
033 ENGLISH III HONORS
Grade Level: 11
Credits: 1
This course continues the emphasis on the skills of critical thinking, close reading, and analytical writing. Students study the historical and modern voices that compose American writings. This course is designed to prepare the student for post-secondary education, and students are exposed to a variety of genres, such as essays, fiction, drama, and poetry. Students write for a variety of purposes with a focus on the analytical essay. Junior English students consider how human needs and behaviors contribute to the way in which societies are built. They reflect on how people balance their sociological need for belonging with their struggle to maintain individuality. They consider how individual mind-sets form and shift with experience. Students examine how authors use their voices to highlight injustice, inspire change, and express their beliefs. At the end of the year, students begin work on their college essays.

The honors course is accelerated, and students will be expected to work more independently.

037 EARLY COLLEGE ENGLISH - SALEM STATE UNIVERSITY COURSE CREDIT
Grade Level: 11
Credits: 1
This course provides an introduction to the foundational knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities.

042 ENGLISH IV
044 ENGLISH IV HONORS
Grade Level: 12
Credits: 1
This course builds upon the foundational skills of critical thinking, close reading, and analytical writing emphasized in English I, II, and III. Students read a wide selection of literature and write for a variety of purposes and audiences as they prepare for post-secondary education and career readiness. Senior English students consider how the components of culture impact a person's identity. They investigate how authors craft their texts with intention to create character identity. Students apply their understanding of identity and author's craft when revising their college essays. Students develop informed opinions on the relationship between national security and privacy as they investigate and reflect on current refugee policy. Students evaluate character agency in creating and resolving conflict. Finally, students conduct extensive research on a potential career choice and assess their compatibility with this profession.

The honors course is accelerated, and students will be expected to work more independently.

045 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION
Grade Level: 12
Credits: 1
Students read a variety of texts, including novels, plays, and poems, in order to understand their complexity and consider the texts' tone and themes, as well as their structural and stylistic elements. Creative writing assignments are also given in order to allow students to see from the inside out how literature is written. Additional summer work is required. Students are expected to take the AP exam in the spring.
**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION**

Grade Level: 11-12  
Credits: 1  
AP Language & Composition presents an understanding of the principles of effective writing and promotes critical thinking in a variety of styles and modes. Students focus on rhetoric, argument, and synthesis, both in their own writing and through the analysis of a variety of texts. Nonfiction, fiction, poetry and visuals are analyzed as models of effective rhetorical styles and strategies. The course requires summer reading and writing assignments as well as independent coursework during the year. Students are expected to take the AP exam in the spring.

**EXPLORING WRITING: FICTION AND NONFICTION**

Grade Level: 9-12  
Credits: .5  
Students experiment with a variety of writing genres. They explore the characteristics of various types of writing and develop their narrative voice. Various types of fiction writing may include short stories, poetry, slam poetry, and children's books.

**YOUNG ADULT LITERATURE**

Grade Level: 9-12  
Credits: .5  
Students in Young Adult Literature read a variety of texts that explore universal themes and challenge readers to reexamine their beliefs. The class read, discuss, and write about books that relate to current issues and reflect the rich diversity of today's society, including sexual and cultural identity, voice and silence, and technology. Students are expected to read independently and arrive for each class prepared to facilitate and participate in literature circles as well as full-class discussions. Students explore a variety of texts, including graphic novels, novels in verse, and genres such as horror and fantasy. Students write for a variety of purposes and audiences.

**WRITING FOR ONLINE PUBLICATION**

Grade Level: 9-12  
Credits: .5  
Writing for Online Publications is an opportunity for students to investigate and engage in the conversations taking place online in a polished and professional manner. Students learn to write for different purposes and audiences by researching online publications that are an appropriate fit for their own work and voice. Students are expected to submit a number of online pieces, participate appropriately in online conversations, and maintain a blog during the course of the semester.
MATHEMATICS

DEPARTMENT

The Mathematics Department offers students core math courses including Algebra 1, Geometry, and Algebra 2, as well as a variety of electives such as Pre-Calculus, Calculus, Contemporary Mathematics, Probability and Statistics, AP Calculus, AP Probability and Statistics, and JAVA Programming. Salem High School has a 4-credit math requirement. One mathematics course must be taken during senior year.

Courses offered have been revised, or are currently being revised based on the standards outlined in the Massachusetts Curriculum Framework for Mathematics. These standards provide all students challenging coursework appropriate for their abilities in mathematics. Students should discuss their course sequence with their school counselor, math teachers, and parents or guardians.

215 ALGEBRA I
Grade Level: 9
Credits: 2
This course is an entry-level high school mathematics course. Topics include linear, quadratic, and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials, data analysis, and statistics.

225 GEOMETRY
226 GEOMETRY HONORS
Grade Level: 10 – 12
Credits: 1
This course is a study of Euclidean Geometry. Topics include inductive and deductive reasoning, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume, and probability. Algebra concepts are applied and reviewed when solving geometry-related problems. The honors course is accelerated, and students will be expected to work more independently.

235 ALGEBRA II
236 ALGEBRA II HONORS
Grade Level: 10-11
Credits: 1
Prerequisite: Algebra I and Geometry
Algebra II may be taken concurrently with Geometry.
This course is a continuation of the study of functions and their graphs. Topics include the language of algebra, solving equations and inequalities, linear equations and systems, polynomials and factoring, rational expressions quadratic equations, complex number systems, radicals, exponents, logarithms. Arithmetic and geometric progressions may be covered.
The honors course is accelerated, and students will be expected to work more independently.
FUNCTIONS AND MODELING
Grade Level: 12
Credits: 1
Prerequisite: Geometry
This course is a study of both algebraic and geometric concepts. There is an emphasis on modeling real world applications with functions and geometric concepts. Topics covered include: linear, quadratic, and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials, data analysis, and statistics, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume.

CONTEMPORARY MATHEMATICS
Grade Level: 12
Credits: 1
Prerequisite: Algebra II
This is an elective course in mathematical appreciation and exploration. Topics include patterns and sequences, logic and indirect reasoning, philosophy, graph theory, cryptography, election theory, an overview of probability and statistics, finance, historical number systems, set theory and dimensional analysis.

MATH FOR BUSINESS
Grade Level: 11-12
Credits: 1
This course puts emphasis on the skills needed to solve problems in the complex business and consumer world of today. Microsoft Word is used to create invoices, purchase orders, write checks, track customer payments, write up proposals, and create a database. Topics covered include personal money records and commissions, savings and investments including annuities, home expenses, computer math, income taxes, and compound interest. Other topics include the problems of small business ownership, merchandise planning, pricing and markup, trade discounts, present value, and breakdown analysis. Articulation credits with NSCC

PRE-CALCULUS
PRE-CALCULUS HONORS
Grade Level: 11-12
Credits: 1
Prerequisite: Algebra II
This course is a study of trigonometry and advanced algebra. While focusing on connections to other disciplines, problem solving, and real-life applications, the following topics are included: analytic geometry, in-depth algebra review, exponential and logarithmic functions, trigonometry, conic sections, and complex numbers. The honors course is accelerated, and students will be expected to work more independently.

PROBABILITY AND STATISTICS
PROBABILITY AND STATISTICS HONORS
Grade Level: 11-12
Credits: 1
Prerequisite: Algebra II
This course is focuses on the study in statistical methods. Topics include data organization, probability theory, binomial probability distribution, normal distributions and sampling distributions, hypothesis testing, regression and
Throughout the course, students use Excel to manage data. The honors course is accelerated, and students will be expected to work more independently.

**251 AP ADVANCED PLACEMENT STATISTICS**

Grade Level: 10-12  
Credits: 1  
Prerequisite: Algebra II or Algebra II Honors, which may be taken concurrently  
This course is designed to be the equivalent of a college introductory probability and statistics course offered to first year college students. Topics include exploratory analysis, planning and conducting a study, probability and statistical inference. This course is based on the College Board syllabus. Students are expected to take the AP exam in the spring. This course includes summer work.

**256 CALCULUS AND ANALYTIC GEOMETRY HONORS**

Grade Level: 12  
Credits: 1  
Prerequisite: Pre-Calculus  
This course is designed to teach topics generally comprising first semester college calculus. Topics include a brief review of analytic geometry and introductory topics in Calculus consisting of limit theory, derivatives and their applications, integration and the fundamental theorems, and methods of integration with applications.

**257 ADVANCED PLACEMENT CALCULUS AB**

Grade Level: 12  
Credits: 1  
Prerequisite: Pre-Calculus  
This course is designed to be the equivalent of a college introductory calculus course offered to first year college students. Topics include functions, limits, derivatives, anti-derivatives, definite and indefinite integrals, transcendental functions and their inverses and various applications, differential equations and slope fields. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

**258 ADVANCED PLACEMENT CALCULUS BC**

Grade Level: 12  
Credits: 1  
Prerequisite: Pre-Calculus with Teacher Recommendation or AP Calculus AB  
This course is designed to be the equivalent of both semester 1 and semester 2 of college calculus course offered to first year college students. Topics include all topics covered in AP Calculus AB as well as Integration by Parts, Improper Integrals, the arc length of a smooth, planar curve, Parametric Equations, Polar Coordinates, Vector Valued Function, and Infinite Sequence and Series. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

**291 PROGRAMMING I**

**292 PROGRAMMING I HONORS**

Grade Level: 9-12  
Credits: .5  
Prerequisite: Algebra I, which may be taken concurrently  
This course is designed for students who want to learn how to write computer programs. The course introduces students to the BASIC language as well as concepts like data abstraction and user interface design. The honors course is accelerated, and students will be expected to work more independently.
293 PROGRAMMING II
294 PROGRAMMING II HONORS

Grade Level: 9-12
Credits:.5

Prerequisite: Programming I; Algebra I, which may be taken concurrently

This course addresses advanced programming topics in visual BASIC. Topics include animation, sorting, database and user interface design. Research topics include programming for the web, language comparisons and artificial intelligence.

The honors course is accelerated, and students will be expected to work more independently.
The Science Department offers students core science courses including Biology, Chemistry and Physics, as well as a rich variety of electives including Environmental Science, Marine Science, Anatomy and Physiology, Forensics, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, The Human Body in Health and Disease, and a READ Discovery Science Internship class. *All science courses taken at Salem High School involve a laboratory component. It is recommended that a fourth year of science be taken for those students interested in pursuing a career in any of the science-related fields. As a graduation requirement, students are required to pass an MCAS science exam. All 9th grade Biology students take the Biology MCAS exam in June. Students should discuss their sequence courses with their school counselor, science teacher and parents.

* The science department has also adopted courses from Project Lead the Way that include Principles of Biomedical Sciences, Introduction to Engineering Design, Human Body Systems, Principles of Engineering, and Environmental Sustainability.

**321 BIOLOGY**

**322 BIOLOGY HONORS**

Grade Level: 9
Credits: 1
This course provides a thorough foundation in the structure of organisms and their environment. Topics include: ecology, evolution and adaptations, biochemistry and nutrition, cell structure and function, cell metabolism, cell reproduction, basic human anatomy and physiology and genetics. This course presents an opportunity for students to participate in the Science Expo.

*The honors course is accelerated, and students will be expected to work more independently.*

**326 PROJECT LEAD THE WAY (PLTW) HUMAN BODY SYSTEMS**

Grade Level: 9-12
Credits: 1
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 interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

**329 ADVANCED PLACEMENT BIOLOGY**

Grade Level: 10-12
Credits: 2

*Prerequisite: Biology, Algebra I*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.
332 CHEMISTRY

333 CHEMISTRY HONORS
Grade Level: 10-12
Credits: 1
This course studies the qualitative and quantitative topics of Chemistry. The topics investigated include: Properties of Matter, Atomic Structure and Nuclear Chemistry, Periodicity, Chemical Bonding, Chemical Reaction and Stoichiometry, States of Matter, the Kinetic Molecular Theory and Thermochemistry, Solutions and Rates of Reactions, Equilibrium, Acids and Bases, and Oxidation-Reduction. This course presents an opportunity for students to participate in the Science Expo.

The honors course is accelerated, and students will be expected to work more independently.

334 ADVANCED PLACEMENT CHEMISTRY
Grade Level: 11-12
Credits: 2
Prerequisites: Chemistry, Algebra II
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

340 PHYSICS
Grade Level: 11-12
Credits: 1
Prerequisite: Chemistry, Algebra II
This course is an overview of classical and modern physics. It includes the study of topics such as motion, forces, momentum, planetary motion and energy. Other topics include waves, sound, light, optics electricity, and magnetism.

346 ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED
Grade Level: 11-12
Credits: 1
Prerequisite: Algebra I and Algebra II (Algebra II may be taken concurrently)
This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

347 ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED
Grade Level: 11-12
Credits: 1
Prerequisite: Algebra I and Algebra II (Algebra II may be taken concurrently)
This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.
375 PROJECT LEAD THE WAY (PLTW) PRINCIPLES OF BIOMEDICAL SCIENCE
Grade level: 9-12
Credits: 1
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine
to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy
reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The
activities and projects introduce students to human physiology, basic biology, medicine, and research processes while
allowing them to design their own experiments to solve problems.

342 PROJECT LEAD THE WAY (PLTW) INTRODUCTION TO ENGINEERING DESIGN
Grade level: 9-12
Credits: 1
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on
projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling
software, and use an engineering notebook to document their work.

344 PROJECT LEAD THE WAY (PLTW) PRINCIPLES OF ENGINEERING
Grade level: 9-12
Credits: 1
Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to
some of the major concepts that they will encounter in a post secondary engineering course of study. Students have an
opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and
understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination
with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative
abilities, and problem solving skills based upon engineering concepts. By engaging in hands-on, real-world projects,
students understand how the material covered in class can be applied in their everyday lives.

MARINE SCIENCE & ENVIRONMENTAL SCIENCE

Marine Science and Environmental Science is offered as two separate half-credit courses. Students can elect to take
either the fall (.5 credit) or the spring (.5 credit) courses or they can opt to take both the fall and spring courses for a full
credit (1 credit). The fall course need NOT be taken before the spring course. However, to gain the full benefit of the full
year course it suggested that part one and part two be taken within the same school year.

348 PHYSICAL OCEANOGRAPHY
349 PHYSICAL OCEANOGRAPHY HONORS
Grade Level: 11-12
Credits: .5
Prerequisite: Biology
The fall semester course in marine science focuses on the nonliving components of the ocean environment. Topics
include ocean formation, currents, climate, waves and tides, marine physics, marine chemistry and sea floor topography
and geology. This course also covers topics such as ocean exploration and conservation.
350 **MARINE BIOLOGY**
351 **MARINE BIOLOGY HONORS**

*Level*: 11-12  
*Credits*: .5  

*Prerequisite*: Biology  

The spring semester course in marine science focuses on the variety of marine life that inhabits the oceans of the world. Students explore the classification, behavior, anatomy and ecology of several groups of marine life found in the ocean. Students also explore topics such as marine navigation and exploration, aquaculture and the harvesting of wild marine species and the conservation of marine ecosystems.

353 **ENVIRONMENTAL SYSTEMS**
352 **ENVIRONMENTAL SYSTEMS HONORS**

*Grade Level*: 11-12  
*Credits*: .5  

Environmental Systems focuses on water, plants, and soil and wildlife sciences. This course introduces students to the idea of sustainability and systems thinking as they pertain to our non-energy-based natural resources.

354 **ENVIRONMENTAL RESOURCES AND SUSTAINABLE DEVELOPMENT**
355 **ENVIRONMENTAL RESOURCES AND SUSTAINABLE DEVELOPMENT HONORS**

*Grade Level*: 11-12  
*Credits*: .5  

Environmental Resources and Sustainable Development focuses on ecological models. Students examine population dynamics of both human and wildlife. Students learn to use a systems thinking approach to analyze global problems associated with human population growth (i.e. natural resource consumption/use, loss of biodiversity, land use, waste disposal, global climate change and pollutants).

357 **PROJECT LEAD THE WAY (PLTW) ENVIRONMENTAL SUSTAINABILITY**

*Grade Level*: 11-12  
*Credits*: 1  

Environmental Sustainability (ES) is an interdisciplinary engineering course in which students investigate and design solutions to solve real-world challenges related to clean and abundant drinking water, food supply enhancement, and renewable energy. This course has the potential to bring together a diverse group of students with interests in biology, chemistry, and/or environmental studies, and it gives students the opportunity to lead their own learning, collaborate, and gain the skills needed to communicate their creative solutions. In Environmental Sustainability, students also gain insights into the future career opportunities that exist in the areas they are exploring.

356 **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

*Grade Level*: 10-12  
*Credits*: 1.5  

*Prerequisite*: Biology  

The course uses a college level textbook and covers a wide range of environmental topics from scientific ecological assessment to environmental policy and law. The curriculum is set by the College Board. Students are expected to have proficient time management skills and to be self-motivated, independent learners. A strong grasp of Algebra and Biology are highly recommended. Students are expected to take the AP exam in the spring. Summer work is also required.
358 NORMAN H. READ DISCOVERY CENTER SCIENCE INTERNSHIP
Grade Level: 11-12
Credits: 1
Prerequisites: instructor approval required
Student interns are responsible for maintaining and further developing the Freight Farm, aquaculture, hydroponics, farm and sustainability labs. Responsibilities include but are not limited to keeping accurate lab records, scheduling and carrying out required tasks, assisting faculty members with the planning and delivery of lessons and projects connected to the lab spaces and conducting research in or in connection with one of the lab spaces as a part of a team. Teams are expected to present their research at the end of the year and report on their progress twice quarterly.

360 THE BODY IN HEALTH AND DISEASE
361 THE BODY IN HEALTH AND DISEASE HONORS
Grade Level: 11-12
Credits: 1
Prerequisites: Biology, Anatomy & Physiology or concurrently taking Anatomy & Physiology, recommended not required.
This course offers the students the opportunity to study human physiology. Students learn about physiology and key concepts relating to health and disease. With a passing score of 83%, students can earn 3 credits at North Shore Community College (should they choose to attend).
The honors course is accelerated, and students will be expected to work more independently.

372 FORENSIC SCIENCE
Grade level: 11-12
Credits: 1
This is a multidisciplinary course that embodies the concepts of biology, chemistry, anatomy, zoology, genetics, physics, medicine, math, statistics, communication and law. Students learn forensic science techniques through a variety of laboratory experiments, data gathering, problem-solving and critical thinking in the solving of simulated crimes.
**Social Studies courses** at Salem High School provide students with the opportunity to develop and apply critical historical thinking and literacy skills, as well as to transfer their understanding of past events, trends, and time periods to the world today. We want students to use history and the social sciences as a lens so that they can apply their understanding of the past to inform their understanding of (and participation in) today’s world.

Learning and applying historical thinking skills such as analyzing cause and effect, recognizing bias, interpreting the meaning of past events and time periods, evaluating primary and secondary sources, and comparing and understanding perspective and empathy help students to formulate their own questions and to develop evidence-supported opinions about the past that they can transfer to present day contexts.

Students complete their Social Studies course requirements understanding that history is not recorded in absolute truths. They recognize that history is a complex story and that individuals have a responsibility to critically evaluate multiple types of sources to formulate and justify arguments on social matters from the past. They will be able to apply their learning to better understand continued struggles for equality around the world and within the United States.

Our Social Studies curriculum equips students with a deeper understanding of the past as they begin to develop their own voices as agents of justice and change in the complexities of their world, nations, and communities.

**125 World History I**
**126 World History I Honors**

*Grade Level: 9*
*Credits: 1*

Students study the rise of the nation state in Europe, the French Revolution and the economic and political roots of the modern world. They study the origins and the consequences of the Industrial Revolution, 19thcentury political reform in Western Europe, and imperialism in Africa, Asia, and South America. They explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War and the Russian and Chinese Revolutions. Finally, students study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world. The honors course is accelerated, and students will be expected to work more independently.

**134 American and World Encounters I (1750 - 1920)**
**136 American and World Encounters I (1750 - 1920) Honors**

*Grade Level: 10*
*Credits: 1*

This course explores United States history, from the seeds of revolution in the 1750s to the aftermath of World War I. Students examine American and global perspectives to develop understandings of foundational American history, and its impacts across the world. This survey course highlights important political, social, economic, and cultural moments in early American history through multiple perspectives, and requires students to look closely at the global impact of these moments.

_The honors course is accelerated, and students will be expected to work more independently._
137 **AMERICAN AND WORLD ENCOUNTERS II (1920 - PRESENT)**

138 **AMERICAN AND WORLD ENCOUNTERS II (1920 - PRESENT) HONORS**

**Grade Level:** 11  
**Credit:** 1

This course explores United States history from the economic collapse and evolving cultural landscape of Post-WWI America to the global impact of the 9/11 terrorist attacks. Students examine American and global perspectives to develop understandings of foundational American history and its impacts across the world. This survey course highlights important political, social, economic, and cultural moments in modern American history through multiple perspectives, and requires students to look closely at the global impact of these moments.  
*The honors course is accelerated, and students will be expected to work more independently.*

**SOCIAL STUDIES ELECTIVES**

Students must have satisfied their freshmen and sophomore required history courses or the equivalent before being enrolling in the following electives.

127 **ADVANCED PLACEMENT EUROPEAN HISTORY**

**Grade Level:** 11-12  
**Credits:** 1

This course engages students in the study of European history since 1450, emphasizing cultural, economic, political, and social developments. Students explore these themes through the analysis of historical evidence including primary sources. They conduct historical research and interpretation, and express historical understanding in writing. Students must have demonstrated a high degree of success in World History II (Honors level highly recommended) and US I and II (Honors/AP level highly recommended). Students must consult with their present Social Studies teacher and the AP teacher before selecting this course. Students in this course are expected to take the national AP European History exam in May (paid for by the district). Summer assignments are required for the Advanced Placement courses.

130 **EARLY COLLEGE HISTORY – SALEM STATE UNIVERSITY COURSE CREDIT**

**Grade Level:** 11  
**Credits:** 1

This class is designed to allow students the unique opportunity to experience the rigor of a college level class with a modified approach. This is a class that allows you to navigate through the curriculum with the support of a college professor and a Salem High teacher. The class traces the development of the United States from 1865 to its present status as a world power, analyzing the economic, political, social and cultural factors and functioning of American federal and state constitutions is analyzed.

132 **ADVANCED PLACEMENT UNITED STATES HISTORY**

**Grade Level:** 11  
**Credits:** 1

This course is an in-depth study of United States History with an emphasis on a conceptual understanding of the subject. Outside materials and information are incorporated into the course. Evaluation of the student is determined not only by standard testing procedures but also by independent study involving the writing of major research papers and several opinion papers. Students must have demonstrated a high degree of success in World Studies (honors level highly recommended) and United States History I (Honors level highly recommended). Students must consult with their present Social Studies teacher and the AP teacher before selecting this course. Students in this course are expected to take the national AP U.S. History exam in May (paid for by the district). Summer assignments are required for Advanced Placement courses.
139 **ADVANCED PLACEMENT PSYCHOLOGY**
Grade Level: 11-12
Credits: 1
This psychology class is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, and the psychological facts and principles within each of the major subfields within psychology. Students who wish to enroll in this class should demonstrate a high degree of success in previous social studies courses. Students are subject to the AP Commitment Policy and will be guided by an AP approved curriculum in accordance with the College Board and the American Psychology Association's national curriculum. Students are expected to take the AP test at the conclusion of the course.

142 **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT**
Grade Level: 11-12
Credits: 1
The AP Comparative Government and Politics course is designed to introduce students to a variety of political institutions through examining issues such as citizen participation, governmental organization, the idea of sovereignty and the root of power, public policy, and the ways in which political and economic institutions change. The primary goal of the course is to increase understanding of the different political institutions, values, and structures of different governmental systems. Students will become more familiar with these institutions through examining case studies of Great Britain, Nigeria, Mexico, Iran, China, and Russia. This semester long course is designed to have the workload and rigor of a freshman or sophomore level college course. Upon completion of the course students will be able to take the Advanced Placement test for potential college credit. The course will emphasize critical thinking and application of knowledge with the goal that students will have a better critical perspective of the inner workings of different systems of government.

145 **CRIMINAL JUSTICE**
Grade Level: 11-12
Credits:.5
This elective course gives students an overview of the purposes and functions of the American criminal justice system. Students study various topics including the basics of criminal law, criminal procedure rules applicable to law enforcement, trials, and corrections. Students analyze why certain acts are criminalized and the evolution and role of Constitutional principles defining the rights and responsibilities of citizens. They also study law enforcement and the criminal justice and correctional system. Students explore current issues relating to criminal law and the need for continued reform of the criminal justice and correctional system based on current and past social issues and trends. They explore career opportunities in the wide-ranging field of criminal justice.

158 **MEDIA LITERACY & CURRENT WORLD AFFAIRS**
Grade Level: 11-12
Credits:.5
This course focuses on issues and crises confronting the world community. It affords students the opportunity to see how current global events directly and indirectly impact their lives. Students become knowledgeable about the social, political, intellectual, religious, economic, and geographical influences on current world events and trends. Subject matter includes historical background of the specific nations and regions under study (from the post World War II period to the present) current events, geographic settings, economic and political matters. Students learn how to analyze world events and formulate opinions based upon research and discussion. Newspapers, periodicals, magazines, and other media sources serve as class materials.
129 ADVANCED PLACEMENT US GOVERNMENT AND POLITICS
Grade Level: 11-12
Credits: 1
Advanced Placement US Government and Politics is designed to provide students with the analytical skills and factual knowledge necessary to examine the foundations, institutions, powers, and influences of United States government. This course is similar to an introductory college survey course. Each unit consists of a combination of lecture, discussion, research, and writing assignments. Students are expected to take the Advanced Placement Exam administered in the spring.

160 SOCIAL JUSTICE
Grade Level: 9-12
Credits: .5
Students have the opportunity to explore issues of race, class, gender, sexual orientation, and religion. They become instigators of individual, cultural and institutional change while developing a critical consciousness and becoming an active citizen. Coursework engages students in the study of influential individuals of the past as well as current events through various types of texts, including visuals, film, social media, literature, and primary sources.

170 REGIONAL STUDIES: CARIBBEAN HISTORY
Grade Level: 11-12
Credits: .5
This course is a survey of the history of the islands of the Caribbean, from pre-Columbian cultures to the present. The course explores the development of Caribbean societies during the colonial period through the impact of slavery and the revolutions of the 19th and 20th century. Links between the Caribbean and the United States are emphasized.

175 OUT OF MANY, ONE: IMMIGRATION TO THE UNITED STATES
Grade Level: 11-12
Credits: .5
Using primary and secondary sources such as film, photos, diaries, personal narratives, political cartoons, music, literature, and legislation, students explore historic and contemporary immigration experiences in the United States. Topics include the ideologies of nativism, assimilation, and the “American melting pot”; the social, cultural, and economic life of earlier immigrants; the forced migration of people from regions of Africa to the western hemisphere; and current patterns and conditions of immigration and migration.

155 ADVANCED PLACEMENT ECONOMICS
Grade Level: 11-12
Credits: 1
AP Economics is broken up into two major topics: Microeconomics and Macroeconomics. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.
Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are expected to take the AP test for both courses in the spring.
As the world becomes increasingly interdependent and we prepare our students to succeed in the twenty-first century, the study of world languages is critical to the academic, social, and civic development of students. Students who study a world language enrich their personal lives and their academic careers as well as increase their opportunities beyond high school.

In order to achieve this goal, two units of study are required for graduation. Students are encouraged to study a world language beyond level two in order to increase their proficiency in that language. They are encouraged to study a second world language as well.

Salem High School currently offers three language programs:

- French
- Spanish
- Spanish for Hispanohablantes (native speakers)

All programs are offered at the college preparatory level, and beginning with level 2, at the Honors level. In Honors level courses, students are expected to work more independently and at an accelerated pace.

All world language courses are designed around the Massachusetts Frameworks for World Language and the 5 C’s of language learning:

- Communication
- Culture
- Connections
- Comparisons
- Communities

Students at various levels of language study are expected to perform at an appropriate proficiency level based on the Performance Guidelines for Foreign Language Learning published by ACTFL (American Council on the Teaching of Foreign Languages).
**FRENCH**

409 **FRENCH I**
Grade Level: 9 - 12
Credits: 1
This is a beginning level course for students with no previous knowledge of the French language. It lays the foundation for the study of French through themes such as *My World* and *My Daily Life, Contemporary Life, Family and Identities, Communities and Communication, Aesthetics and Beauty*. The culture of the French-speaking world is also woven into each unit through the study of music, art, literature, and holidays. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to perform at a novice level.

410 **FRENCH II**
411 **FRENCH II HONORS**
Grade Level 9 - 12
Credits: 1
Prerequisite: Successful completion of French I or successful completion of 7th-8th grade French measured by placement test.
Level II courses are a continuation of Level I through reinforcement of Level I material, the introduction of new themes, and the integration of culture. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to perform at a novice level.
The honors course is accelerated, and students will be expected to work more independently.

412 **FRENCH III**
413 **FRENCH III HONORS**
Grade Level 10 - 12
Credits: 1
Prerequisite: successful completion of French II
Level III courses build upon the foundational courses of Levels I and II through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in increasingly more complex language contexts using more complex grammatical structures. Students are expected to perform at a beginning intermediate level.
The honors course is accelerated, and students will be expected to work more independently.

414 **FRENCH IV**
415 **FRENCH IV HONORS**
Grade Level 10 - 12
Credits: 1
Prerequisite: Successful completion of French III
Level IV courses build upon the previous three years of language study through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in more complex language contexts using more complex grammatical structures. Students are expected to perform at an intermediate level.
**FRENCH V**

Grade Level: 11 - 12  
Credits: 1  

*Prerequisite: Successful completion of French IV*  
Level V courses build upon the previous four years of language study through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in more complex language contexts using more complex grammatical structures. Students are expected to perform at an intermediate-advanced level by the end of the course.  
*The honors course is accelerated, and students will be expected to work more independently.*

**ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE**

Grade Level: 12  
Credits: 1  

*Prerequisite: successful completion of French IV.*  
This course is designed for students at an advanced level of language study. Students explore the themes of global challenges, beauty and aesthetics, science and technology, families and communities, personal and public identities and contemporary life through demonstration of interpersonal, interpretive and presentational skills. All students are expected to take the AP exam in the spring.

**SPANISH**

**SPANISH I**

Grade Level: 9 - 12  
Credits: 1  

This is a beginning level course for students with no previous knowledge of the Spanish language. It lays the foundation for the study of Spanish through themes such as *My World and My Daily Life, Contemporary Life, Family and Identities, Communities and Communication, and Aesthetics and Beauty*. The culture of the Spanish-speaking world is also be woven into each unit through the study of music, art, literature and holidays. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to perform at a novice level.

**SPANISH II**

**SPANISH II HONORS**

Grade Level: 9 - 12  
Credits: 1  

*Prerequisite: Spanish I or successful completion of middle school Spanish measured by placement test*  
Level II courses reinforce Level I material, while introducing new themes and the integration of culture. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to perform at a novice level.  
*The honors course is accelerated, and students will be expected to work more independently.*
**SPANISH III**
Grade Level: 9 - 12
Credits: 1

Prerequisite: Successful completion of Spanish II; successful completion of middle school Spanish measured by placement test

Level III courses build upon the foundational courses of Levels I and II through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in increasingly more complex language contexts using more complex grammatical structures. Students are expected to perform at a beginning intermediate level.

*The honors course is accelerated, and students will be expected to work more independently.*

**SPANISH IV**
Grade Level: 10 - 12
Credits: 1

Prerequisite: Successful completion of Spanish III; Successful completion of Spanish for Hispanohablantes III

Level IV courses build upon the previous three years of language study through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in more complex language contexts using more complex grammatical structures. Students are expected to perform at an intermediate level.

*The honors course is accelerated, and students will be expected to work more independently.*

**SPANISH FOR HISPANOHABLANTES I**
Grade Level: 9 - 12
Credits: 1

This is a beginning level course for students who speak and understand Spanish but who read and write at a novice level. It lays the foundation for the study for the continued study of Spanish through themes such as world and daily life, contemporary life, family and identities, communities and communication, aesthetics and beauty, science and technology, and global challenges. The culture of the Spanish-speaking world is also be woven into each unit through the study of music, art, literature and holidays. There is a strong emphasis on the development of interpersonal, presentational and interpretive skills through the development of reading comprehension, presentational speaking and writing.

**SPANISH FOR HISPANOHABLANTES II**
Grade Level: 9 - 12
Credits: 1

Prerequisite: successful completion of Spanish for Hispanohablantes I; successful completion of middle school Spanish measured by placement test

Level II courses reinforce Level I material, and add the introduction of new themes and the integration of culture. There is a strong emphasis on the development of interpretive and presentational skills through the development of reading comprehension, presentational speaking and writing. Students are expected to perform at an intermediate level.

*The honors course is accelerated, and students will be expected to work more independently.*
SPANISH FOR HISPANOHABLANTES III

Grade Level: 9 - 12
Credits: 1

Prerequisite: successful completion of Spanish for Hispanohablantes II; successful completion of middle school Spanish measured by placement test

Level III courses build upon the foundational courses of Levels I and II through thematic units and integration of culture. There is a strong emphasis on the development of interpretive and presentational skills in increasingly more complex language contexts using more complex grammatical structures. Students are expected to perform at an intermediate level.

The honors course is accelerated, and students will be expected to work more independently.

ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE

Grade Level: 10 - 12
Credits: 1

Prerequisite: successful completion of Spanish IV; successful completion of Spanish for Hispanohablantes III.

Students explore the themes of global challenges, beauty and aesthetics, science and technology, families and communities, personal and public identities and contemporary life through demonstration of interpersonal, interpretive and presentational skills. All students are expected to take the AP exam in May.
Physical Education is that integral part of the total education that contributes to the development of the individual through the natural medium of physical activity - human movement. It is a planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each student. It teaches students what physical fitness is and how they can maintain physical fitness throughout their adult lives.

Physical Education also provides each student with a basic working knowledge and understanding of various sports and fitness activities, and strives to create a level of skill that enables students to effectively participate in lifetime sports. Our basic objective is to see that our students are active participants and not merely spectators. Physical Education class is an opportunity for our students to develop such traits as sportsmanship, leadership, and teamwork. It is also a time to have fun, work cooperatively, and release tension in a constructive manner. Physical Education courses are aligned to all applicable state and federal education frameworks.

Requirements: Freshman are required to take Fundamentals of Fitness, and sophomores are required to take Project Adventure. All PE courses factor into the student's grade point average (GPA).

901 FUNDAMENTALS OF FITNESS
Grade Level: 9 (Highly Recommended)
Credits: .5
This course explores the following: the definition of physical fitness, the benefits of physical fitness, determining and evaluating levels of physical fitness, principles of training for sports, leisure and fitness participation, the physiology of fitness (how the body works in training), current exercise programs to maintain fitness, and suggested exercise precautions to prevent injury and prevent exercise burnout. Topics covered are current and apply to young people and adults alike as they work out to prepare for physical activity.

902 PROJECT ADVENTURE
Grade Level: 10 (Highly Recommended)
Credits: .5
This highly recommended course will provide students with an opportunity to work individually, as well as together in a group, through unique challenges, to solve problems and experience success. These unique and relevant experiences will promote individual and group goal setting, critical thinking, collaboration, and empower students to make positive change through experiential learning. Students will realize increased self-confidence, develop leadership skills, discover the power of group cooperation, and learn to view obstacles as opportunities for growth. Activities are accessible to all students and set in an environment that is fun, safe, and respectful. Students are evaluated on their effort and engagement throughout the semester. This course is based on the belief that a learning environment that utilizes adventure and cooperative learning techniques, in a supportive classroom, is an optimal educative experience.

903 LIFETIME FITNESS & TEAM SPORTS
Grade Level: 10-12 Elective
Credits: .5
This course provides the students with the opportunity to participate in a variety of sports and fitness related activities. Through a basic understanding of personal fitness, students are encouraged to make healthy lifestyle choices.
904 **LIFETIME FITNESS THROUGH LIFETIME ACTIVITIES**
Grade Level: 11-12 Elective
Credits: .5
This course promotes personal wellness through a variety of lifetime activities and individual sports. Through a basic understanding of personal fitness, students are encouraged to make healthy lifestyle choices.

905 **ADVANCED PROJECT ADVENTURE**
Grade Level: 11-12
Credits: .5
Prerequisite: 902 Project Adventure and/or Instructor Approval.
Activities offered are: ropes course and rope skills, nature study, new games, problem solving and belay techniques. There is an emphasis on student involvement, high elements, and safety. Assessment is based on the completion of all required activities.

907 **PHYSICAL MANAGEMENT**
Level: 11-12
Credits: .5
This course is offered to students who wish to lose and/or maintain their weight and improve their physical condition and appearance in an effective and permanent manner. Activities include: aerobics, strength training and classroom work. Emphasis is on developing healthy life-time changes in eating and exercise behaviors.

910 **HEALTH EDUCATION***
Level: 9-10 Required
Credits: .5
This course provides the knowledge to be healthy and live productively and successfully throughout life. An integral part of the course is determining and evaluating how decisions, choices and lifestyle affect our health and the health of others. Students develop an understanding of the importance of social, mental, emotional and spiritual health.

912 **HEALTH II***
Grade Level: 11-12
Credits: .5
Prerequisite: 910 Health Education
Health II is available to students interested in continuing their knowledge gained from the (910) Health Education course and expanding upon the topics covered by digging deeper and focusing on current health trends that affect our student population. Students examine current risky behaviors, identify healthy alternatives, and create projects to make positive change in society.

*Salem School Committee policy requires notification to parents regarding a course that “primarily involves human sexual education or human sexuality issues.” This course introduces lessons which deal with topics such as the anatomy and physiology of the reproductive system, conception, birth control and pregnancy, reproductive health and sexually transmitted diseases, HIV/AIDS education, sexual orientation, and teen dating. Parents who wish to exempt their child from any of the above portions of this health course must send written notification of the specific topics to the Salem High School Principal.
**FINE AND PERFORMING ARTS:**

**VISUAL ARTS**

*Salem High School* fosters an environment that allows for maximum development of the student's potential by offering a wide variety of courses in the visual arts. Students interested in the visual arts are encouraged to become involved in a flexible sequence of courses during their entire four years. There are various suggested pathways which allow a student to have a broad-based foundation in order to achieve their future goals.

Visual Arts courses encourage students to perceive the world they live in, reacting to the things they see and feel, and interpreting their emotions, feelings and insights through a variety of visual materials. Art experiences are selected and organized with different emphasis and degrees of complexity resulting in a broadened understanding of all three aspects of the art subject: perceiving, creating, and responding. The aim of the program is to involve the student in the discovery of ideas as well as techniques, and to teach them not only to be creative, but also to understand creativity. The courses engage the student in their perceptual and conceptual processes, which are common concerns of the artist and designer. This is a “hands-on” approach in producing works of art using a variety of methods and materials. All Visual Arts courses are aligned to all applicable state and federal education frameworks.

**598 GRAPHIC DESIGN I**

Grade Level: 9-12
Credits: .5

Students in Graphic Design learn the basics of creating and communicating using visual elements. Emphasis is on visual expression: learning to produce creative solutions for the communication problem at hand. Moving back and forth between the hands-on studio environment and the high-tech computer lab, students learn techniques and skills used by professionals in the graphic design and illustration field. Students are introduced to the use of Adobe Illustrator and Photoshop software. Topics covered include the Elements of Art and Design, composition in two-dimensional space, typography and presentation skills.

**611S GRAPHIC DESIGN II**

**611SH GRAPHIC DESIGN II HONORS**

Grade Level: 9-12
Credits: .5
Prerequisite: Graphic Design I

Moving back and forth between the hands-on studio environment and the high-tech computer lab, students gain expert knowledge of techniques and skills used by professionals in the graphic design and illustration field. Illustration techniques, as well as Adobe Creative Suite software, are utilized to create sophisticated solutions to a variety of design problems. Assignments resemble typical projects designers create in the real world. Topics covered include exploration into the Elements and Principles of Design, typography, image making, design history, and presentation skills. Students also learn skills such as scanning images and use of digital cameras.
614 **GRAPHIC DESIGN CAPSTONE**  
Grade Level: 11-12  
Credits: 1  
*Prerequisite: Graphic Design I and Graphic Design II*  
Graphic Design Internship gives students the opportunity to apply the skills and concepts learned in Graphic Design to real-world design projects. Graphic Design Internship creates an authentic learning experience by providing projects submitted by actual clients from the Salem community and beyond. Students have the opportunity to meet with their clients to determine their needs. They learn to create successful solutions through a process involving research, brainstorming, sketches, design, presentation and revision. Through the process of developing successful solutions for their clients, this internship class provides an opportunity for students to demonstrate independence, self-motivation, and responsibility for self and others.

695 **FASHION DESIGN**  
Grade Level: 9-12  
Credits: .5  
This course is designed for students interested in the creative process of Fashion Design. Students learn how to create their own designs through fashion illustration techniques such as figure drawing + croquis templates. Students will learn about textile design by using various methods such as block printing, silk screen, paint + dye to create their own fabric designs. Students also learn about garment construction and sewing skills such as embroidery; hand and machine sewing, and garment construction. Final projects demonstrate the students' ability to create wearable designs and exhibit their skills in fashion illustration.

599 **PHOTOGRAPHY I**  
Grade Level: 9-12  
Credits: .5  
This course is a basic introduction into the principles of black and white photography. Students gain a basic understanding of the use of the camera, exposure meters, darkroom techniques, printing, and presentation of their work. They become acquainted with the camera as an image-making tool that can be used in many different types of photographic areas such as advertising, editorial, fashion, food, portrait, journalism and sports. Students are encouraged to apply the skills gained in photography to their other courses.

613S **PHOTOGRAPHY II**  
613SH **PHOTOGRAPHY II HONORS**  
Grade Level: 9-12  
Credits: .5  
*Prerequisite: Photography I*  
Students develop the ability to translate meaningful ideas in the media. Students learn the skills necessary to produce pictures of professional quality. In the studio and in outside assignments, students utilize advanced techniques and equipment including digital camera, scanner, computer, Adobe Photoshop software, and alternative output and substrates. This course emphasizes the importance of photography as a means of individual expression. Students apply their understanding of the principles of design and use their powers of observation, abstraction, invention, and expression to produce a professional, personal portfolio. Throughout, students demonstrate their knowledge of the processes of creating and exhibiting artwork, including drafts and critiques.
605 PAINTING AND DRAWING I
Level: 9-12
Credits:.5
Students are introduced to a variety of techniques and processes involved in making two-dimensional art. Using drawing, painting, and printmaking techniques, they see how the elements of art (line, color, value, shape, form, texture and space) are used in the creation of expressive, well-crafted compositions. Students gain a solid foundation, enabling them to express their ideas, recognize their personal visual language, and realize their own creative potential. The use of various art media is explored, including pencil, charcoal, watercolor and acrylic paint, and linoleum block prints.

606S PAINTING AND DRAWING II
616SH PAINTING AND DRAWING II HONORS
Grade Level: 9-12
Credits:.5
Prerequisite: Painting and Drawing I
This advanced course allows students who have successfully completed Painting and Drawing I to expand their capabilities to create expressive, meaningful and well-crafted two-dimensional compositions. This process includes advanced study of materials, techniques, aesthetic concepts and critical decision-making. Units of study include drawings/paintings from observation using objects as well as the human form, the creation of imaginative narratives using symbols to express meaning, and the development of an understanding of both figurative and abstract art through the in-depth study of the Principles of Art. In addition to developing advanced skills and techniques, students understand the importance of painting and drawing as a means of individual expression. Students demonstrate the powers of observation, abstraction, invention, and expression using a variety of painting, drawing and printmaking materials and techniques. Students also demonstrate knowledge of the processes of creating and exhibiting artwork: idea development, sketching, practicing, creating, critiques, self-assessment, refinement, and exhibit preparation.

607 CERAMICS AND SCULPTURE I
Level: 9-12
Credits:.5
Students are introduced to the basic elements, principles and aesthetics unique to the creation of expressive, well-crafted sculpture and clay objects. They learn a variety of techniques and processes (modeling, carving, casting, multimedia assemblage), and basic construction methods as they explore the different personalities of sculpture media: clay, plaster, wire, cardboard, paper maché, and wood. Students gain a solid three-dimensional art foundation, enabling them to express their ideas with imagination, recognize their personal visual language, think critically and realize their own creative potential. Students learn to apply various color media (paint, wood stains and ceramic glaze) to define form, enrich the surface and complete their ideas.

608S CERAMICS AND SCULPTURE II
Grade Level: 9-12
Credits:.5
Prerequisite: Ceramics and Sculpture I
This half year, advanced course allows the student who has successfully completed Ceramics and Sculpture I to expand their capabilities and create expressive, meaningful and well-crafted, three-dimensional works of art. This process includes advanced study of materials, techniques, aesthetic concepts, and critical decision-making. Units of study include clay techniques such as hand building, wheel throwing, and glazing. Sculpture techniques include carving, casting and mixed media. Students demonstrate the powers of observation, abstraction, invention, and expression using a variety of sculpture materials and techniques. Students demonstrate in-depth knowledge of the elements and principles of art.
616 **MIXED MEDIA ART**

Grade Level: 9-12  
Credits: .5  
*Prerequisite: Painting and Drawing I, Graphic Design I or Photography I*

Students apply skills learned in previous courses while exploring and experimenting with new techniques. Through combining skills learned in Photography, Painting and Drawing, or Graphic Design, this class encourages the expression of personal ideas and vision. Students research, discuss and make art about current events, global concerns, and public awareness.

610 **JUNIOR / SENIOR PORTFOLIO HONORS**

Grade Level: 11-12  
Credits: 1  
*Prerequisite: Painting and Drawing II, or Sculpture and Ceramics II, or Graphic Design II, or Photography II AND by portfolio review*

This course is recommended for the student who plans to apply to a post-secondary art school or program, and also for the student with a strong interest in the visual arts who wants to develop a portfolio as part of their college application process. The teacher works individually with each student to develop their portfolio, which incorporates a cross-section of their best works. During this Portfolio course, new concepts and projects are introduced, building on previously learned principles and skills, just as past projects are revisited and if necessary further improved and refined. Students are expected to work above and beyond the high school classroom. A special emphasis is placed on the finished portfolio presentation. Additional issues covered include critiquing work, writing an artist statement, exhibiting work, and shooting digital images of artwork for final presentation.

700 **ADVANCED PLACEMENT STUDIO ART 2-D DESIGN PORTFOLIO**

Grade Level: 11-12  
Credits: 1  
*Prerequisites: Painting and Drawing II, or Graphic Design II, or Photography II, or Junior/Senior Portfolio, and portfolio review and approval by a panel of art teachers.*

During this Advanced Placement course, new concepts and projects ARE introduced, building on previously learned principles and skills, just as past projects are revisited and if necessary further improved and refined. A special emphasis is placed on the finished portfolio presentation. Additional issues covered include critiquing work, writing an artist statement, exhibiting work, and shooting digital images of artwork for final presentation. Students must work above and beyond the high school classroom and are assigned a summer project. The teacher works individually with each student to develop their portfolio, which must be submitted at the beginning of May to the College Board Jury Panel.
A common belief is that anyone can now make their own television show, web movie, computer animation, or song. Is it true? Today, the tools of digital media production are more accessible and more affordable than ever before. Technology does help. But the key to making compelling, high quality media still lies in the skill and understanding of the producer. Digital Media courses offer all students not just the cutting-edge tools, but also the education and insight that brings their very best work to light. Whether writing scripts, shooting HD video, designing animated characters, recording and composing music and sound effects, or digitally editing any of the above, Digital Film & Animation students master both the tools and the concepts necessary to become producers -- and informed consumers -- of audiovisual media today. All Digital Film & Animation courses are aligned to all applicable state and federal education frameworks.

890 DIGITAL FILM AND ANIMATION I
Grade Level: 9-12
Credits: .5
This course introduces students to the making of the moving image. They study the concepts and the technology underlying frame-based digital media, and they leverage that understanding in the production of short films and computer animations. Live-action video projects encompass scripting, shooting, and editing entire productions. Animation projects focus on designing creative characters, scenes, and actions, using Adobe Flash. Students are expected to participate in both individual and group projects, and must budget time effectively to meet deadlines. The introduction of basic concepts in Media Literacy is a key element of the course.

892 DIGITAL FILM AND ANIMATION II
Grade Level: 10-12
Credits: .5
Prerequisite: Digital Film & Animation I
This course brings students to an advanced level of self-expression and technological skill in the areas of digital film and animation. They focus on creating more complex animations, while exploring advanced concepts and tools such as coding and interactivity in Adobe Flash. They also learn the fundamentals of modeling and animating in a 3-Dimensional space, using Cheetah 3D. On the live-action video side, students develop a greater understanding of the concepts, skills, and tools related to digital film production. Advanced video projects include projects in the genres of drama, experimental, and documentary.

894 FILMMAKING: JOURNALISM
894H FILMMAKING: JOURNALISM HONORS
Grade Level: 10-12
Credits: 1
Prerequisite: Digital Film & Animation I
Students continue to develop their production skills with a focus on gathering and presenting stories centered on the Salem High School community. They work extensively outside of class time as they produce stories for a weekly school-
wide newscast. The ability to use time effectively and meet deadlines is crucial. Students’ work will be seen weekly in classrooms and on local cable channel SATV-3.

**895 FILMMAKING AND ANIMATION: PORTFOLIO**

**Grade Level:** 11-12  
**Credits:** 1  
**Prerequisite: Digital Film & Animation I, Digital Film & Animation II,**  
This course is recommended for the student who plans to apply to a post-secondary program in Communications or Art to pursue further study in digital media production. This course is also appropriate for the student with a strong interest in digital film and/or animation who may want to develop a portfolio as part of their college application process.  
Students pursue advanced, independent projects in digital film and/or animation with guidance and oversight from the instructor.
FINE AND PERFORMING ARTS:

PERFORMING ARTS

All Performing Arts courses are aligned to all applicable state and federal education frameworks. Our program offers a variety of elective courses. Some of these are exploratory, some are for the enjoyable use of leisure time, and some are to prepare for college and career training.

Music Course Selection Guidelines

- The following exploratory courses are available as electives for the entire student body: 826 and 829.
- Courses 806, 809, 810, 811, 812, 817, and 819 are available as electives that involve singing and/or performing on band and orchestra instruments or keyboard. Public performance is required.
- Those students considering music as a college major or minor can follow a sequence of courses after the exploratory courses; each year, one or more courses in the 809 through 826 series should be selected. In addition, the following courses should be selected: Music Theory I, Music Theory II, and Advanced Placement Music Theory.

MUSIC

809 INSTRUMENTAL MUSIC - STRINGS
810 INSTRUMENTAL MUSIC - STRINGS HONORS
Grade Level: 9-12
Credits: 1
An all-inclusive course for string students (violin, viola, cello, and string bass) featuring mandatory participation in string orchestra and symphony. Public performance is required. There are leadership opportunities for interested and qualified students. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.

Honors students will complete one project each quarter in the areas of performing, composing, and research.

811 INSTRUMENTAL MUSIC - BAND
812 INSTRUMENTAL MUSIC - BAND HONORS
Grade Level: 9-12
Credits: 1
This is an all-inclusive course featuring mandatory participation (performance at sports events such as football games, parades, festivals, and community functions) in the marching band, and concert band. These groups can be extended to include jazz and percussion ensembles and other small ensembles. Students are selected from the concert band to perform with the symphony as needed. There are numerous opportunities for leadership positions for interested and qualified students. Varsity football players and varsity football cheerleaders are exempt from participating in the marching band field show. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.

Honors level students will complete a project each quarter.
806 WIND ENSEMBLE HONORS
Grade Level: 9-12
Credits: 1
Prerequisite: Audition required
Like Concert Band, this course features mandatory participation (performances such as football games, parades, festivals, competitions and community functions) in marching band and wind ensemble. Members are eligible to audition for percussion ensemble and jazz band as well as other small ensembles. A smaller group than the Concert Band, students usually perform more advanced music with only one student per part. An honors level course, students complete one project each quarter in the areas of performing, creating, research or service. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.

813 CHAMBER SINGERS HONORS
Grade Level: 9-12
Credits: 1
Prerequisite: Audition required
This is a small choral group providing the student with an opportunity to develop good vocal technique while performing relatively advanced music. Chamber singers perform at all concerts independently and as part of the Chorus. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.

817 CHORUS
819 CHORUS HONORS
Grade Level: 9-12
Credits: 1
This course is a general chorus, open to the entire student body, with emphasis on developing music literacy and vocal techniques used in various musical styles. Repertoire ranges from classical to rock. Attendance at all concerts is mandatory. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.
The honors option will include additional work of an advanced nature as agreed upon by the student and the instructor through a contractual process.

826 PIANO LABORATORY
Grade Level: 9-12
Credits:.5
Class instruction is offered in piano at all levels of achievement. As a result, the class can be taken multiple times. Students learn music theory and performance using a variety of musical styles. Performance in class is required, both individually and in groups. Students also have the opportunity to learn about music software with hands-on projects in the music lab. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.

820 DIGITAL MUSIC I
Co-curricular with drama department
Grade Level: 9-12
Credits:.5
Digital Music I is designed to introduce students to the use of digital technology in music. Students explore the evolving role of digital technology in the modern music industry, including digital notation, audio recording, sound design and
manipulation, and music production. Using professional software and equipment, students learn and develop skills enabling them to create original musical compositions, record, edit, and manipulate sound in various ways. The class accommodates students who play musical instruments and want to record and edit their own performances, as well as students interested in composition and creation that takes place entirely in the digital realm. Additional skills may include lyric writing, creating soundtracks for movies and commercials, music videos, and custom compositions for multimedia projects. Students also explore careers related to the music, audio, and multimedia field.

829 MUSIC I
829H MUSIC I HONORS
Grade Level: 9-12
Credits: .5
In this course, American popular music is used to introduce students to the elements of music such as rhythm, melody, timbre, dynamics, etc. By listening to, analyzing, and discussing American popular music of all styles and periods, students learn about basic musical concepts such as meter and tone quality. Students in this class also learn about the music of other cultures and begin composing using computer programs such as GarageBand and Sibelius. 
Honors level will complete the Practical Theory workbook, enabling them to continue on to Music II if they choose.

830 MUSIC II HONORS
Grade Level: 9-12
Credits: 1
Prerequisite: Music I Honors or by placement test and completion of Practical Theory workbook by Feldstein.
This course serves as a continuation to Music I, incorporating music theory, history, and composition. In addition, students study possible careers in music and delve further into the knowledge and skills presented in Music I, including rhythmic and melodic dictation, sight singing and ear training. This course should be taken by any student considering a career in a music-related field.

831 ADVANCED PLACEMENT MUSIC THEORY
Grade Level: 10-12
Credits: 1
Prerequisite: Music II or placement test by instructor.
The ultimate goal of an AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Achieving these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students prepare for the national AP exam in May.

857 EXPLORING JAZZ
Grade Level: 9-12
Credits: .5
Prerequisite: Music I Theory book or equivalent.
This course provides a basic introduction to jazz including history, theory and improvisation. Students are assigned to a jazz combo and should have the basic ability on any standard band or orchestra instrument, piano, guitar or bass or in singing. No prior jazz experience is necessary. Performance in class is required.
858 **ADVANCED JAZZ**  
Grade Level: 9-12  
Credits: .5  
*Prerequisite: Jazz 1 or permission of instructor*

This course is designed to provide advanced content, techniques and skills in jazz theory, history and improvisation. Students are assigned to a jazz combo which will perform in public as part of the final exam; therefore, students should have moderate to advanced ability on any standard band or orchestra instrument, piano, guitar or bass or in singing.

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**DRAMA**

869 **THEATER I**  
Grade Level: 9-12  
Credits: .5  
This course is designed to introduce students to theater arts with a focus on acting. Topics covered include theater history, pantomime, improv, scenes, and monologues, and are explored through a variety of drama games and scene work. No theater experience is necessary.

870 **THEATER II**  
Grade Level: 9-12  
Credits: .5  
*Prerequisite: *Theater I  
This course is designed to provide an intensive study in and practical application of acting and directing techniques. Emphasis is on performance, and the end product of the course is the production of a full-length play.

873 **THEATRE PRODUCTION I**  
Grade Level: 9-12  
Credits: .5  
This course provides an introduction to the elements of creating a dramatic production including scenic design, stage lighting, sound design, costuming, makeup and public relations/producing. This course is intended as a springboard for Theatre Production II.

874 **THEATRE PRODUCTION II**  
Grade Level: 9-12  
Credits: .5  
This course continues the study of the elements of creating a dramatic production. Students have the opportunity for "hands-on" experience in theatre production as well as performing for their peers. After-school and weekend work is required. Students are actively involved in the high school drama club productions as part of their final grade.

875 **FESTIVAL DRAMA HONORS**  
Grade Level: 10-12  
Credits: .5  
*Prerequisite: *Theater I, Audition  
This class is offered to drama students who have completed a full cycle of Theater I and Theater II or have been active in the Drama Club for at least two years, and are interested in performing in competition. Students must be willing to attend evening rehearsals after the semester ends and participate in the Massachusetts Educational Theatre Guild Drama Festival in March.
The Career Technical Education Department offers both state certificate and non-certificate programs. These programs offer applied learning in a sequence of courses designed to prepare students for both employment and for post-secondary education. Using a combination of classroom instruction, hands-on lab work and on-the-job training, students receive the specific skills and knowledge necessary for economic independence as productive and contributing members of society.

The Pathways shown provide a recommended sequence of courses to prepare students for successful continuation of their education at the post-secondary level, or for entrance-level positions in the workforce. All Career Technical Education courses are aligned to all applicable state and federal education frameworks.

The Salem High School Career Technical Education and Cooperative Education Programs will not discriminate against student applicants based on race, color, national origin, age, disability, sex, gender identity, religion or sexual orientation.

All students desiring to elect one of the learning sequences in the chapter 74 programs are required to complete a course of exploration, which rotates students through the vocational programs, exposing them to a core introduction to each of the program offerings.

510 INTRODUCTION TO BUSINESS & ENTREPRENEURSHIP
Grade Level 9-11
Credits:.5
Students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical, and social responsibilities and careers. Students will explore how business and entrepreneurship, along with communication can ensure a successful future. This course will include curriculum in entrepreneurship, economics, information technology and business.

505 MARKETING 1
Grade Level 9-11
Credits:.5
Focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development.

520 ACCOUNTING
Grade Level: 10-12
Credits: 1
This introductory course in organizing and maintaining business records covers the complete accounting cycle. Students learn how to make various entries in journals and ledgers and are introduced to computerized accounting. An understanding of the operations of accounts along with elementary financial statement preparation is covered. The
principles of accounting, which are taught in this course, are used in every business. This course is recommended for students planning a college major in accounting, business, or management.

This course expands the scope of accounting principles by including the areas of sales, purchases, payroll, and taxes for a merchandising business and corporation. Students regularly reinforce accounting principles by maintaining the complete accounting records of a corporation. Students use computers to enhance their accounting knowledge. The last quarter is spent on a computerized simulation, which brings together all of the elements covered throughout the course.

*Articulation credits with NSCC. Articulation credits with NSCC.*

Successful completion of Accounting meets 1 unit of SHS Math Requirement.

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**532 PERSONAL FINANCE**

Grade Level: 9-12  
Credits: .5

Where does your money go? Where does it come from? Need a loan to buy a car? How will you pay for college? Can you manage your own finances? Will you avoid credit card debt? Do you have a long-range financial plan? Budgeting your money and learning about financial planning concepts will put you in the driver’s seat. Taking this course gives students a significant advantage in managing their money. IPads are used in this course. In this course, students become investors in an imaginary stock market game (competing with over 800 schools) and learn about New York City's Wall Street. They discover how to make their money work and grow for them. They check Internet websites to find out which companies are worth buying and how to buy their stock. Many students will be faced with choosing a 401K program for themselves when they obtain full time employment. This course prepares them to make this decision.

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**590 CTE EXPLORATION**

Grade Level: 9-11  
Credits: 1

This course introduces students to the Career Technical course sequences offered at Salem High School. Students rotate through each of the content areas: Automotive Technology, Building and Property Maintenance, Culinary Arts, Electricity, Early Education & Care and Medical Assisting. **This course is a prerequisite for all other courses in the CTE Department.**

In **Automotive**, students acquire an understanding of scientific and mechanical principles of the automobile through lecture and text. Students perform some maintenance, adjustments, servicing, and repair activities.

In **Culinary Arts**, students learn about commercial kitchen equipment, sanitation procedures, food preparation, and presentation, giving students an introduction to the culinary arts profession.

In **Electricity**, students are introduced to the experience of being an electrician by designing and wiring various types of circuits using electrical code specifications. Types of projects consist of lights in series and parallel, duplex receptacles, switches, etc.

In **Building and Property Maintenance**, students learn how to use basic measuring instruments, hand tools, and safe operation of power equipment as well as general shop safety rules. Students generate and work from simple drawings to create projects out of wood or sheet metal. A review of basic math commonly used in carpentry and construction is a focus throughout the course.

In **Early Education and Care**, students learn about the careers related to the growth and development of young children. Student participate in some practical childcare experiences. Deeper exploration is available second semester by taking Child Development I.

In **Medical Assisting**, students are introduced to the many career opportunities in the medical assisting field. Shop/clinical safety practices are stressed. Students have hands-on experience in the classroom and laboratory environment.
**AUTOMOTIVE**

**646 AUTOMOTIVE I**
Grade Level: 10  
Credits: 2  
*Prerequisite: Vocational Exploration*

This course is designed to introduce students to the five areas of Automotive: power, electrical, fuel exhaust, computer controls and auxiliary mechanics. Students use various hand and portable power tools.

**647 AUTOMOTIVE II**
Grade Level: 11  
Credits: 2  
*Prerequisite: Automotive I*

This course is designed to give intermediate knowledge about the five areas of Automotive. Students learn engine repair and overhaul work on transmission (automatic and standard), front suspension, brake systems (disc and drum types) and computerized anti-lock brakes.

**648 AUTOMOTIVE III**
Grade Level: 12  
Credits: 3  
*Prerequisite: Automotive II*

This course is at the advanced level. Students work with electrical systems, various electrical problems, charging systems, cranking systems, air conditioning systems, electronic fuel injection, computer troubleshooting and computerized diagnostic equipment. Students may participate in on-the-job training through a related field experience.  
The **Automotive Program has an Articulation Agreement with Benjamin Franklin Institute of Technology and Universal Technical Institute where Salem High School students can earn college credit and advanced placement.**

**BUILDING & PROPERTY MAINTENANCE**

**632 BUILDING AND PROPERTY MAINTENANCE I**
Grade Level: 10  
Credits: 2  
*Prerequisite: Vocational Exploration*

Students complete the OSHA 10 safety program and receive their OSHA 10 certification. Classroom and shop projects cover the following topics: wood and metal framing, window and door installation, siding, roofing, flooring, interior and exterior painting and trim, hardware, interoperating building and landscape plans, lawn care, small engine and equipment maintenance.

**633 BUILDING AND PROPERTY MAINTENANCE II**
Grade Level: 11  
Credits: 2  
*Prerequisite: Building and Property Maintenance I*

Classroom and shop projects continue to build on previously learned skills while developing new skills in the following
topics: welding, basic electrical, plumbing, HVAC systems, concrete, masonry, tiling, grounds maintenance and arboriculture. Throughout the program, students build a binder of lessons, projects, and career information to take with them after graduation.

**634 BUILDING AND PROPERTY MAINTENANCE III**

Grade Level: 12  
Credits: 3  
Triple Period  
Prerequisite: Building and Property Maintenance II  
Classroom and shop projects incorporate the following topics: estimating, permits, trade certifications, small business operations, income property finance, job searching, interviewing, networking and community stewardship. Students are encouraged and assisted in finding a local cooperative education opportunity to further develop employability skills.

**CARPENTRY**

**623 CARPENTRY I**

Grade Level: 9-12  
Credits: .5  
This course provides an introduction to the correct and safe procedures of power tool woodworking. Emphasis is placed on safety, design, joinery and finishing skills. Through the transformation of raw lumber, students learn the skills and procedures involved in the construction of a small piece of furniture or a household accessory. Students are introduced to problem-solving skills.

**624 CARPENTRY II**

Grade Level: 10-12  
Credits: .5  
Prerequisite: Carpentry I  
This course is designed to provide a more advanced level of skill and techniques that builds on those learned in Carpentry I. The correct and safe use of tools and machinery is a focus. Students participate in the planning and design of a chosen project with emphasis placed on exploring new and different types of wood joinery, machine processes and finishing techniques. In addition, the following topics are covered: design construction process, materials and methods of construction, estimating job costs, construction safety, and risk management.

**625 CARPENTRY III**

Grade Level: 11-12  
Credits: 2  
Prerequisite: Carpentry II  
This course is open to selected juniors and seniors who meet the requirements of the department for the advanced student to engage in an in-depth study of special problems in woodworking and to further their study of interior carpentry skills. In addition, the following topics are covered: exotic woods and their properties, construction scheduling, financial accounting, and writing competency assessments.
The Culinary Arts Program has an Articulation Agreement with North Shore Community College allowing students to earn college credit and advanced placement.

637 FOODS AND NUTRITION I
Grade Level: 9-12
Credits: .5
Do you have questions about everything from what happens when we eat carbohydrates to facts about eating disorders? The nutrients in the foods we eat affect our appearance, strength, endurance and resistance to disease. This class addresses the latest studies and statistics, while using meal-planning ideas that included gluten free, vegetarian, vegan as well as other healthy food choices. Students have an opportunity to understand the essential components of nutrition while exploring their personal needs.

664 CULINARY ARTS I
Grade Level: 10
Credits: 2
Prerequisite: Vocational Exploration
Students participate in fine dining, restaurant and institutional type service. The course covers basics such as soups, stocks, sauces, salads and desserts. Basic sanitation and safe food preparation are emphasized.

665 CULINARY ARTS II
Grade Level: 11
Credits: 2
Prerequisite: Culinary Arts I
This course is offered to students entering the junior year. It includes Basic Recipe cooking, advanced menu preparation and costing and basic storeroom procedures. The students work on a rotational basis to become familiar with all stations and aspects of restaurant management, including use of computers.

666 CULINARY ARTS III
Grade Level: 12
Credits: 3
Prerequisite: Culinary Arts II
This course is offered to senior culinary arts students. It includes advanced buffet presentations, international cuisine and advanced cycle menu. The students work on costing, nutrition, preparing a resume and employment application, and advertising. This course emphasizes all aspects of restaurant management. Students may participate in on-the-job training through a related field experience.
Students interested in the articulation program with North Shore Community College in Early Childcare can fill out a non-binding letter of intent and have it placed on file with the College and Career Center. For more information, see your school counselor and/or teacher. This program allows for college credit and advanced placement at North Shore Community College if requirements are met. Students interested in either State Certification or the articulation program should consider the following scope and sequence of courses. Early Education and Care has a Chapter 74 Vocational Certification as of September 2014.

639 Child Development I*
Grade Level: 10
Credits: 2
This course is recommended for those students interested in pursuing careers in early childhood. It focuses on the development of the child from conception through the age of two years-nine months. Students explore the physical maturation process and also gain an understanding of how emotional, social and intellectual development are fostered or hindered. Throughout the course the inter-relationship of all areas of development is stressed. This approach is interwoven with application to parenting and childcare situations. If you have ever considered working with small children, this course helps you to identify the numerous career options available in the area of child development. (EEC Qualifying Course)
*In accordance with Salem Public Schools policy, parents are hereby notified that this course includes topics of human sexuality. Specific topics in this course which primarily involve human sexuality education are: Teen Pregnancy, Conception, contraception, Labor and Delivery. Parents/guardians may exempt their child, without penalty to the child from any portion of this curriculum, which primarily involves human sexuality issues by sending a letter to: Salem High School Principal, 77 Willson Street, Salem, MA 01970. Teachers will provide notification to parents of the probable timeline for the teaching of these topics, and will make the curriculum available for parent/guardian review of the applicable materials.

642 Child Development II
Grade Level: 11-12
Credits: 2
Child Development II investigates the development of preschoolers, early school-age children, and children with special needs. Students learn how careful planning of activities by teachers and parents aids the refinement of motor skills, helps the child gain control of emotional changes, encourages social relationships outside the home, and enhances rapid intellectual development (EEC Qualifying Course).

643 Working with Children
Grade Level: 11-12
Credits: 2
Prerequisite: Child Development I and Prerequisite: Child Development II
This course is recommended for students preparing for a career in child care.
The importance of appropriate rules and daily routines for guiding young children is emphasized. Students learn procedures for keeping children safe, healthy and nourished. The study of other aspects of child care including developmentally appropriate curriculum, strategies for behavior issues, and accommodations for special needs help students interact and react to children with confidence. (EEC Qualifying Course).


**EARLY CHILDHOOD FIELD EXPERIENCE**

Grade Level: 12  
Credits: 2  
*Prerequisite: Successful completion of courses Child Development I, Child Development II, and Working with Children, or by department approval.*  
For those interested in achieving State Certification, students work directly with children in a classroom setting. Students apply and be evaluated on information and skills gained in previous early childhood courses. Departmental approval is required for this course. (EEC Qualifying Course). Completion of this course satisfies the 150 hour practicum required for state certification.

**ELECTRICITY**

**658 ELECTRICITY I**

Grade Level: 10  
Credits: 2  
*Prerequisite: Vocational Exploration*  
This course provides a general introduction to the electrical trade and includes the study of electrical safety, use of tools and ladders, blueprint reading, splice and terminate conductors, residential wiring methods and circuits installed in the shop. The National Electrical Code, electrical theory and electrical math problems are part of this one-year course. The time is applied to student apprentice time regarding his/her application for an electrician’s license in the Commonwealth of Massachusetts.

**659 ELECTRICITY II**

Grade Level: 11  
Credits: 3  
*Prerequisite: Electricity I*  
This course is a continuation for students who have completed the first year. Residential wiring is re-introduced along with the introduction of commercial wiring. Students are instructed in advanced concepts of electrical theory. Students develop an understanding and working knowledge of the National Electrical Code and instruction on electrical test equipment. Students install electrical raceway systems. Course time is added to the first year apprentice time that is necessary to apply for his/her electrical license as prescribed by the examiners of electricians, Commonwealth of Massachusetts.

**660 ELECTRICITY III**

Grade Level: 12  
Credits: 3  
*Prerequisite: Electricity II*  
This course continues preparing the students to enter the trade as electricians’ helpers, eligible to later become licensed electricians in the Commonwealth of Massachusetts. Topics studied include motors and generators, magnetic motor controls, power generation, transformers, oil burner controls, industrial installations, wiring and a discussion on solar energy. Upon successful completion of this course, students will have earned three years of apprenticeship time, will have been prepared in the Mass. Code, and will have the appropriate math, science, pricing, drawing and estimating, skills necessary for the Massachusetts electrician’s exam. The Massachusetts Journeyman electrical exam is available after the student completes 8,000 hours of practical and 600 hours of classroom studies.
**MEDICAL ASSISTING**

**691 MEDICAL ASSISTING I**
Grade Level: 10
Credits: 1
Prerequisite: Medical Assisting Exploration
This course is a continuation for students who have completed the medical assisting exploration class. This course focuses on the administrative skills needed in order to run a medical office. The students learn about managing and maintaining electronic medical records, collecting medical histories, and developing communication skills to respond to patients in a professional manner. In addition, this class incorporates lab time to teach basic medical and triage procedures.

**693 MEDICAL ASSISTING II**
Grade Level: 11
Credits: 1
Prerequisite: Medical Assisting I
Medical Assisting II continues to build upon the curriculum taught and explored in Medical Assisting I. Medical Assisting II strengthens the students’ critical thinking skills as they relate to the history and practice of medicine. It provides advanced knowledge of safety and universal precautions according to OSHA guidelines. It further introduces critical thinking in concepts such as medical law and ethics. Students learn and understand HIPAA, Americans with Disabilities Act, and informed consent. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program. Students gain knowledge in patient education and Basic First Aid. Students are able to independently conduct a patient intake and write a health history. In addition, the Medical Assisting II course introduces basic-advanced concepts of the body system, disorders, including basic drugs, and lab tests and diagnostic studies and the role diseases play in each of these specialty systems.

**694 MEDICAL ASSISTING III**
Grade Level: 12
Credits: 2
Prerequisites: Exploring CTE, Medical Assisting I, Medical Assisting II
The medical assisting program prepares entry-level medical assistants by providing instruction in clinical skills and administrative competencies in the field of Medical Assisting. It prepares students to sit for a certification exam to become a Certified Clinical Medical Assistant, CCMA, offered at present from the National Health Association (NHA).

Students participate in shop and classroom time and also have the opportunity to intern at a local medical facility. Students apply the skills which they learned in previous classes. These skills include, but are not limited to, direct patient care, clinical vital signs, patient records, appointment scheduling, billing and coding, therapeutic communication, medical ethics, interpersonal skills, patient preparation, laboratory techniques, specimen collection, and various other clinical procedures as performed by medical laboratory assistants. Students are also exposed to advanced clinical skills such as performing EKGs, phlebotomy, and medication administration.
The Cooperative Work Experience Program is available to third year Chapter 74 CTE students in good standing. The program is administered by a licensed co-op coordinator and follows the guidelines set by the DESE for appropriate co-op placement. All Co-op employers must have workmen’s compensation and a successful CORI check. Students interested in participating in this program work for companies directly related to their vocational subject. The co-op students must agree to provide signed parent/guardian consent forms and signed approval from their academic and vocational instructors to ensure that they meet minimum standards. The Co-op Coordinator, Housemaster and Principal must all agree that the placement will enhance the student’s educational progress. The student is responsible for weekly time cards and the Co-op Coordinator and vocational instructor(s) will periodically visit the site of employment to evaluate the placement.
JUNIOR/SENIOR PROGRAMMING

542 COLLEGE BOUND
Grade Levels: 11-12
Credits:.5
College Bound is designed to prepare students for post-secondary success by helping students gain valuable knowledge on researching careers and college majors as well as understanding financial aid and scholarship options and processes.

RATIONALE
From the time students enter Salem High School until the time they graduate, they are asked to develop positive habits of mind while learning to think critically, problem solve, collaborate, and communicate. To assist in this skill development, participation in a Senior Project will afford 12th graders the opportunity to explore interests while applying and expanding upon the knowledge and skills they have acquired in their K-12 years of education.

OVERVIEW OF THE SENIOR PROJECT
The senior project consists of different components. The student works with a school advisor and an outside of school mentor to plan, implement, present, and reflect upon his/her yearlong project. By maintaining accurate documentation, collaborating with adults, rectifying difficulties, and thoroughly communicating the experience, students successfully meet the expectations of the project.

ELIGIBILITY
In May, junior students have the opportunity to apply for participation in the project. Students in Good Standing and projected to graduate on time are eligible to apply. Only candidates that successfully complete the application process will be afforded the opportunity to take part in this venture. Any student who is interested can pick-up an application from his/her respective school counselor.

CREDITS
The number of credits awarded is based on the scope of the individual project and will be determined during the proposal approval.

SENIOR PROJECT DESCRIPTION
Step #1: Select an interest and find a faculty mentor:
- Each student makes a decision as to what sort of topic/work/passion they wish to explore during the senior project.
- Each student has a faculty member to oversee the project, and offer support throughout the process.

Step #2: The Proposal - Each student works with their mentor to formulate a proposal that:
- States the project’s objective(s)
- Outlines the entire project in detail
- Describes the way(s) in which the project promotes the use of skills developed per Salem High School’s mission,
while allowing the student a successful and positive experience in the outside community.

Step #3: Proposal Approval
- Each student presents the completed proposal to an assigned administrator, their faculty advisor, and any members of the community that will be working with the student during their senior project. All parties must agree to the terms of the proposal. Once this agreement has been reached, the project has been approved.

Step #4: The Project Process
- Off-Site Project Work: Each student must spend a minimum of 40 hours actually engaging in project work. This requirement exists above and beyond any required writing, presenting, or discussion requirements associated with the project. For example, if a student has decided to shadow an auto mechanic or a teacher, he or she must be in a garage/office or classroom for a minimum of forty hours. Please note that students can spend their time doing many things. They need not be associated with a specific job or profession, but they must spend at least half of their 40 hour time requirement off site conducting project-related work such as collecting research, interviewing community members, etc.
- Journal: Each student must keep a daily journal of his or her experiences working in chosen field/course of study.
- Mentor/Mentee Meetings: While students are engaged in their project work, they must meet with their mentor biweekly to check in and discuss their struggles and achievements. (Mentors will check-in with any off-site supervisors at least once per month).

Step #5: The Finale:
- Portfolio: Each student prepares a portfolio that creatively uses visuals, reflective writing assignments, and other original work to explore their experiences working on a senior project.
- Presentation: Each student shares their experiences with their mentors, as well as a small group of their peers, family members and school community.
- Essay: Each student writes and submits an essay that reflects upon their growth, academically and personally, throughout their time at Salem High School. All essays must draw conclusions between students’ experiences in the classroom, their engagement with extracurricular activities (inside and outside the school community), and the value of completing a senior project.
SENIOR INTERNSHIP PROGRAM

RATIONALE
Senior Internship Program is an opportunity to apply content proficiency to post-secondary readiness. Students align post-secondary goals with an internship experience that engages them in challenging and work-based-learning opportunities. The internships build student agency, professional networks, and experience with community service.

OVERVIEW OF INTERNSHIP
The first four weeks of the internship prepare students with the basic “soft skills” that they will need in order to successfully establish an internship. They engage in: expectations/policy, career exploration, skill self-assessment, post-high school planning, filling out a job application, resume building, emailing etiquette, making phone calls, elevator pitches, building a schedule/time-management, and searching for and solidifying an internship. During their internship, students continue to work on various soft-skill development activities including communication, technology/social media, workplace safety, leadership development, social justice and diversity, financial literacy, and interview readiness. The program culminates with an Expo Project in which students present a summary of their internship connected and supported their post-secondary goals.

ELIGIBILITY
Seniors who are meeting graduation requirements eligible to enroll.

CREDITS
Credits: 1
All Marine Corps Junior ROTC courses are aligned to all applicable state and federal education frameworks.

489 INTRODUCTION TO MARINE CORPS LEADERSHIP (MCJROTC)
Grade Level: 9–12
Credits: .5
This course is intended for students in grade 9 to 11 who want to experience the MCJROTC leadership training. This course encompasses the basic LE I curriculum: objectives of leadership, core values, and leadership traits and principles. General military subjects include: basic Marine Corps history, drill and ceremonies, uniforms and equipment, customs, courtesies and traditions, rank structure, and physical fitness.

485 LEADERSHIP 101 (ROTC)
Grade Level: 9-12
Credits: 1
The Marine Corps Junior Reserve Officer Training Corps program is designed to develop leadership skills in high school students. The introductory course outlines the fundamentals of leadership traits and principles needed to be a successful leader. The MJROTC key objectives are to develop informed and responsible citizens through leadership and motivation; strengthen the character and self-discipline of the students; promote a basic understanding of the importance of national security; cultivate a style of public speaking; and participate in community service activities.

486 LEADERSHIP 201 (ROTC)
Grade Level: 10-12
Credits: 1
Prerequisites: Leadership I (ROTC) or instructor approval.
This intermediate MJROTC course expands on the elements of leadership by exploring its dynamics, tasks and styles. Students learn about the relationship between authority and responsibility. This course promotes goal setting, problem solving and building effective interpersonal skills through leadership challenges. The intent is to build future leaders by instilling the intangible values of self-discipline, leadership and self-respect. Additional areas covered include land navigation, first aid, unit drill, and physical fitness training.

487 LEADERSHIP 301 (ROTC)
Grade Level: 10-12
Credits: 1
Prerequisites: Leadership I (ROTC) and Leadership II (ROTC) or instructor approval.
This course further strengthens the student’s leadership skills. Students are placed in leadership positions and help develop other students’ leadership abilities through practical application exercises. Students learn to work with local medias and elected officials. Students continue to develop their leadership skills through public speaking and community service. They study the role of government and the responsibility of citizens in a democracy.
488 LEADERSHIP 401 (ROTC)

Grade Level: 10-12

Credits: 1

Prerequisites: Leadership I, II, and III (ROTC) or instructor approval.

This course provides the student the opportunity to develop their leadership skills by planning, organizing, and executing missions with a larger group of students. LE IV will be more challenging and in depth. The skills taught are: resolving conflict in groups, equal opportunities, sexual harassment and fraternization, patriotism, personal growth and responsibilities, public service, and career exploration.
The English Language Learning (ELL) Department offers courses for Limited English Proficient (LEP) students determined to be eligible according to MA DESE guidelines. The courses provide instruction of the English language in the four domains of language acquisition (speaking, listening, reading, and writing). The acquisition of both social and academic English language skills is imperative for student success. Our program strives to give students social and academic language, cultural awareness, and content area knowledge to thrive as students and productive citizens.

The ELL Department offers courses for English Language Learners in English as a Second Language (ESL), sheltered content support for mainstream courses in the core-content areas and a specialized program for Newcomers who have been in the United States for less than one year and are building beginning English language skills.

ESL course instruction focuses on interactive learning, which assists students in developing both interpersonal communication skills and academic language proficiency in order to attain their potential in the mainstream program. Students are placed in the ESL course level indicated by initial placement results, ACCESS (Assessing Comprehension and Communication in English State-to-State) testing, prior course completion, and/or teacher recommendation. Students in their second year of study may also be enrolled in content classes that are supported by an ESL teacher. In subsequent years of study, students continue their English language development, and in addition to an ESL class, take content-area courses with mainstream teachers. Course content is made accessible to all English language learners by providing appropriate scaffolding and entry points. Students continue to access grade-level, mainstream courses while developing their English language skills in ESL classes until they are determined to no longer be LEP, according to district and state guidelines.

All courses for English language learners are aligned to applicable state and federal education frameworks.

SHELTERED ENGLISH IMMERSION

The curriculum of all core content classes follow the Massachusetts Curriculum Frameworks (State Standards) in English Language Arts, Math, Science, and Social Studies but provide additional support and emphasis on the areas most necessary for English language development: vocabulary (both general academic language and content-specific), language structures, and grammar.
ENGLISH AS A SECOND LANGUAGE (E.S.L.)

Students at SHS who are learning English receive instructional support from an English as a Second Language (ESL) teacher. The ESL teacher provides support in all aspects of learning English: listening, speaking, reading and writing. Classes meet daily to support students in the Entering stage of English acquisition. For students that are Emerging, Developing, Expanding, and Bridging their English acquisition but continue to need English language learning support in an exclusive setting, ESL courses are provided every other day.

1083 NEWCOMER ESL
1084 BEGINNER ESL
1085 INTERMEDIATE ESL

NEWCOMERS PROGRAM

The Newcomers Program is designed to offer students who have recently arrived to the United States an environment with an intensive focus on cultural acclimation as well as developing basic (and some expanded) social and academic language. Students enrolled in this program access sheltered content courses as well as specially designed elective courses and advisory.

901 NEWCOMER PHYSICAL EDUCATION/HEALTH
1083 NEWCOMER ESL
1075 NEWCOMER WORLD HISTORY II
1077 NEWCOMER FOUNDATIONS OF MATH
1078 ALGEBRA I
1080 NEWCOMER BIOLOGY
Salem High is committed to supporting students with disabilities in accessing the full range of academic, social, cultural and athletic opportunities offered to our community of learners. The school embraces a continuum of special education service options designed to meet the unique needs of students with disabilities in accordance with their Individualized Education Plans. Staff include an array of special education teachers, paraprofessionals, and related service providers who use a variety of service options including co-teaching, push-in, pullout, substantially separate and community-based service delivery models.

Adhering to the tenets of Least Restrictive Environment and working as comprehensive treatment team, individual decisions are made surrounding student need and instructional formats. Specialized instruction, curriculum modification, accommodations, and consultation occur across all school settings regardless of the nature and/or severity of the student's disability-related needs.

In incidences where, despite intensive interventions in the general education environment, the nature or severity of the student’s disability has deemed that a more restrictive environment is necessary, we offer a variety of substantially separate programs to meet the student’s unique needs. In all cases, to the maximum extent appropriate, inclusion with, and access to, non-disabled peers for the individual student is a priority. Our special education teams work with youth and families to support the students’ vision for adult living, and to support our students in planning and preparing for life after high school.

RELATED SERVICES
Related services are provided when the special education team deems them necessary in order for the student to access, participate in, and make progress in their educational program. Related services are provided in varied locations and group arrangements including general education, small group, and one-to-one. All services can be provided within the general education class or in a separate setting depending upon the decision of the special education team. Services include (but are not limited to):

- Assistive Technology
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf/Hard of Hearing Services
- Community/Vocational Training
- Transition Planning
- Speech and Language Therapy
- Physical Therapy
- Psychology and Social Work
- Vision Services
- Applied Behavior Analysis Services
- Travel Training
ACADEMIC SUPPORT
The Academic Support program serves students with a wide range of disabilities and is designed to meet a range of academic and interpersonal concerns. Special education staff offers academic support and instruction in reading, writing, mathematics, as well as study and organizational skills. Special education teachers push-in to general education classes, facilitating accommodations and modification of content while providing skill development in content areas and organizational support. Each student has a liaison that communicates with parents, teachers and counselors. Staffing and support are provided to meet specific student needs as described in the IEP, including:

- Home-school communication and collaboration
- Liaison to world language and vocational technical departments
- Communication with general education teachers
- Counseling support

LANGUAGE-BASED PROGRAM
The Language-Based Program serves students who may have difficulty with reading, written language, oral language, organization, math, and attention arising from language processing challenges. This program is designed to meet the needs of those students who benefit from a language-based approach to academic instruction. Specialized instruction is embedded across the core curriculum. This approach enables students to generalize and apply language-based strategies for increased independence and improved access to the curriculum. Supports are tailored to individual student needs and may include case management, academic support, counseling, social and emotional support and social language instruction.

ACADEMIC SUPPORT INTENSIVE PROGRAM
Academic Support Intensive Program serves students with learning disorders that impact their ability to access the general education curriculum without significant modifications, accommodations and specialized instructional support. The program provides academic, language, fine and gross motor, and social skill development within a small, highly structured, safe and nurturing learning environment. The use of positive reinforcement and success-oriented experiences support student growth towards personal independence, specific IEP goals and overall academic achievement.

ASD
The ASD program serves students identified as having an autism spectrum disorder. It offers inclusive supports to students who benefit from instruction in social communication, self-regulation, navigating the social world and managing the multiple academic and personal demands that high school students encounter. One goal of the program is to assist students in developing social competency and to achieve success academically. Transition from high school to post-secondary employment and/or education is a focus. Supports are tailored to individual student needs and may include case management, academic support, counseling, social and emotional support, and social language instruction. Students are provided with a drop-in space to use as needed. Additional services are provided when needed, including assistance in general education as well as assistance with organizational and support skills.

ASD also encompasses students with autism spectrum disorders including PDD-NOS, autism and similar profiles. Integrated programming includes social learning instruction, communication services, organizational support, BCBA services, vocational/community experiences and daily living skill instruction. An inclusion-based, intensive approach to Applied Behavior Analysis (ABA) instruction is offered. Services include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies to students in grades 9 through 12. The program is based on the principles of Applied Behavior Analysis and positive behavior supports through the use of individualized behavior support plans, function-based strategies, functional communication training, and positive reinforcement.
systems. These skills are provided in a variety of settings to promote generalization of the skills.

**THERAPEUTIC SUPPORT PROGRAM**
The Therapeutic Support Program serves students with social-emotional disabilities, providing a highly structured, safe and therapeutically supportive environment that focuses on academic achievement. These students share a common denominator of emotional vulnerability and social-emotional concerns that impact learning. Depending upon the needs of the student, program support may range from one to eight blocks. For students who are mainstreamed, there exists an on-going, effective communication network between regular and special education staff.

**SALEM PREP**
The Salem Prep serves students with significant emotional disabilities who have been unable to demonstrate success in less restrictive environments. The Salem Prep is an off-site, alternative, therapeutic day program. The program provides ongoing therapeutic supports including individual and group counseling. A low student-to-teacher ratio affords individualized instruction based on each student’s profile. Communication between school and home and the involvement of outside providers is encouraged and supported. In addition, students are able to enroll in courses at the main campus when specified in a student’s IEP.

**LIFE SKILLS PROGRAM**
This program services students who have intellectual impairments and/or autism that significantly impact their progress in school. Some students also have physical disabilities. Students receive functional academic instruction in a separate classroom setting. Students apply learned skills throughout the school and the community. Students can receive intensive instruction, as needed. Students may continue until age 22 and may receive services through the Employment Support Program.

**POST HIGH PROGRAM: COMMUNITY CONNECTIONS**
This program is geared toward students who have completed four years of high school and have not received a high school diploma. The program services students who have completed most of the 9 – 12 requirements and are 18-22 years of age, often having substantial multiple disabilities. These disabilities may include, but are not limited to, autism, communication, cognitive, physical, sensory, and/or medical. The mission of the Post-High program is to maximize the potential and independence of each student. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. The program works on developing and strengthening functional life skills, including money and time management, community safety, travel training, vocational training, and self-advocacy skills. The students in this program are active participants in their transition from post-high to adult life. These students continue programming until turning 22 or receiving a diploma, whichever comes first.
**STUDENT SUPPORTS**

**Student supports are additional interventions** to assist students in reaching their potential. These supports are implemented through Salem High School’s tiered system of supports. Because they are interventions, students do not select these courses for themselves. Instead, various stakeholders work to identify need and appropriately apply these interventions to a student’s schedule.

**THE BRIDGE ACADEMY**
The Bridge Academy is a small learning community designed to engage its students towards meeting the academic and social expectations of the high school. Providing a personalized experience, the Bridge Academy maintains the same schedule as the rest of the high school with the exception of shorter daily academic classes as well as a service-learning component that supports student engagement with school and community. As part of the high school’s tiered system of support, students enter the Bridge Academy after being referred by the Student Support Team. Typical students are behind on credits and have experienced disengagement and frustration with the traditional school framework. All Bridge Academy courses are aligned to applicable state and federal frameworks.

**MCAS MATH PREP**
MCAS Math Prep is an intervention designed for students that have not passed their initial MCAS Math exam in their sophomore year. Students still seeking to successfully complete the MCAS Math exam are scheduled for this semester-long intervention when possible. Students in MCAS Math Prep review key concepts that will appear on the MCAS exam.

**MATH LAB**
Math Lab is an intervention designed to implement additional support for students who have not yet achieved their full potential in mathematics. Students struggling with the concepts of their mathematics course are identified by teachers and scheduled for this semester-long intervention. Math labs are smaller settings with a math teacher to review key concepts and areas of weakness for these students.

**STUDY CENTER**
This intervention provides students with challenges outside of math with a point of contact and additional time for reviewing course concepts. The study center teacher focuses on helping referred students organize and manage their time more effectively, while also communicating with teachers on the student’s schedule.
Students seeking a college education or postsecondary training need to recognize the importance of performing well throughout their academic careers. Competition for admission to two and four year institutions of higher learning continues to accelerate. Successful admission to a two or four year program requires proper selection of courses, academic achievement, and participation in activities outside of the classroom. Standardized testing is required for most college admissions. Students are encouraged to follow our recommended guidelines for testing.

The state requirements for admission may be helpful in guiding a student's course selections. Students planning to enter the Massachusetts University or state university system will need to meet the following minimum requirements.

Minimum admissions standards for freshman applicants are:

- Successful completion of MCAS tests in mathematics, ELA, and science
- Sixteen college preparatory courses distributed as follows:
  - English: 4 courses
  - Mathematics: 3 courses (Algebra I & II and Geometry/Trigonometry)
  - Natural Sciences: 3 courses (3 with laboratory work)
  - Social Sciences: 2 courses (United States History required)
  - World Language: 2 courses (Two consecutive years with the same language)
  - Electives: 2 courses (from the above departments, or from Humanities, Computer Science, or Performing and Fine Arts)

The minimum GPA, calculated at the end of the seventh semester, must be achieved in the required academic courses completed at the time of application and should be weighted for Honors and AP courses. If a student's GPA falls below the minimum required, the following sliding scale applies. This scale should be used only when a student’s GPA falls below the minimum required for the state universities as outlined in the GPA table below.

<table>
<thead>
<tr>
<th>High School GPA</th>
<th>MA Universities SAT V+M</th>
<th>UMass SAT V+M</th>
<th>ACT</th>
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<td>950</td>
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<td>2.00 - 2.10</td>
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<td>1150</td>
<td>24/25</td>
</tr>
</tbody>
</table>

For more specific interpretations of the entrance requirements for the state college and university system, contact the particular colleges or universities in which they may have an interest. In many cases state universities are not even considering students with a GPA below 2.20. Students should consult with individual private colleges for their admission standards.
AP COMMITMENT

Salem High School’s Advanced Placement courses are college-level classes that high school students can take before graduating.

What is an AP class like?
• College-like classes in a high school classroom
• Discussion and debate that drive the class

What does it take to succeed in AP?
• Commitment to pushing and challenging yourself as a student
• Motivation to develop college and career ready skills
• Curiosity to explore and critically analyze.

What are the benefits of taking AP classes?
• Increased academic rigor helps prepare for the challenges faced in the typical college classroom.
• Help stand out from the crowd in the college application process.
• Potential to skip introductory courses during your freshman year in college.
• Development of the skills needed to succeed in college and career skills including:
  o Critical thinking and analysis
  o Prioritization and time management
  o Research and writing
• Weighted GPA