

SALEM HIGH SCHOOL

COURSE CATALOG



INTERESTS • BELONG • EXPLORE • CREATE • PASSION

Where opportunity & passion intersect.



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Principal/Main Office	(978) 745-9300
College & Career/Guidance	(978) 740-1157
IMC/Library	(978) 740-1128
Family Engagement Facilitator	(978) 825-3450
CTE Program	(978) 825-3602
Website	https://spssalemhs.salemk12.org/



PRINCIPAL'S MESSAGE

Dear Scholars and Families:

It is my pleasure to present the Salem High School 2026-2027 Course Catalog. The 2026-2027 Course Catalog will provide you with comprehensive and detailed information on all courses and programs offered at Salem High School.

In order to increase the potential of achieving college and career goals, scholars and parents should consider the following steps when choosing classes:

1. **Explore:** Use this book as a resource to generate a plan to meet graduation requirements and college and career goals. Work with your scholar's counselor or current teachers to help answer questions you may have.
2. **Create the Pathway to your Future:** Course selection is an important step in taking ownership of your educational future. Parents/guardians, school and scholars must work together to ensure scholars are not only getting the most out of their high school experience, but also aligning their course selection to their post high school goals.
3. **Choose courses that will accomplish the following:**
 - Satisfy course and credit requirements for graduation
 - Build up academic and vocational skills needed
 - Explore areas of interest and look for courses that will support you in connecting at Salem High School
 - Challenge yourself at a variety of academic levels including Advanced Placement, Early College and Honors.

Salem High School offers an incredible opportunity to discover and grow your passion. We are excited for you to challenge yourself and create a pathway to your future!

Sincerely,

Glenn Burns
Principal
Salem High School





VISION

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

Salem High School is committed to equipping scholars with transferable skills by providing a scholar-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 scholar through the equitable delivery of challenging, relevant, and joyful learning experiences.

We empower all scholars 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 scholars should experience a vigorous, relevant and purposeful education. This will happen as we support and promote:

Celebration of Difference	Culture of Learning & Innovation	High Standards of Excellence for All
Equity & Access	Growth for All	Collaboration



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 scholars 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)

The Massachusetts Commonwealth Dual Enrollment Partnership (CDEP) provides opportunities for high school scholars 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 scholars to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified scholars who otherwise may not have access to an early college experience.

Salem High School may count the CDEP course either as an elective or a required course. Approval of Dual Enrollment courses replacing required SHS courses must be approved by the Executive Principal of Salem High School. Courses approved to replace required or elective courses at SHS are configured into the high school GPA and weighted the same as AP courses. The final grade will be entered on the transcript, this will coincide with second and fourth marking periods. Transportation to and from all dual enrollment partners is the sole responsibility of the scholar for those courses being taken on the college campus.

For further information on dual enrollment scholars and families can reach out to their college and career counselor.

*Information taken directly from Massachusetts Higher Education website.
For more information go to: 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 scholars and their families make their course selections. This is a vitally important task, and it is imperative that all of the information be read with care. Scholars 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.

Graduation Requirements: Total Credits = 26

Area of Study	Units	Credits
English	4	4.0
Mathematics (Must include Algebra II)	4	5.0**
Social Studies	3	3.0
Lab Based Science	3	3.0
World Language*	2	2.0
Physical Education	2	2.0
Career/Tech Ed & the Arts	1	1.0
Health	0.5	0.5
Electives	—	6.5

* World Language requirements may be waived for students participating in Career and Technical Education Pathway from grade 9-12

** Algebra I is a double blocked course and may result in 2 credits

The total number of credits required for graduation is 26 credits. Seniors must take and pass 5 units their senior year to be eligible for graduation. Scholars 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

*In order to achieve Sophomore status, a scholar 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 with supporting data for consideration by the Superintendent and his/her designee.

COMPETENCY DETERMINATION POLICY

I. Context

[Massachusetts state law](#) requires students to satisfy the requirements of a competency determination (CD) to graduate high school. Historically the competency determination for all high school graduates across the state of MA was a passing score on MCAS assessments. However, in November 2024, Massachusetts voters passed Question 2, a measure that removed MCAS as a mandatory condition for high school graduation. Under the newly revised law, students are required to still take MCAS exams (in grades 3–8 and 10), but they will no longer need a passing score on the Gr. 10 MCAS to receive a diploma. Instead, the governing body of the district must develop a policy for determining competency that outlines how students will demonstrate mastery of a common core of skills that are aligned to the state academic standards and curriculum frameworks in the areas previously measured by MCAS high school tests. Satisfaction of the competency determination shall be a condition for high school graduation.

II. Defining: Competency Determination and Local Graduation Requirements

In order to earn a Salem Public Schools diploma, a student must fulfill both of the following two conditions.

1. **Meet local graduation requirements and**
2. **Fulfill the competency determination requirement**, as determined by the School Committee.

Local graduation requirements may align to the competency determination but do not take the place of it.

Earning a diploma = satisfying local graduation requirements + meeting the district's competency determination

III. Local Graduation Requirements for Salem High School

Below is an outline of the total number of credits required for graduation at each high school in Salem. Specific requirements can be found in the individual school's Program of Study (PoS).

Salem High School
<i>26 credits</i>
SHS PoS



IV. Standards for Competency Determination

As described in the new regulations, the competency determination represents two accomplishments:

1. **Showing mastery of skills** in English language arts, mathematics, science and history (*beginning with the graduating class of 2027*) and
2. **Satisfactory completion** of relevant coursework

Showing mastery of skills – To earn a competency determination, Salem Public School students must demonstrate mastery of high school academic standards in the following subject areas through the identified method for determining mastery at each school.

TABLE 1	CD Required Courses
Subject Area	Salem High School
English Language Arts	<p>English I English II AP Seminar: English</p> <p><i>For students at ACCESS Levels 1-2:</i> Newcomer ELD Beginner ELD</p>
Mathematics	<p>Algebra I or Integrated Mathematics I and Geometry or Integrated Mathematics II</p>
Science	<p><i>One of the following:</i> Biology or AP Biology Chemistry or AP Chemistry Physics or AP Physics I or II</p>
US History (Starting w/ the graduating class of 2027)	<p><i>One of the following:</i> American and World Encounters I American and World Encounters II AP US History</p>
Method for Determining Mastery	<p>Students will demonstrate mastery in these courses by earning a 2.3 or higher on their final exam or culminating project.</p> <p>If a student prior to the final exam or project has a 2.3 or higher and cannot demonstrate mastery of skills, concepts, and standards on the final exam or project, they will be provided an opportunity to complete a portfolio that will be used to assess mastery of key concepts, skills, and standards as defined by the Massachusetts Curriculum Frameworks.</p>

Satisfactory completion of coursework – To earn a competency determination, Salem students must successfully complete coursework as defined by these grading criteria as specified in the Program of Study for each school.



TABLE 2

CD Grading Criteria
Salem High School
Students will demonstrate successful completion of coursework by earning a grade of 2.3 or higher on the SHS standards-based grading scale.

V. Competency Determination by Class

Graduating Class of 2026 and 2027

Students in the Class of 2026 and 2027 may satisfy the competency determination requirements for each subject using one of the following methods:

- Students who achieved the competency determination via MCAS prior to January 3, 2025 will retain their earned status.
- Students who did not achieve competency determination through MCAS by this date may fulfill this requirement by successfully completing the relevant course work for that subject area with a minimum grade as specified in Table 2.
 - Note at the time that these courses were taken, there were no mechanisms in place to verify “mastery” as defined by DESE guidelines.
- Students in the Class of 2027 must also satisfy coursework in US History or the equivalent.

Graduating Class of 2028 and Beyond

Students in the Class of 2028 and onward may only earn the competency determination by satisfying the requirements in Table 1 and Table 2.

VI. Opportunities for Retest for Mastery

Students who earn credit for relevant coursework but do not earn “mastery” for the course will have the opportunity to attain mastery in subsequent years through retests or a portfolio review. Assessments will cover the same standards but be presented in different ways to ensure authentic mastery of the material.

VII. Special Populations

Students with Disabilities

Students with disabilities, including those educated in out-of-district placements, will receive accommodations and supports as outlined in their IEPs. Special considerations for students with disabilities related to the requirements for a competency determination are outlined below. To be eligible for these special considerations, a student must have a significant disability, as defined by DESE, including:

- Significant delays in academic achievement due to a significant disability;
- Substantial support needs to make measurable progress on grade-level standards;
- Documented cognitive and adaptive functioning two or more standard deviations below the mean on accepted assessments.

Special Considerations for students with Disabilities:

- ***General Education with Inclusion Supports:*** Students should be enrolled in courses that enable them to demonstrate mastery as determined by the IEP team. Students with disabilities who are enrolled in general education courses in the inclusion setting may have access to supports that include but are not limited to a special educator with services, consultation or accommodations.
- ***Alternative Demonstration of Mastery:*** Determination as part of an IEP team decision, a student may demonstrate competency through alternative or modified assessments. This can include portfolio assessment, projects, and/or tasks that indicate completion of work aligned with state curriculum frameworks, as indicated by the student's IEP.



- **Considerations for Students in Out-of-District Placements:** All approved Out of District programs offer rigorous coursework based on each student's circumstances that aligns closely with the Curriculum Frameworks consistent with 603 CMR 28.09(9)(b). Students in OOD placements have various opportunities to participate in or submit work toward the CD requirements. This can include portfolio assessment, projects, asynchronous or synchronous participation in classes, work experiences, and/or tasks that indicate completion of work aligned with state curriculum frameworks, as noted in the student's IEP. Recognizing that individualized pacing is often necessary, OOD schools may provide unique scheduling and educational alternatives. These may include credit recovery programs and coursework extensions into summer or vacation periods, ensuring all students are afforded an equitable opportunity to satisfy CD requirements.

Multilingual Learners

Students at ACCESS levels 1–2 may meet the English language arts coursework requirement through designated English Language Development (ELD) courses that integrate grade-appropriate ELA standards with appropriate scaffolding. These courses will be certified by the district and offered only to eligible students. Students with limited or interrupted formal education (SLIFE) may also be eligible for these courses, even if their ACCESS level is above 2, based on demonstrated need and academic history.

Late-Enrolling Students or Transfer Students

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the Salem Public Schools in one or more of the following ways:

- Transcript review by school administrators
- Additional course requirements as determined by school administrators
- A qualifying MCAS score of at least meeting or exceeding expectations achievement levels on the relevant high school MCAS assessment
- Meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards of any course listed in DESE's approved course list.

VIII. Additional Considerations

Credit Recovery Options

Students who do not meet the passing grades in the above prescribed courses may enroll in Not Yet Academy, credit recovery courses or be scheduled to take additional coursework by their guidance counselor that meets the same MA Curriculum Framework Standards. These opportunities will provide a student who has yet to meet the CD requirements additional opportunities to meet this standard for graduation.

Appeals Process

Current students and/or parents/guardians may appeal the determination of competency in accordance with the following district procedures:

- A student (18 or older) or parent/guardian submits a request in writing to the Principal.
- The College & Career Counselor/guidance counselor will audit the information presented.
- Findings are presented to the Director of Guidance/Principal in conjunction with relevant personnel for final approval.
 - A passing score of meeting or exceeding expectations on the MCAS assessment may be considered as part of the review.
- If the student should be awarded a competency determination, a notation is made in Aspen and in the student's record.
- The decision will be provided within thirty (30) days of receiving all supporting documents. Written notification will be sent to the email address provided by the requestor.
- The decision may be appealed in writing to the Superintendent or designee within five (5) days. The Superintendent or designee will have final approval.

Transcript Review for Former Students

Salem Public Schools provides a formal transcript review process for any former student who believes they have earned a Competency Determination (CD) in alignment with the district's [current policy](#). This review ensures that individuals who have satisfactorily completed the relevant coursework are recognized as meeting CD requirements as outlined in this existing policy, and



therefore have earned a high school diploma. To request a formal transcript review process, former students should contact the high school where they were last enrolled. *Note:* Grade scale conversions are available in the Salem High School Program of Study.

GRADING

Standards-Based Grading

Salem High School has school-wide implementation of Standards-Based Practices and Grading. Scholars learning progress is reported using standards-based grading (chart below).

Proficiency Level		
Above grade Level Proficiency	4.0	Scholar's work shows multiple skills beyond grade level
	3.5	Scholar's work shows skill beyond grade level
Grade Level Proficiency	3.0	Scholar's work meets grade level requirements
Progressing Toward Proficiency	2.5	Scholar's work demonstrates most foundational skills consistently
	2.0	Scholar's work demonstrates some foundational skills
Limited Progress Toward Proficiency	1.5	Scholar's work shows some grade level skills independently
	1.0	Scholar's work shows some grade level skills with help
No Evidence of Proficiency	0	Scholar's work shows no evidence of proficiency

At the end of the school year, numerical grades in all courses are converted to a letter grade on a scholar's transcript.

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, scholars receiving a 90% grade average or above (without a grade of F or I) in traditionally graded courses, or a 3.0 or above (without a grade of F or I) in courses using standards-based reporting are awarded high honor status. Scholars receiving an 80% to 89.99% grade average (without a grade of F or I) in traditionally graded courses, or a 2.8-2.9 (without a grade of F or I) in courses using standards-based reporting are awarded honor status.



GRADE POINT AVERAGE (GPA)

The **GPA** is a measure of a scholar'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. Independent Study courses are graded as Pass/Fail and not factored into a scholar's **GPA**.

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

Traditional Grading (Percent)	Standards-Based Grade Mastery Level	Grade	College Prep Level Points towards GPA	Honors Level Points Towards GPA	AP Placement Level Points Towards GPA
98-100	3.8-4.0	A+	4.3	4.8	5.3
93-97	3.4-3.7	A	4.0	4.5	5.0
90-92	3.0-3.3	A-	3.7	4.2	4.7
87-89	2.9	B+	3.3	3.8	4.3
83-86	2.8	B	3.0	3.5	4.0
80-82	2.7	B-	2.7	3.2	3.7
77-79	2.6	C+	2.3	2.8	3.3
73-76	2.5	C	2.0	2.5	3.0
70-72	2.4	C-	1.7	2.2	2.7
65-69	2.3	D	1.3	1.8	2.3
64 or Below No Credit	2.2 and Below No Credit	F	0.0	0.0	0.0
No Credit	NC	NC	0.0	0.0	0.0





PATHWAYS

CLASSICAL PATHWAYS

- AP Capstone
- Early College
- Fine/Performing Arts

INNOVATION PATHWAYS

- Biomedical
- Engineering
- Graphic Design & Visual Communication

CTE PATHWAYS

- Automotive Technology
- Building & Property Maintenance
- Carpentry
- Computer Science
- Culinary Arts
- Early Education & Care
- Electrical
- Medical Assisting: Technology
- Medical Assisting: Pharmacy

AP COURSES

- AP African American Studies
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Capstone
- AP Chemistry
- AP Comparative Government
- AP Economics
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP European History
- AP Modern World History
- AP Music Theory
- AP Physics
- AP Pre-Calculus
- AP Research
- AP Seminar
- AP Spanish Language & Culture
- AP Statistics
- AP Studio Art
- AP US History

CERTIFICATIONS

- OSHA 10
- OSHA 30 Construction
- First Aid
- CPR/AED
- CAD
- ServSafe
- Comp TIA
- Hotworks
- ASE Entry Level Certification
- EEC Essentials Training Certificate
- Infant/Toddler or Preschool Certificate
- Electrical Apprenticeship Hours
- CCMA
- Adobe Suite Certification

ARTICULATION AGREEMENTS

EARLY COLLEGE

SALEM STATE UNIVERSITY

- Healthcare and Human Services
- Education

NORTH SHORE COMMUNITY COLLEGE

- Dual Language Liberal Arts
- Business

- Culinary Institute of America
- Johnson & Wales University
- Keene State University
- Lakes Region Community College
- North Shore Community College
- Salem State University
- All Massachusetts Community Colleges



DEFINITION OF A PATHWAY

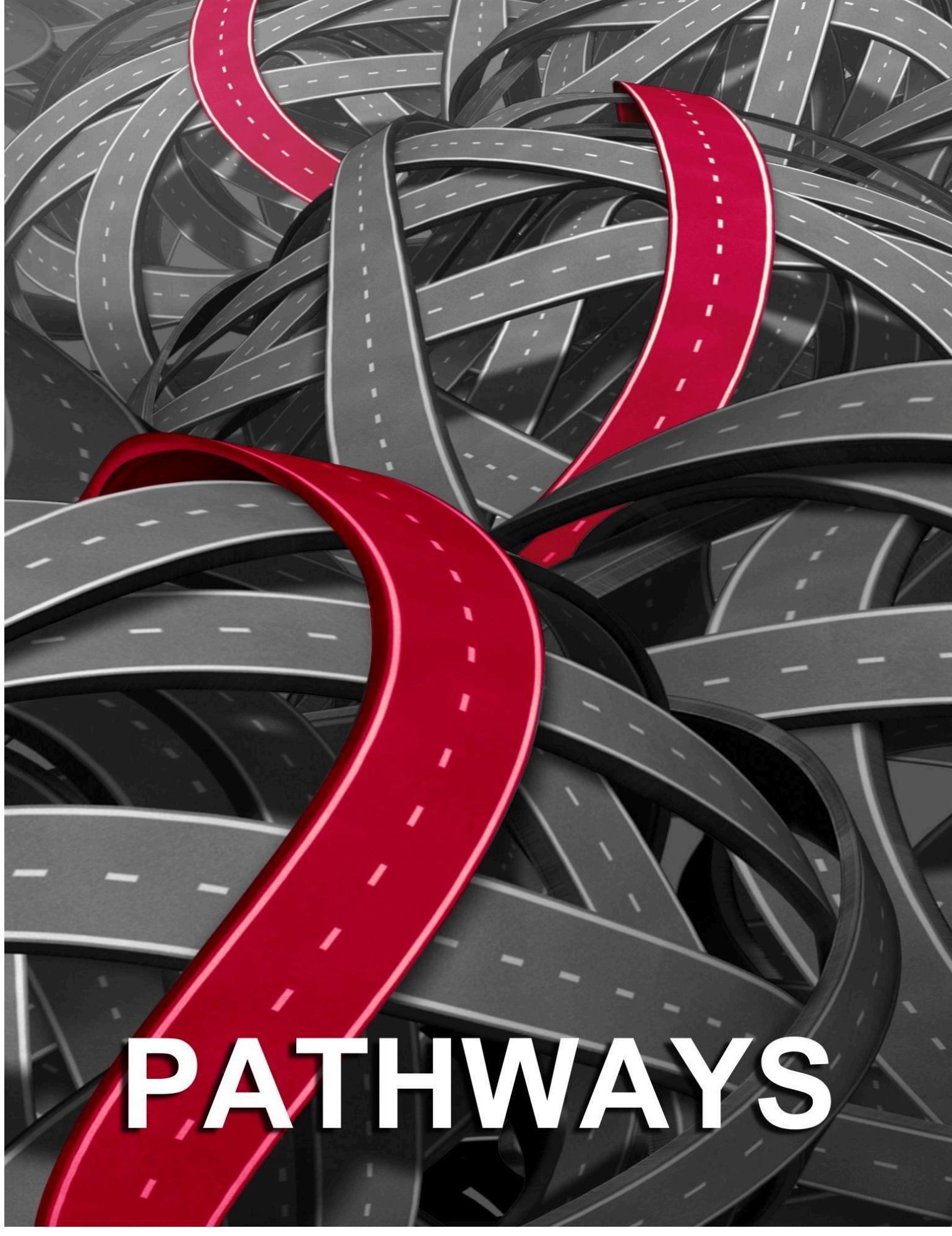
An intentional educational structure within a school system which includes a rigorous academic course of study, authentic contextual learning experiences, caring adults to provide guidance and advising; and social, emotional and learning supports designed to prepare students for college and career. To be considered a pathway, the structure should adhere to the five Guiding Principles adapted from the MA Board of Elementary and Secondary Education and Board of Higher Education principles for High Quality College and Career Pathways for Early College and Innovation Pathway designations as described below.

PATHWAY GUIDING PRINCIPLES

Pathways for college and career readiness and civic engagement are intentional educational structures within a school system that enable students to build agency, identify career interests, and understand the connection of academic learning and future success. These structures, grounded in equity, must ensure all students — and especially historically underrepresented student populations — complete a rigorous academic course of study, participate in authentic contextual learning experiences, engage with caring adults to provide guidance and advising, and have social, emotional and learning supports to ensure no student is left behind. All Pathways should provide a variety of experiences that better inform future career and life choices so students create post-secondary plans that are authentic, meaningful and attainable.

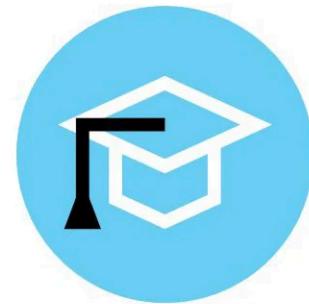
**Definition taken from DESE website. For more information, please go to:
<https://www.doe.mass.edu/ccte/CCR/massgrad/pathways.html>*





PATHWAYS

CLASSICAL PATHWAY: AP CAPSTONE



AP Capstone Diploma™

FUTURE CAREERS

- Can vary based on interest/specialty

CREDITS/CERTIFICATIONS

- Potential College Credit
- Internship Experience Available

REQUIRED COURSES FOR ATTAINMENT

- 1 AP Research course with 3 or higher
- 1 AP Seminar course with 3 or higher
- 4 AP Courses with scores of 3 or higher

Occupational Outlook

Students who participate in the College Board AP Capstone program can expect a positive impact on their academic and professional outlook. The program, encompassing AP Seminar and AP Research, equips graduates with crucial skills such as research, critical thinking, and effective communication. This preparation enhances college readiness, making students well-equipped for the challenges of higher education. The emphasis on independent inquiry fosters strong research capabilities, and the requirement to present and defend findings build oral and written communication skills. Successful completion of AP Capstone may also result in college credits, expediting progress through higher education. Overall, graduates gain a competitive advantage, showcasing their commitment to academic excellence and the development of essential skills, positioning them favorably in both college admissions and the job market.



Summary

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. (retrieved from <https://apcentral.collegeboard.org/courses/ap-capstone/how-ap-capstone-works>)

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	AP Modern World	World Lang		Fine Art Theater Music	Health I Fundamentals		8
10th Gr.	AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AP US History	World Lang		2 Credits Fine Art Theater Music	Project Adventure	0.5 Elective Journalism	8
11th Gr.	AP Research	Pre-AP Algebra II	Physics	AP European History	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus		AP Psychology	World Lang OR AP		2 Credits Fine Art Theater Music	0.5 PE Elective	1.5 Elective based on Concentration or internship	8

* Algebra I is double blocked course



CLASSICAL PATHWAY: EARLY COLLEGE



FUTURE CAREERS

- Can vary based on interest/specialty

CREDITS/CERTIFICATIONS

- Up to 30 college credits in a designated pathway

REQUIRED COURSES FOR ATTAINMENT

- Completion of 15 credits at North Shore Community College or Salem State University
- Earn all credits in the Pathway courses senior year

Occupational Outlook

Students who complete an early college pathway in high school often experience a positive occupational outlook due to several key factors. By engaging in college-level coursework during high school, students can accelerate their academic progress and enter the workforce or pursue higher education at an earlier stage. This accelerated pathway allows them to gain a head start on their careers and may lead to earlier entry into professional fields. Additionally, students who complete an early college pathway typically acquire advanced knowledge and skills, making them more competitive in the job market. The exposure to college-level coursework also enhances their adaptability and readiness for the demands of higher education. Furthermore, students completing an early college pathway often establish valuable connections and networks, contributing to increased opportunities for internships, mentorships, and job placements. Overall, the occupational outlook for students completing an early college pathway is promising, with potential benefits in terms of career advancement, skill development, and a smoother transition into the professional world.



Summary

Salem High School offers an Early College Pathway in partnership with North Shore Community College and Salem State University, providing students with a unique and accelerated educational experience. This program focuses on five majors: Dual Language Liberal Arts, Liberal Arts, Healthcare and Human Services, Education and Business. Students engaged in the Dual Language Liberal Arts major gain proficiency in two languages while exploring liberal arts subjects in Spanish. This Early College Pathway collaborative initiative allows students to earn college credits during high school, accelerating their academic and career pathways. The program not only enhances students' subject-specific expertise but also fosters a smooth transition to higher education or entry into the workforce, providing a well-rounded and promising occupational outlook.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang		2 Credits Fine Art Theater Music	Project Adventure	Social Justice Early College	8
11th Gr.	Early College English	Pre-AP Algebra II	Physics	Early College Social Studies	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook 2 subject specific electives	8
12th Gr.	Early College English	Early College Math			World Lang OR AP		.5 Credits Fine Art Theater Music	0.5 PE Elective	3 Early College Pathway Course 2 subject specific electives	8

*Algebra I is double blocked course



CLASSICAL PATHWAY: FINE & PERFORMING ARTS



FUTURE CAREERS

- Curator
- Animator
- Journalist
- Dancer
- Theater Director
- Fashion Designer

CREDITS/CERTIFICATIONS

- AP Studio Art 2D - potential college credit
- AP Music Theory - potential college credit
- Potential AP Capstone Diploma with additional AP coursework
- Internship Experience Available

REQUIRED COURSES FOR ATTAINMENT

- 7 credits in Music, or
- 7 credits in Fine Arts, or
- 7 credits in Theater

Occupational Outlook

The occupational outlook for arts and design occupations is dynamic and influenced by various factors such as cultural trends, technological advancements, and economic conditions. Careers in this field encompass a wide range of disciplines, including visual arts, graphic design, performing arts, and multimedia production. The demand for graphic designers, illustrators, and multimedia artists is driven by the growing need for visually engaging content in marketing, advertising, and digital media. Additionally, professionals in performing arts, such as actors and musicians, may find opportunities in live performances, film, television, and streaming platforms. The evolving landscape of virtual and augmented reality further expands possibilities for artists and designers. However, competition can be keen, and individuals with a diverse skill set, adaptability, and a strong online presence may be better positioned for success. Networking, continuous skill development, and staying abreast of industry trends are crucial for those pursuing careers in arts and design, contributing to a field that thrives on innovation and creativity.



Summary

The Fine Arts and Communication Academy seamlessly integrates academic learning with immersive exploration in music, theater, dance, and media production. Offering diverse pathways, the academy creates a dynamic environment that nurtures both intellectual growth and creativity. It provides crucial support for students to develop the knowledge, skills, and commitment necessary to thrive as artists in society. Focusing on the expression of creativity and a profound passion for the arts, students are inspired to transcend artistic boundaries, blend various processes, and delve deeply into the historical and traditional aspects of the arts. The academy places a strong emphasis on honing technical skills through inquiry, innovation, and inventive approaches. Actively promoting diversity in the education of future artists, this academy becomes a hub for inclusive artistic exploration. Through engaging in rehearsals, seizing performance opportunities, tackling real-world projects, receiving daily instruction, and forming community partnerships, students emerge as true masters of their craft. Their contributions to culture are marked by a compelling mix of passion, creativity, intelligence, and excellence.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang		Fine Art Theater Music	Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang		2 Credits Fine Art Theater Music	Project Adventure	0.5 Elective Journalism	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus		AP Psychology	World Lang OR AP		2 Credits Fine Art Theater Music	0.5 PE Elective	1.5 Elective based on Concentration or internship	8

* Algebra I is double blocked course



INNOVATION PATHWAY: BIOMEDICAL SCIENCES



FUTURE CAREERS

- Medical Researcher
- Electronics Systems Engineer/Bioinstrumentation
- Clinical Engineer
- Biomedical Engineer Doctor
- Clinical Engineer
- Biomedical Equipment Technician
- Genetics Counselor

REQUIRED COURSES FOR ATTAINMENT

- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions
- PLTW Capstone

Occupational Outlook

The occupational outlook for biomedical science is exceptionally promising, offering a multitude of opportunities for those interested in advancing healthcare and conducting research. Biomedical scientists play a crucial role in pushing the boundaries of medical knowledge and enhancing patient outcomes. Biomedical researchers are at the forefront of groundbreaking discoveries, delving into areas such as genetics, molecular biology, and pharmacology to address complex health challenges. The integration of technology with biology, particularly in fields like bioinformatics, opens up exciting new frontiers. As the global population ages, the need for biomedical professionals to address intricate health issues becomes more pronounced. Career paths in research institutions, pharmaceutical companies, healthcare organizations, and regulatory agencies offer diverse avenues for those passionate about making substantial contributions to human health. The dynamic nature of the field, driven by continuous advancements in medical technology, makes biomedical science an intellectually stimulating and impactful domain for individuals aiming to shape the future of healthcare.



Summary

Project Lead The Way (PLTW) Biomedical Science courses offer a comprehensive and hands-on educational experience for students interested in the field of biomedical science. The program is designed to provide a solid foundation in science, technology, engineering, and mathematics (STEM) with a specific focus on biomedical applications. Students engage in a series of courses that cover various aspects of biomedical science, including human body systems, medical interventions, biomedical innovation, and principles of biomedical science. The curriculum integrates real-world, problem-based learning scenarios, allowing students to apply scientific concepts to solve authentic medical challenges. Through laboratory work, research projects, and collaborative activities, students develop critical thinking, research, and communication skills. PLTW Biomedical Science courses aim to prepare students for future studies and careers in healthcare, medicine, research, and related STEM fields by providing a rigorous and hands-on educational experience.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Biomedical Science		Project Adventure	0.5 Elective	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Human Body Systems		0.5 PE Elective	0.5 Elective	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Medical Interventions		0.5 PE Elective	0.5 STEM Elective 1 PLTW Capstone	8

*Algebra I is double blocked course



INNOVATION PATHWAY: ENGINEERING



FUTURE CAREERS

- Civil Engineering Technician
- Cartographer
- Engineering Manager
- Mechanical Engineer
- Aerospace Engineering Technician
- Industrial Engineer
- Marine Engineer
- Architect

REQUIRED COURSES FOR ATTAINMENT

- Introduction to Engineering
- Principles of Engineering
- Civil Engineering and Architecture
- PLTW Capstone

Occupational Outlook

The occupational outlook for civil engineers, mechanical engineers, architects, and marine engineers varies across industries and is subject to regional and global economic conditions. Civil engineers play a vital role in infrastructure development, with ongoing demand for projects such as roads, bridges, and water systems contributing to a positive outlook. The trend towards sustainable and resilient infrastructure further enhances opportunities in green construction and smart city initiatives. Mechanical engineers, integral to manufacturing and technological advancements, experience demand driven by sectors such as robotics, automation, and renewable energy technologies. Architects, closely tied to construction and real estate, find their outlook influenced by economic fluctuations and construction activities. Sustainable and energy-efficient design, alongside digital technologies like Building Information Modeling (BIM), shapes the evolving landscape for architects. For marine engineers, their prospects are closely linked to the shipping industry and offshore exploration, with a growing emphasis on environmentally friendly and energy-efficient marine solutions. Continuous advancements in ship design further drive trends in this field. It is crucial to consider regional nuances and industry-specific factors when assessing the outlook for these professions, and staying informed through labor market reports and professional networks is essential for understanding current employment trends and future developments.



Summary

The PLTW Engineering pathway offers students a progressive exploration of engineering principles, commencing with an "Introduction to Engineering" course that instills problem-solving skills and teamwork. This foundational stage introduces students to real-world challenges and sparks their interest in engineering. Advancing to the "Principles of Engineering" level, students delve deeper into essential engineering concepts such as statics, dynamics, materials science, and thermodynamics. This phase of the program is designed to foster critical thinking and creativity through hands-on projects and collaborative activities, providing a solid theoretical foundation for further exploration.

For those inclined towards civil engineering or architecture, the PLTW Engineering pathway offers a specialized segment. This stage of the program focuses on topics like structural engineering, environmental engineering, urban planning, and architectural design. Students engage in practical projects that involve designing structures, creating architectural plans, and addressing real-world challenges specific to civil engineering and architecture. By combining theoretical knowledge with hands-on applications, the PLTW Engineering pathway equips students with a well-rounded understanding of the engineering field, enabling them to make informed decisions about their educational and career paths within various engineering disciplines.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Engineering		Project Adventure	0.5 Elective (sustainability or FAPA)	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Introduction of Engineering		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Civil Engineering and Architecture		0.5 PE Elective	1.5 Elective STEM	8

*Algebra I is double blocked course



INNOVATION PATHWAY: GRAPHIC DESIGN & VISUAL COMMUNICATION



FUTURE CAREERS

- Art Director
- Animator
- Web Designer
- Branding
- Illustrator
- UI Designer

CERTIFICATIONS

- OSHA 10
- Adobe Certifications

REQUIRED COURSES FOR ATTAINMENT

- Graphic Design & Visual Communication I
- Graphic Design & Visual Communication II
- Graphic Design & Visual Communication III

Occupational Outlook

The occupational outlook for graphic and visual communication design is positive, reflecting a growing demand for skilled professionals in the field. Graphic designers play a crucial role in creating visual content for various purposes, including marketing, advertising, and brand communication. With the increasing importance of digital media, there is a rising need for designers who can create engaging and visually appealing content for websites, social media, and other online platforms. The integration of design in areas such as user experience (UX) and user interface (UI) design further expands job opportunities. As businesses and organizations recognize the impact of strong visual communication on their brand identity, the demand for talented graphic and visual communication designers is expected to continue. Additionally, advancements in technology, including augmented reality and virtual reality, offer new avenues for creative expression in the design field. Overall, the occupational outlook for graphic and visual communication design indicates a dynamic and evolving profession with diverse opportunities across various industries.



Summary

From conception to finished product scholars will get an introduction to converting ideas, information, and emotions into a successful design. They will gain design skills using typography, illustration, photography, and electronic media. Programs from the Adobe Design Suite are offered with comprehensive instruction. Using this state-of-the-art digital imaging, digital video, illustration, and page layout software and equipment, scholars learn to apply their creativity to communications media. Projects include logo/identity design, perspective illustration, commercial photography, poster, packaging, advertising, and web design. Several Techniques include print production, storyboarding, filming and editing video footage, and many more. Scholars will also learn how the digital print industry translates the process designers use to produce the designs, using modern state-of-the-art digital printing equipment and offset printing equipment. Scholars are also given an opportunity to obtain an Adobe Certification in several programs, allowing them the edge needed in their future.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Graphic Design I		Project Adventure	0.5 Elective Photography	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Graphic Design II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Graphic Design III		0.5 PE Elective	1.5 Elective STEM	8

*Algebra I is double blocked course



CTE PATHWAY: AUTOMOTIVE TECHNOLOGY



FUTURE CAREERS

- Automotive Technician
- Service Specialist
- Parts Specialist
- Service Consultant
- Automotive Sales
- Shop Foreman
- Service Dispatcher
- Field Engineer
- Manufacturer Representative
- State Motor Vehicle Inspector
- Fleet Technician
- Service Director

CERTIFICATIONS

- SP/2
- OSHA 10
- Hot Works
- First Aid
- CPR/AED
- ASE Entry Level Certification
- ASE Entry Level Certification Brakes
- ASE Entry Level Certification In Maintenance and Light Repair

REQUIRED COURSES FOR ATTAINMENT

- Automotive 1
- Automotive 2
- Automotive 3

Occupational Outlook

The job outlook for automotive technicians is promising, reflecting the ongoing demand for skilled professionals. As technological advancements continue to evolve, there is a growing need for technicians who can diagnose, repair, and maintain complex automotive systems. The automotive sector, in particular, is adapting to electric and hybrid technologies, creating new opportunities for technicians with expertise in these areas. Overall, with the increasing complexity of vehicles and the constant need for maintenance and repairs, the job outlook for automotive technicians remains robust.



Summary

Automotive Technology provides students with comprehensive training and hands-on experience working with automobiles that are complex systems and that combine computer technology and integrated systems that include gasoline, hybrid, and battery-powered engines, electronic braking systems, and automated support systems for drivers. Students in the Automotive Technology program learn to diagnose automotive system problems, repair them, and handle general automobile maintenance. The program focuses on the latest techniques and diagnostic procedures the industry uses. Students work on vehicles donated by automobile manufacturers and private citizens and on automobiles needing repairs from customers within the community.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Auto I		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Auto II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Auto III		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: BUILDING & PROPERTY MAINTENANCE



FUTURE CAREERS

- Facilities Engineer
- Building Superintendent
- Entrepreneur
- Building Maintenance Supervisor
- Building Automation Technician
- Project Manager
- Building Maintenance associate
- Grounds Crew technician
- Janitorial services

CERTIFICATIONS

Certifications

- OSHA 30 Construction
- Hotworks
- First Aid CPR/AED

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University

REQUIRED COURSES FOR ATTAINMENT

- Building and Property I
- Building and Property II
- Building and Property III

Occupational Outlook

The occupational outlook for building and property maintenance is favorable, with a steady demand for skilled professionals in this field. Building and property maintenance workers play a crucial role in ensuring the functionality, safety, and aesthetics of structures. The need for maintenance, repairs, and renovations in residential, commercial, and industrial properties contributes to a consistent demand for maintenance personnel. Skilled trades such as electricians, plumbers, and HVAC technicians are integral to building maintenance. The emphasis on energy efficiency and sustainable practices in building management further adds to the demand for professionals with expertise in green building technologies. As the real estate and construction industries continue to grow, the outlook for building and property maintenance professionals remains positive, offering a range of opportunities for those with technical skills in maintaining and enhancing the built environment.



Summary

Building Property and Maintenance scholars learn how to maintain homes and commercial buildings while ensuring safe work environments. The program prepares scholars for employment in the field by teaching skills in multiple trade-related areas including electricity, plumbing, HVAC, painting, and carpentry. Scholars work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Scholars also learn how to operate hand and power tools. BPM scholars focus on all types of building repair, building, and ground maintenance, client relations and record-keeping, and green building technologies. Scholars collaborate with other CTE programs and building personnel on extended activities and projects.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World OR AP Modern World	World Language	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I	World Language	BPM I		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	World Language	BPM II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				BPM III CTE Capstone		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: CARPENTRY



FUTURE CAREERS

- 3D Modeler
- Site superintendent
- Entrepreneur
- Building Inspector
- Solar Installer
- Estimator
- Framing Carpenter
- Roofer
- Laborer

CERTIFICATIONS

- OSHA 30 Construction
- Hotworks
- CPR/First Aid AED

REQUIRED COURSES FOR ATTAINMENT

- Carpentry I
- Carpentry II
- Carpentry III

Occupational Outlook

The occupational outlook in the carpentry and construction field remains promising with a steady demand for skilled professionals. As the construction industry continues to grow, carpenters play a crucial role in various projects, including residential and commercial construction. Carpenters are involved in tasks such as framing, installing structures, and finishing details. The demand for carpenters is influenced by factors like population growth, urban development, and renovations. Additionally, there is a need for carpenters who are proficient in sustainable and energy-efficient construction practices. With opportunities for specialization and the ongoing need for infrastructure development, the carpentry and construction field offers a stable and rewarding career path for individuals with the right skills and training.



Summary

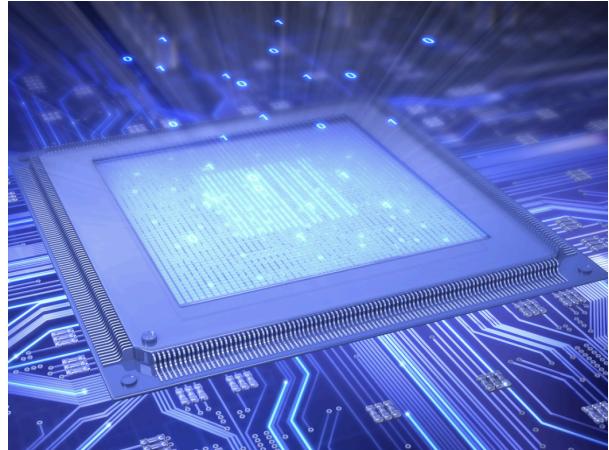
Carpentry scholars learn how to operate multiple types of hand and power tools, both stationary and portable. They are able to demonstrate safety protocol and the proper use of equipment. They work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Carpentry scholars are also able to identify and describe many varieties of wood. They learn finishing techniques and precision work while building custom furniture. SHS Carpentry scholars often work collaboratively with other CTE programs and other Salem schools on extended projects and activities.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Carpentry I		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Carpentry II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Carpentry III CTE Capstone		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: COMPUTER SCIENCE



FUTURE CAREERS

- Cloud Infrastructure Engineer
- Data Analyst
- AI/ML Engineer

CREDITS/CERTIFICATIONS

- CompTIA
- Lynx+ISC2 Cybersecurity
- EC-Council Certified Ethical Hacker
- AWS Certified Cloud Practitioner
- AWS Certified Developer
- OSHA 10 General Industry
- Potential AP credit for:
 - Computer Principles A
 - Computer Science A

REQUIRED COURSES FOR ATTAINMENT

- Principles of Computer Science
- Cybersecurity
- Computer Science A
- PLTW Capstone

Occupational Outlook

The occupational outlook for the computer science field is highly promising, marked by substantial job growth and increasing demand for skilled professionals. Software development remains a key focus, with software developers being sought after for their role in creating diverse applications and systems. Emerging areas like artificial intelligence, machine learning, and cybersecurity are experiencing significant growth, emphasizing the need for experts in these domains. The data science and analytics sector is thriving, driven by the escalating volume of data, while cloud computing specialists are in demand for designing and managing cloud-based systems. Networking professionals play a crucial role in ensuring the smooth operation of digital infrastructure. Moreover, opportunities exist in education and research for those contributing to technological advancements and educating the next generation of computer scientists. To stay competitive, individuals in the field should stay abreast of emerging technologies and continuously enhance their skills. The specific job outlook may vary based on factors such as location, industry, and individual qualifications.



Summary

Programming and Web design scholars learn computer programming and website development. They will enroll in Project Lead the Way (PLTW) courses including Computer Science Essentials, Computer Science Principles, Computer Science A, and Cybersecurity. scholars will be exposed to multiple coding languages with an emphasis on JavaScript and Python. They will use Unity3D to create games and applications for multiple devices. The program is designed to help scholars be successful in a technical and global world. The scholars will start with MIT App inventor as the introduction to programming and coding as an avenue for all levels to engage in the program. Scholars will participate in work-based learning including school-based internships and cooperative education opportunities with local businesses.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Computer Science		Project Adventure	0.5 Elective (sustainability or FAPA)	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Computer Science A		0.5 PE Elective	0.5 Elective	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Cybersecurity		0.5 PE Elective	0.5 Elective STEM	8

*Algebra I is double blocked course



CTE PATHWAY: CULINARY ARTS



FUTURE CAREERS

- Food Technologist
- Dietician
- Private Chef
- Food Safety Specialist
- Restaurant Manager
- Purchasing Coordinator
- Prep Chef
- Line cook
- Prep & Service

CERTIFICATIONS

- OSHA 10 General Industry
- Servesafe
- First Aid
- CPR-AED

REQUIRED COURSES FOR ATTAINMENT

- Culinary I
- Culinary II
- Culinary III

Occupational Outlook

The occupational outlook for culinary arts and hospitality management is promising, reflecting the continued demand for skilled professionals in the foodservice and hospitality industries. Culinary arts professionals, including chefs and cooks, are essential in restaurants, hotels, and various food establishments. With the rising interest in diverse cuisines and culinary experiences, there is a sustained need for creative and well-trained culinary experts. Additionally, hospitality and management roles, such as hotel managers and event planners, are vital for ensuring smooth operations in the hospitality sector. As global travel and tourism industries expand, professionals with expertise in hospitality management are in demand to provide exceptional customer service and manage the overall guest experience. The incorporation of technology in reservations, bookings, and customer interactions further influences the landscape, creating opportunities for individuals with skills in both culinary arts and hospitality management. Overall, the occupational outlook in these fields indicates a diverse range of career opportunities, with prospects for growth in response to evolving consumer preferences and the expanding global hospitality industry.



Summary

Culinary Arts scholars learn to cook and bake as they prepare for a career in the Food Service Industry. They study Safety and Sanitation, Cooking Techniques, Knife Skills, and Nutrition. Scholars also prepare to work in a restaurant, training in Front of the House (Service) as well as the Back of the House (Kitchen). Additionally, scholars receive training in management, OSHA, ServSafe, entrepreneurial skills, and related theory. Salem High School has a diner called the Black Cat Café which is open to staff and community partners. Scholars have the opportunity to participate in a variety of work-based learning experiences including cooking and serving at events for the Council on Aging and the Salem Rotary Club. Upperclassmen also participate in cooperative education and are employed at local area restaurants to hone their skills.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Culinary I		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Culinary II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Culinary III		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: EARLY EDUCATION & CARE



FUTURE CAREERS

- Early Childhood Behavior Specialist
- Educational Consultant
- Entrepreneur
- Lead EEC Teacher
- Teacher (including Special Education)
- Preschool/ Childcare Center Director
- Babysitter
- Nanny
- Teacher Assistant

CERTIFICATIONS

Certifications

- OSHA 10 General Industry
- Infant/Toddler or Preschool teacher Certificate
- EEC Essentials Training
- First Aid CPR/AED

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University

REQUIRED COURSES FOR ATTAINMENT

- Child Development
- Working with Children
- Field Experience

Occupational Outlook

The occupational outlook for educators is characterized by both ongoing demand and evolving challenges. Teachers, especially in STEM subjects, continue to be in demand, but factors like teacher shortages and varying compensation levels present challenges. The COVID-19 pandemic has accelerated the integration of technology in education, opening up opportunities for educators with digital literacy skills. Diversity, equity, and inclusion are increasingly important, creating a demand for educators who can foster inclusive learning environments. Special education teachers and ESL instructors are also sought after to address diverse student needs. Despite challenges such as managing large class sizes and adapting to changing policies, the impact of dedicated educators on students remains substantial, emphasizing the need for continuous professional development and adaptability in this dynamic field.



Summary

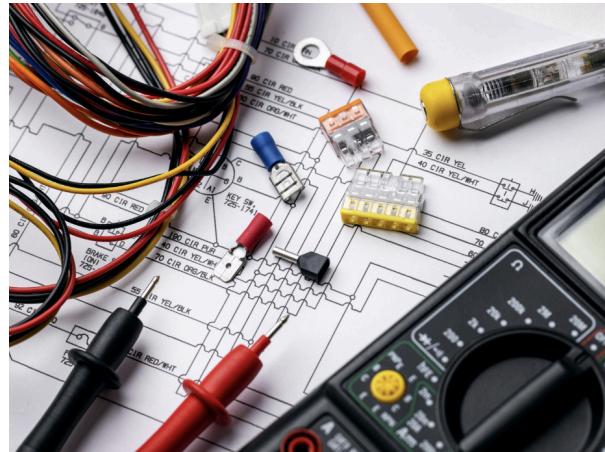
The Early Education and Care Program at Salem High School prepares scholars for various careers working with children. Scholars learn about EEC laws, policies, and regulations. Scholars also explore and learn about different aspects of child development, developmentally appropriate practices, curriculum planning, health, nutrition, and wellness to be able to work with different ages (infancy through adolescence). Scholars in the EEC program will have opportunities that provide field experience through partnerships with YMCA, Elementary Schools in Salem, and our on-site daycare provided by Angela's Preschool & Daycare.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Child Development		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Working with Children		0.5 PE Elective	0.5 Elective	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Field Experience		0.5 PE Elective	2 Electives	8

*Algebra I is double blocked course



CTE PATHWAY: ELECTRICAL



FUTURE CAREERS

- Electrician
- Lineman
- Construction Manager
- Electrical Designer
- Power Plant Operator
- Electrical Engineer

CERTIFICATIONS

Certifications

- OSHA 30 Construction Industry
- Apprenticeship hours
- First Aid CPR/AED

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University
- International Brotherhood of Electrical Workers

REQUIRED COURSES FOR ATTAINMENT

- Electrical I
- Electrical II
- Electrical III

Occupational Outlook

The occupational outlook for the electrical field is highly promising, reflecting the increasing dependence on technology and the growing demand for energy solutions. Electricians are essential in various industries, including construction, manufacturing, and renewable energy. As society continues to embrace advancements like smart technologies and green energy, skilled electricians are in high demand to install, maintain, and repair electrical systems. The transition to renewable energy sources also creates opportunities for electricians specializing in solar and wind power installations. With a focus on safety, efficiency, and sustainability, the electrical field offers a dynamic and evolving landscape for those seeking a rewarding and in-demand career.



Summary

Electrical scholars learn the skills necessary to succeed in residential and commercial wiring. The scholars gain knowledge of equipment, blueprints, and safety skills. scholars will become proficient in a variety of electrical projects in compliance with the National Electric Code, Massachusetts Electrical Code, and NFPA (National Fire Protection Association) Safety Code. The classroom curriculum stresses mathematics and science. Emphasis is placed on the ability to solve practical problems. Scholars work on projects both in the shop and in the school under the supervision of a master electrician. In their final year of the program, scholars participate in cooperative education and work for local Electrical companies during the school day and beyond. A graduate from the program will leave with hours to apply towards the requirements of the State of Massachusetts Electrical Board for the Electrical License Examination.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Electrical I		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Electrical II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Electrical III CTE Capstone		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: MEDICAL ASSISTING TECHNOLOGY



FUTURE CAREERS

- Registered Nurse
- Physician's Assistant
- Doctor
- Certified Medical Assistant
- Physical Therapy Assistant
- U/S Sonographer
- EMT Emergency Tech
- Pharmacy Tech
- EKG/Phlebotomist Tech

CERTIFICATIONS

Certifications

- OSHA 10 General Industry
- First Aid CPR/AED
- CCMA

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University

REQUIRED COURSES FOR ATTAINMENT

- Medical Assisting I
- Medical Assisting II
- Medical Assisting III

Occupational Outlook

The occupational outlook in the medical assisting field is positive, reflecting the crucial role medical assistants play in the healthcare system. As the demand for healthcare services continues to rise, medical assistants are increasingly sought after to support clinical and administrative functions in medical facilities. Their responsibilities include taking patient vitals, assisting with examinations, managing medical records, and ensuring smooth communication between healthcare providers and patients. With an aging population and advancements in medical technology, the need for medical assistants is expected to grow.



Summary

Medical Assisting scholars learn the skills necessary to work in the healthcare industry. Scholars will gain the knowledge and skills to read and interpret a patient's medical history, perform vital signs, and assist a primary care provider directly during an examination. Scholars also develop advanced skills in anatomy & physiology, medical terminology, and caring for the whole person. The program also offers specific training in Medical Simulation in our Medical Lab. Scholars are trained to give injections, perform venipuncture for labs, and conduct Electrocardiography testing. They are able to choose any desired specialty in medicine and focus on their chosen area of study. A graduate from the program possesses the necessary skills to be employed as a medical assistant. scholars also may decide to continue post-secondary education.

Pharmacy Technicians work with pharmacists to help prepare and give out prescription medication. Working in pharmacies and hospitals, pharmacy techs work behind the counter performing various jobs. They take prescriptions over the phone and in person, work with health professionals and customers, help mix medicines, count pills, measure medication, label and give instructions for medicine, and help take payments. Pharmacy techs are the liaison between the public and pharmacists, helping set up consultations and recommendations. Scholars will gain customer service skills by talking to customers and healthcare professionals and relaying information directly to the Pharmacists. Senior scholars are out of the building participating in Cooperative Education all year. Upon successful completion, scholars will be eligible to sit for the Pharmacy Technician Licensure Exam.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Medical Assisting I		Project Adventure	Personal Finance & Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Medical Assisting II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Medical Assisting III		0.5 PE Elective		8

*Algebra I is double blocked course



COLLEGE AND CAREER CENTER

The College and Career Center staff offers a wide range of counseling and college preparation services to all scholars 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 scholars will have a plan for post-secondary education. To accomplish this, our counseling staff assists in building strong and confident scholar learners in the following areas:

- communicating
- problem solving
- thinking
- collaborating

Counselors meet with scholars 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 scholar, along with one-on-one meetings during the course selection process.

College and Career workshops incorporate tools from the web-based Naviance program and MEFA Pathways. The intent of these group workshops is to disseminate grade-appropriate information in the areas of academic, career, and personal/social development. **“My Career and Academic Plan** prepares students for college, career and civic readiness. The MyCAP process engages students in authentic postsecondary planning through a continuum of learning focused on the individual student's interests, skills and talents. This process allows students to be the drivers of their education and empowers them to connect their course taking with career interests, to seek out career development opportunities such as internships, apprenticeships, capstone projects, and to identify the personal, social, and behavioral skills needed to be successful in the workplace.”

[\(https://www.doe.mass.edu/ccte/sec-design/mycap/default.html\)](https://www.doe.mass.edu/ccte/sec-design/mycap/default.html)

The College & Career Center staff will help to orient scholars 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 scholar who will graduate from Salem High School.



FRESHMAN YEAR: HIGH SCHOOL TRANSITION AND PERSONAL GROWTH

Freshmen workshops are designed to allow counselors and scholars 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. Scholars 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 scholar's own learning style and to develop strategies to maximize their learning experience.

Topics throughout freshmen year will include the following ([MyCap Scope and Sequence](#)):

- 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
- Tardiness, absenteeism, behavior, conduct, and honor roll requirements
- MCAS schedule and diploma requirements
- Introduction to Naviance and MEFA Pathways and building profile

SOPHOMORE YEAR: EXPLORATION & OPTIONS

Sophomore workshops are designed to guide scholars through self-assessment and career/college exploration. Scholars 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. Scholars 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. Scholars also continue working on goal-setting by using the "My Game Plan" tool on Naviance. Time will be spent on a review of the scholar'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 ([MyCap Scope and Sequence](#)):

- 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 scholars an overview of the college admissions process and review the steps needed to do a college and career search on Naviance and other platforms. Topics addressed include types of admissions programs, advanced technical and training programs, the high school transcript (including GPA and rank), creating a resume, college testing information (SAT and ACT), the college essay, and NCAA guidelines. Scholars will learn about the value of connecting their interests to work in the community through externships and job shadow experiences. Scholars work on a college recommendation survey in Naviance; this information is used by counselors to write a detailed and concise recommendation for the scholar.

Topics throughout junior year will include the following ([MyCap Scope and Sequence](#)):

- Review of transcript and graduation progress
- Continuing work on Naviance:
 - Career Research - credentials, training, education, growth, salaries
 - College search - majors, distinguishing features, costs
- Review college application process and links to the Common Application
- Sample college essays and review writing process
- Visit Colleges - spring
- College Fairs - fall
- Career Fair - spring
- SAT - preparation and test in the spring
- Junior Parent Night
- Review College Application and Admissions Timeline
- Dual Enrollment/Early College opportunities at North Shore Community College and Salem State
- Exploring Job Shadow & Externship opportunities
- Review of course selection process
- Review NCAA guidelines for scholar athletes



SENIOR YEAR: PUTTING COLLEGE & CAREER PLANS INTO MOTION

All seniors will participate in multiple group and individual meetings beginning in September. Scholars will continue to use Naviance as they start the transition to the post-high school planning stage. Scholars 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 scholar, parents/guardians, counselor, and school in the process.

Topics to be covered include ([MyCap Scope and Sequence](#)):

- 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 scholar athletes
- Early Action and Early Decision planning and deadlines
- College visits and SHS absentee policy
- Meet with College Representatives at SHS - fall
- Meet with Career and Training Representatives - spring
- Job shadow and externships experiences
- Post-high school career planning
- Senior Parent Night – fall
- Financial Aid Night - fall
- Financial Aid Support - FAFSA and CSS completion, fall and spring
- Scholarship information
- Student records law
- Finalizing Post-Grad College and Career Plans - spring
- Senior Questionnaire and Survey

Planning with College & Career in Mind

Scholars 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 four year program requires proper selection of courses, course levels, academic achievement, and participation in activities outside of the classroom. Additionally, scholars are encouraged to follow our recommended guidelines for PSAT and SAT testing.

The state requirements for admission may be helpful in guiding a scholar's course selections. **Scholars 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 3.0 GPA

- Successful completion of MCAS tests in mathematics, ELA, and science
- Sixteen college preparatory courses distributed as follows:
 - English 4 courses
 - Mathematics 4 courses (that include up to Algebra II)
 - Natural Sciences 3 courses (3 with laboratory work)
 - Social Sciences 2 courses (United States History required)
 - World Language 2 courses (Two years of the same language)
 - Electives 2 courses

For first-year applicants (including international) who do not meet the minimum weighted 3.0 GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

SAT Score Sliding Scale Tables for University of Massachusetts

Average GPA	Combined SAT Score	ACT Score
2.51 - 2.99	1030	20
2.41 - 2.50	1070	21
2.31 - 2.40	1110	22
2.21 - 2.30	1140	23
2.11 - 2.20	1180	24
2.00 - 2.10	1220	25

SAT Score Sliding Scale Table for State Universities

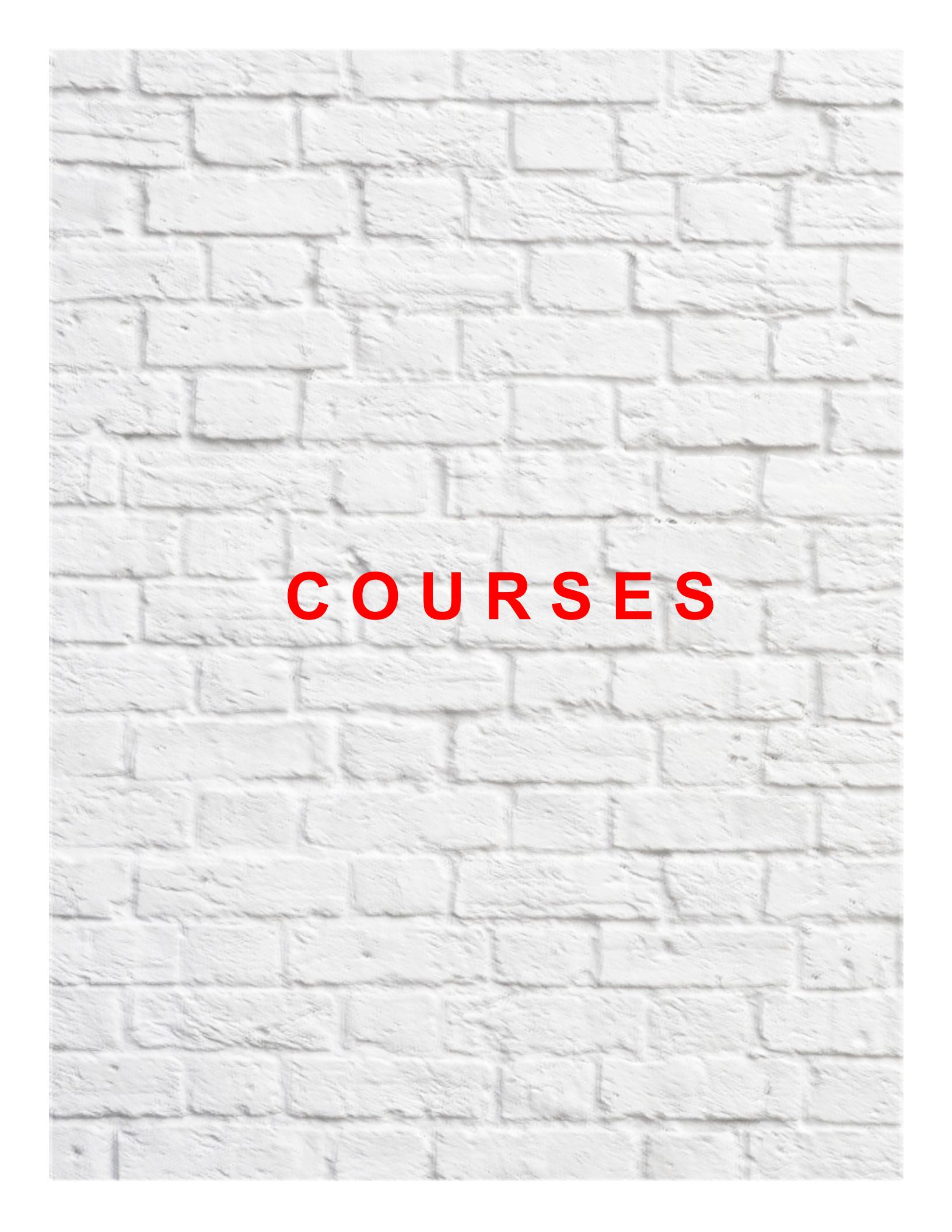
Average GPA	Combined SAT Score	ACT Score
2.51 - 2.99	990	19
2.41 - 2.50	1030	20
2.31 - 2.40	1070	21
2.21 - 2.30	1110	22
2.11 - 2.20	1140	23
2.00 - 2.10	1180	24

Note: An Applicant With A High School Minimum Weighted Gpa Below 2.0 May Not Be Admitted To A State University Or UMass Undergraduate Campus.

Suggested Credits for Admission to Post-Secondary School

	English	Social Studies	Mathematics	Science	World Language
Highly Selective College	4	4	4-5	4	3-4
Four Year College	4	3	4	3-4	2-4
Two Year College	4	3	3	3	1-2
Technical College/Union	4	3	3	3	1-2





COURSES

ENGLISH LANGUAGE ARTS DEPARTMENT



Through completion of four years of English, scholars 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 scholars' capacity to engage with texts develops, the themes and topics of the texts become more multifaceted and the task rigor increases.

Scholars 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 scholars 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 scholars. Fiction units are designed to engage scholars in complex literature that fosters empathy by orienting them to the complexities of human experiences.

Nonfiction units are designed to engage scholars 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

012S ENGLISH I *weighted as CP; parent/guardian approval required*

Credits: 1

Full Year

This course develops the skills of critical thinking, close reading, and analytical writing. Scholars 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 scholars consider personal values and how people are shaped by the conflicts they endure. They investigate the way poets use language to highlight social injustice and advocate for change. Finally, scholars reflect on how people influence and are influenced by others in their lives.



022 ENGLISH II**022S ENGLISH II** weighted as CP; parent/guardian approval required

Grade Level: 10

Credits: 1

Full Year

This course develops and builds upon the skills of critical thinking, close reading, and analytical writing. Scholars 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 scholars' own writing and on literary analysis. Sophomore English scholars 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. Scholars explore the nature of ambition by considering both the positive and negative manifestations, and by contemplating their own ambitions in life. Finally, scholars evaluate how technology affects their sense of self and the identity that they exhibit to the world.

047 AP® ADVANCED PLACEMENT SEMINAR

Grade Level: 10

Credits: 1

Full Year

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

032 ENGLISH III

Grade Level: 11

Credits: 1

Full Year

This course continues the emphasis on the skills of critical thinking, close reading, and analytical writing. Scholars study the historical and modern voices that compose American writings. This course is designed to prepare the scholar for post-secondary education and scholars are exposed to a variety of genres, such as essays, fiction, drama, and poetry. Scholars write for a variety of purposes with a focus on the analytical essay. Junior English scholars 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. Scholars examine how authors use their voices to highlight injustice, inspire change, and express their beliefs. At the end of the year, scholars begin work on their college essays.

037 EARLY COLLEGE ENGLISH: FOUNDATIONS OF WRITING: SALEM STATE COURSE CREDIT

Grade Level: 11

Credits: 1

Semester

This course provides an introduction to the foundational knowledge, literacies, and composing strategies that will help prepare scholars for writing across the disciplines, in the workplace, and in their local and global communities.



046 AP® ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Grade Level: 11-12

Credits: 1

Full Year

AP Language & Composition presents an understanding of the principles of effective writing and promotes critical thinking in a variety of styles and modes. Scholars 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. Scholars are expected to take the AP exam in the spring.

042 ENGLISH IV

Grade Level: 12

Credits: 1

Full Year

This course builds upon the foundational skills of critical thinking, close reading, and analytical writing emphasized in English I, II, and III. Scholars 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 scholars consider how the components of culture impact a person's identity. They investigate how authors craft their texts with the intention to create character identity. Scholars apply their understanding of identity and author's craft when revising their college essays. Scholars develop informed opinions on the relationship between national security and privacy as they investigate and reflect on current refugee policy. Scholars evaluate character agency in creating and resolving conflict. Finally, scholars conduct extensive research on a potential career choice and assess their compatibility with this profession.

045 AP® ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Grade Level: 12

Credits: 1

Full Year

Scholars 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 scholars to see from the inside out how literature is written. Additional summer work is required. Scholars are expected to take the AP exam in the spring.

061 EXPLORING WRITING: FICTION AND NONFICTION

Grade Level: 9-12

Credits: 0.5

Semester

Scholars 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.



070 YOUNG ADULT LITERATURE*Grade Level: 9-12**Credits: 0.5**Semester*

Scholars 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. Scholars are expected to read independently and arrive for each class prepared to facilitate and participate in literature circles as well as full-class discussions. Scholars explore a variety of texts, including graphic novels, novels in verse, and genres such as horror and fantasy. Scholars write for a variety of purposes and audiences.

076 JOURNALISM*Grade Level: 9-12**Credits: 0.5**Semester*

Students will develop their writing, interviewing, business, and publication skills while they participate in the publication of the school newspaper. Students will improve their writing through writing multiple genres of journalism articles (such as news, features, and sports articles). Students will learn the essential elements of photography and page design and will acquire business skills, including conducting interviews and acting in a professional manner. Students will learn the steps of the publication process and meet publication deadlines and will work together as a part of a professional team.

077 YEARBOOK*Grade Level: 9-12**Credits: 0.5**Semester*

Yearbook is a half year course in which students produce the Salem High School yearbook. Students develop their skills in feature writing, sports writing, photography, design, proofreading and editing. The yearbook class is designed to serve students who have developed an interest in journalism and have already reached grade level competency in writing. In addition, students gain insight to the business side and budgeting of publishing by promoting and selling yearbooks and advertisements. There is an emphasis on time management due to the necessary adherence to deadlines with the publishing company.

158 MEDIA LITERACY AND CURRENT WORLD AFFAIRS*Grade Level: 9-12**Credits: 0.5**Semester*

This course engages scholars to think critically about the complexities of media literacy through the lens of current events. Initially, scholars will learn methods of analysis necessary to interpret media content. Then, they will refine their critical thinking skills and formulate opinions through research, discussion, and writing about world events. Scholars may take this course for Social Studies or English credit.

160 SOCIAL JUSTICE*Grade Level: 9-12**Credits: 0.5**Semester*

In this class scholars will explore identity and the impact of race, class, gender, sexual orientation, and religion on an individual. Scholars will learn the tools of democracy and develop their voice as they learn to take action. Coursework engages scholars in the study of influential individuals and movements from the past and present as well as current events through various types of texts, including visuals, film, social media, literature, and primary sources. Scholars may take this course for Social Studies or English credit.



**050 COMMUNICATIONS FOR ENGAGEMENT & SOCIAL JUSTICE: EARLY COLLEGE SALEM
STATE COURSE CREDIT**

Grade Level: 10

Credits: 1

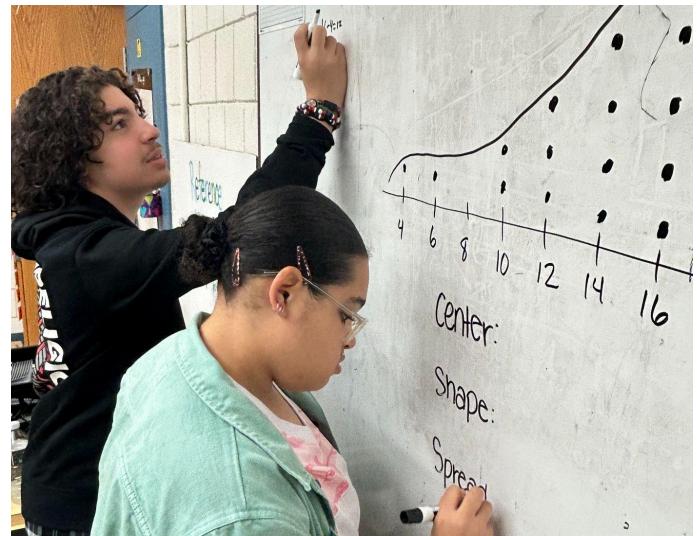
Full Year

This course is designed to give scholars a broad overview about communication strategies in civic engagement and using the best communication practices to enact social justice/change. The course lectures, materials, and activities are designed to engage scholars in authentic and compelling dialogue about critical social issues found within the local, national or international contexts. Scholars will be expected to deliver speeches, lead discussions, critically analyze issues, and critique their own work, as well as that of others. This course may be taken for Social Studies or English credit.



MATHEMATICS DEPARTMENT

The Mathematics Department offers scholars core math courses including Algebra 1, Geometry, and Algebra 2, as well as a variety of electives including Pre-Calculus, , Calculus, Statistics, and Discrete Math. Salem High School has a 4 unit math requirement. One mathematics course must be taken each 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 scholars with challenging coursework appropriate for their abilities in mathematics. Scholars should discuss their course sequence with their school counselor, math teachers, and parents or guardians.

213 PRE-AP ALGEBRA I

Grade Level: 9

Credits: 2

Full Year

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, and operations with polynomials.

213F PRE-AP ALGEBRA I

Grade Level: 9

Credits: 1

Full Year

This course is meant for students who are concurrently taking Pre-AP Geometry during 9th grade. Topics include linear, quadratic and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials.

213A CREDIT-RECOVERY ALGEBRA I

Grade Level: 10

Credits: 1

Full Year

This course is meant for students who do not receive credit for Pre-AP Algebra I during 9th grade. Topics include linear, quadratic and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials.



225 PRE-AP GEOMETRY

225F PRE-AP GEOMETRY accelerated freshmen cohort

225S GEOMETRY weighted as CP; parent/guardian approval required

Grade Level: 9

Grade Level: 9-10

Credits: 1

Full Year

Prerequisite: Successful completion of Algebra I or concurrent

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, volume, data analysis, and statistics. Algebra concepts are applied and reviewed when solving geometry-related problems.

230 PRE-AP ALGEBRA II

230F PRE-AP ALGEBRA II accelerated sophomore cohort

230S PRE-AP ALGEBRA II weighted as CP; parent/guardian approval required

Grade Level: 10-11

Credits: 1

Full Year

Prerequisite: Algebra I

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, and matrices.

237 PRE-CALCULUS

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra II

This year-long course will provide scholars with the necessary background to pursue the study of Calculus and other areas of mathematics. Topics include polynomial and rational functions, exponential and logarithmic functions, unit circle trigonometry and identities, trigonometric functions and modeling, transformations, sequences, series and limits. Graphing calculators are used extensively throughout the course.

239 AP® ADVANCED PLACEMENT PRE-CALCULUS

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra II

This year-long course will provide scholars with the necessary background to pursue the study of Calculus and other areas of mathematics. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and polar/vector functions, and function modeling. Graphing calculators are used extensively throughout the course. This course is based on the College Board syllabus. Scholars are expected to take the AP exam in the spring.



240 DISCRETE MATH*Grade Level: 11-12**Credits: 1**Full Year**Prerequisite: Algebra II*

Discrete mathematics is the study of mathematical structures that are discrete, separated or distinct; in contrast with calculus which deals with continuous change. It is an important area of pure and applied mathematics, as well as providing the mathematical basis for the understanding of computers and modern computation. This Discrete Mathematics course introduces scholars to the basic concepts of discrete mathematics, covering topics such as sets, logic, enumeration methods, probability, recurrence relations, induction, and election theory.

246 PROBABILITY AND STATISTICS*Grade Level: 11-12**Credits: 1**Full Year**Prerequisite: Algebra II*

This year-long course focuses on the study of statistical methods and probability. Topics include data organization, normal distribution, regression and correlation, counting methods, probability theory, binomial probability distribution, normal distributions and expected value. Throughout the course scholars will use software (calculators, spreadsheets) to manage data.

251 AP® ADVANCED PLACEMENT STATISTICS*Grade Level: 10-12**Credits: 1**Full Year**Prerequisite: Algebra II, Advanced Placement Statistics may be taken concurrently with Algebra II with teacher recommendation*

This course is designed to be the equivalent of a college introductory probability and statistics course offered to first year college scholars. Topics include exploratory analysis, planning and conducting a study, probability and statistical inference. This course is based on the College Board syllabus. Scholars are expected to take the AP exam in the spring.

255 CALCULUS*Grade Level: 12**Credits: 1**Full Year**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 theorem, and methods of integration with applications.



257 AP® ADVANCED PLACEMENT CALCULUS AB

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Pre-Calculus or Advanced Placement Pre-Calculus

This course is designed to be the equivalent of a college introductory calculus course offered to first year college scholars. Topics include functions, limits, derivatives, anti-derivatives, definite and indefinite integrals, transcendental functions and their inverses and various applications, differential equations and slope fields. Scholars are expected to take the Advanced Placement Exam in the spring.

258 AP® ADVANCED PLACEMENT CALCULUS BC

Grade Level: 12

Credits: 0.5

Half Year

Prerequisite: Must be taken concurrently with AP Advanced Placement 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 scholars. 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. Scholars are expected to take the Advanced Placement Exam in the spring.



SCIENCE, TECHNOLOGY & ENGINEERING DEPARTMENT



The Science Department offers scholars core science courses including Biology, Chemistry and Physics, as well as a rich variety of electives including Environmental Science, Marine Science, Ecology and Oceanography, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, 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 scholars interested in pursuing a career in any of the science-related fields. All 9th grade Biology scholars take the Biology MCAS exam in June. Scholars 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 Introduction to Engineering Design, Principles of Biomedical Science, Human Body Systems and Principles of Engineering. PLTW courses are weighted as AP coursework in a scholar's GPA.

330 PRE-AP BIOLOGY

330S PRE-AP BIOLOGY *weighted as CP; parent/guardian approval required*

Grade Level: 9

Credits: 1

Full Year

Lab-based science course

In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. 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.

329 AP® ADVANCED PLACEMENT BIOLOGY

Grade Level: 9-12

Credits: 2

Full Year

Lab-based science course

AP Biology is an introductory college-level biology course. Scholars study the core scientific principles, theories, and processes that govern living organisms and biological systems with hands-on laboratory work as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.



331 PRE-AP CHEMISTRY

331S PRE-AP CHEMISTRY *weighted as CP; parent/guardian approval required*

Grade Level: 10-12

Credits: 1

Full year

Lab-based science course

In Pre-AP Chemistry, students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. 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.

334 AP® ADVANCED PLACEMENT CHEMISTRY

Grade Level: 11-12

Credits: 2

Full Year - Offered Alternate Years

Prerequisites: Pre-AP Chemistry or AP Biology

Lab-based science course

The AP Chemistry course provides scholars with a college-level foundation to support future advanced coursework in chemistry. Scholars will learn to examine the atomic and molecular interactions that result in all the varied materials and changes that you observe daily, as well as how to properly test and analyze errors in an experiment as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

340 PHYSICS

341 PHYSICS HONORS

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Recommended Algebra I

Lab-based science course

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 AP® ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra I and Algebra II (Algebra II may be taken concurrently)

Lab-based science course

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.



347 AP® ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED

Grade Level: 11-12

Credits: 1

Full Year - Offered Alternate Years

Prerequisite: AP Physics 1

Lab-based science course

This course is the equivalent to a second-semester college course in algebra-based physics. Scholars will learn about thermodynamics, electricity and magnetism, and quantum, atomic, and nuclear physics. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

PROJECT LEAD THE WAY

375 PROJECT LEAD THE WAY (PLTW) PRINCIPLES OF BIOMEDICAL SCIENCE

Grade level: 9-12

Credits: 1

Full Year

In the introductory course of the PLTW Biomedical Science program, scholars explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, scholars examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce scholars 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

Full Year

Scholars 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: 10-12

Credits: 1

Full Year

Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting edge tools engineers use in robotics, 3D modeling, programming, and prototyping.

345 PROJECT LEAD THE WAY (PLTW) CIVIL ENGINEERING/ARCHITECTURE

Grade level: 12

Credits: 1

Full Year

Prerequisites: Principles of Engineering and Introduction to Engineering

Scholars are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Scholars will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation,



communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Scholars will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.

326 PROJECT LEAD THE WAY (PLTW) HUMAN BODY SYSTEMS

Grade Level: 10-12

Credits: 1

Full Year

Prerequisite: Pre-AP Biology or Newcomer Biology

Scholars examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Scholars 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, scholars 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.

380 PROJECT LEAD THE WAY (PLTW) MEDICAL INTERVENTIONS

Grade level: 12

Credits: 1

Full Year

Prerequisites: Successful completion of a minimum of 2 consecutive PLTW pathway courses

Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems. At the conclusion of the course, teams present and defend their original solution to an outside panel.

500SCI PROJECT LEAD THE WAY (PLTW) CAPSTONE

Grade level: 12

Credits: 1

Full Year

Prerequisites: Successful completion of a minimum of 2 consecutive PLTW pathway courses

Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems. At the conclusion of the course, teams present and defend their original solution to an outside panel.

358 NORMAN H. READ DISCOVERY CENTER SCIENCE INTERNSHIP

Grade level: 11-12

Credits: 1

Full Year

The Science Department seeks self directed and responsible student interns to support teachers and staff in maintaining the smooth operation of science classes, labs, and facilities. Interns will gain hands-on experience in lab preparation, equipment management, and applied science practices while contributing to the overall success of the department.



MARINE SCIENCE & ENVIRONMENTAL SCIENCE

Marine Science and Environmental Science is offered as two separate half-credit courses. Scholars 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 is suggested that part one and part two be taken within the same school year.

348 PHYSICAL OCEANOGRAPHY

349 PHYSICAL OCEANOGRAPHY HONORS

Grade Level: 10-12

Credits: 0.5

Fall Semester

Prerequisite: Biology

This 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

Grade Level: 10-12

Credits: 0.5

Spring Semester

Prerequisite: Biology

The Spring semester course in marine science focuses on the variety of marine life that inhabits the oceans of the world. Scholars explore the classification, behavior, anatomy and ecology of several groups of marine life found in the ocean. Scholars 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: 10-12

Credits: 0.5

Spring Semester

In this Spring semester course scholars will identify and explore various local and global environmental systems. Scholars will use a combination of hands-on lab and field experiences and a systems thinking based approach to better understand the interconnected variables underlying complex environmental systems. Scholars will take an active role in the various sustainable food production systems active on the high school campus to demonstrate mastery of course concepts and skills.



354 ECOLOGY

355 ECOLOGY HONORS

Grade Level: 10-12

Credits: 0.5

Fall Semester

In this fall semester course scholars will use a combination of hands-on field investigations and lab simulations/modeling to explore the natural and human variables influencing wildlife populations, biodiversity and ecosystem stability at local and global levels. Scholars will then use systems thinking models to develop, evaluate and refine solutions/management strategies for problems facing local and global ecosystems and biodiversity.

356 AP® ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade Level: 10-12

Credits: 2

Full Year

Prerequisite: Biology.

Lab-based science course

In this course scholars explore and investigate the natural world and analyze environmental problems, both natural and human-made, including lab and field work. Scholars are expected to take the AP exam in the spring. Summer work is also required.



SOCIAL STUDIES DEPARTMENT

Social Studies courses at Salem High School provide scholars 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 scholars 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 scholars to formulate their own questions and to develop evidence-supported opinions about the past that they can transfer to present day contexts.

Our Social Studies curriculum equips scholars 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.

During American and World Encounters I, scholars complete a non-partisan scholar-led civics project to fulfill their high school social studies requirement from DESE per Massachusetts Chapter 296.

133 PRE-AP WORLD HISTORY I

133S PRE-AP WORLD HISTORY weighted as CP

Grade Level: 9

Credits: 1

Full Year

In this course, scholars engage in four thematic units to explore patterns in World History. In the first semester, scholars examine the importance of world religions and their interactions across time, as well as the rise and fall of empires and the aspects that made each empire unique. In semester two, scholars will take a critical look at the effects of rapid global change as world communities began to interact more frequently. Finally, scholars that take this class will analyze world governments and complete an introductory civics project that allows them to be change makers in their community.

134 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1900)

136 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1900) HONORS

Grade Level: 10

Credits: 1

Full Year

This course explores United States history, from the seeds of revolution in the 1750s through eras of change, conflict, and expansion leading up to World War I. Scholars examine both 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 scholars to look closely at the global impact of these moments. The course culminates in a civics action project where scholars investigate local issues, take action to build a support within their community, and present their learning.

137 AMERICAN AND WORLD ENCOUNTERS II (1914 - PRESENT)

138 AMERICAN AND WORLD ENCOUNTERS II (1914 - PRESENT) HONORS

Grade Level: 11

Credit: 1

Full Year

This course explores United States history from the evolving economic and cultural landscape of Pre-WWI America to the ongoing struggle for civil rights, equity, and a just world for all people. Scholars examine American and global perspectives during periods of conflict and cooperation in order to develop their understanding of the relationship between America and various regions of the world. This survey course highlights important political, social, economic, and cultural moments in modern history through multiple perspectives, and asks scholars critically examine the lasting impact of decisions and events in today's world.

127 AP® ADVANCED PLACEMENT EUROPEAN HISTORY

Grade Level: 11-12

Credits: 1

Full Year - Offered during school years that begin with an even year (26-27).

This course engages scholars in the study of European history since 1450, emphasizing cultural, economic, political, and social developments. Scholars explore these themes through the analysis of historical evidence including primary sources. They conduct historical research and interpretation, and express historical understanding in writing. Scholars in this course are expected to take the national AP exam in May.

130 EARLY COLLEGE HISTORY: US HISTORY & CONSTITUTIONAL GOVERNMENT

SALEM STATE UNIVERSITY COURSE CREDIT

Grade Level: 11-12

Credits: 1

Semester

This class is designed to allow scholars 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 AP® ADVANCED PLACEMENT UNITED STATES HISTORY

Grade Level: 10-11

Credits: 1

Full Year

This course engages scholars in the study of United States history since 1491, emphasizing cultural, economic, political, and social developments. Scholars explore these themes through the analysis of historical evidence including primary sources. They conduct historical research and interpretation, and express historical understanding in writing. Scholars in this course are expected to take the national AP exam in May.



139 AP® ADVANCED PLACEMENT PSYCHOLOGY*Grade Level: 11-12**Credits: 1**Full Year*

This psychology class is designed to introduce scholars 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. Scholars in this course are expected to take the national AP exam in May.

142 AP® ADVANCED PLACEMENT COMPARATIVE GOVERNMENT*Grade Level: 11-12**Credits: 1**Full Year- Offered during school years that begin with an odd year (27-28)*

The AP Comparative Government and Politics course is designed to introduce scholars 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. Scholars will become more familiar with these institutions through examining case studies of Great Britain, Nigeria, Mexico, Iran, China, and Russia. This course is designed to have the workload and rigor of a freshman or sophomore level college course. The course will emphasize critical thinking and application of knowledge with the goal that scholars will have a better critical perspective of the inner workings of different systems of government. Scholars in this course are expected to take the national AP exam in May.

145 CRIMINAL JUSTICE*Grade Level: 11-12**Credits: 0.5**Full Year*

This elective course gives scholars an overview of the purposes and functions of the American criminal justice system. Scholars study various topics including the basics of criminal law, criminal procedure rules applicable to law enforcement, trials, and corrections. Scholars 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. Scholars 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: 0.5**Semester*

This course focuses on issues and crises confronting the world community. It affords scholars the opportunity to see how current global events directly and indirectly impact their lives. Scholars 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. Scholars 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 AP® ADVANCED PLACEMENT US GOVERNMENT AND POLITICS

Grade Level: 11-12

Credits: 1

Full Year - This course will not run school-year (26-27)

Advanced Placement US Government and Politics is designed to provide scholars 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. Scholars in this course are expected to take the national AP exam in May.

160 SOCIAL JUSTICE

Grade Level: 9-12

Credits: 0.5

Semester

Scholars 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 scholars 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: 0.5

Semester

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.

155 AP® ADVANCED PLACEMENT ECONOMICS

Grade Level: 11-12

Credits: 1

Full Year - Offered alternate years (2025-2026)

AP Economics is broken up into two major topics: Microeconomics and Macroeconomics. Microeconomics gives scholars 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 scholars 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 scholars' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Scholars are expected to take the AP test for both courses in the spring.



154 AP® ADVANCED PLACEMENT MODERN WORLD*Grade Level: 9-10**Credits: 1**Full Year*

AP Modern World History is a continuation of the learning from Pre-AP World History and Geography where students investigate significant events, individuals, developments, and processes from 1200 to the present. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

153 AP® ADVANCED PLACEMENT AFRICAN AMERICAN STUDIES*Grade Level: 11-12**Credits: 1**Full Year*

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources including art and music. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. Scholars are expected to take the national AP exam in May.

048 AP® ADVANCED PLACEMENT RESEARCH*Grade Level: 11**Credits: 1**Full Year*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

174 HOLOCAUST AND GENOCIDE STUDIES*Grade Level: 11-12**Credits: 0.5**Semester*

Holocaust and Genocide Studies examines the history and comparative analysis of genocidal mass murder in the 20th and 21st centuries. In the course, students will define genocide and develop an understanding of how it can occur in order to increase student awareness of atrocities around the globe. Using primary sources, students will bear witness to the voices of the atrocities and reflect on the role of memory in creating a more just world. While historical analysis of genocide will be the main focus of the class, a portion of it will also be geared towards encouraging student activism, community outreach and awareness, as well as empathy and support for individuals and countries that have experienced genocide.



WORLD LANGUAGE DEPARTMENT

As the world becomes increasingly interdependent and we prepare our scholars to succeed in the twenty---first century, the study of world languages is critical to the academic, social, and civic development of scholars. Scholars who study a world language enrich their personal lives and their academic careers as well as increase their opportunities beyond high school.



Whether you are planning on attending a post-secondary institution, entering directly into the workforce, serving our communities as healthcare and legal workers; translators; educators; the armed forces; in intelligence and foreign service; and/or traveling abroad we encourage you to seek out opportunities to use your language skills to advance yourself and your community.

MISSION STATEMENT

The Salem World Language Department educates scholars of diverse backgrounds, life-long learners, families, and communities by opening up cultural awareness and inclusion, fostering curiosity, compassion and respect. The World Language Department provides high-quality instruction through a wide range of courses, serving all proficiency levels that engages our diverse population. Adhering to the [ACTFL proficiency](#) guidelines with the speaking, listening, writing, and reading domains of communication as guides, we employ the use of authentic resources, technology, and interactive comprehensible input to provide opportunities for scholars to engage in project-based learning, including cross-curricular topics.

Our program is designed for meaningful interactions, intercultural competence and communication, allowing for spontaneous use of the target language of instruction. We, as a department, pledge to enhance linguistic learning and grow intercultural understanding.

REQUIREMENTS

A minimum of two units of study are required for graduation. The course of study must include consecutive study of sequential courses in the same language.

Scholars are highly recommended to study a world language beyond two years of study in order to increase their proficiency in their target language.

Scholars reaching an Intermediate High to Advanced levels of proficiency could gain college credit by achieving the Seal of Biliteracy or AP level credit. Scholars are also encouraged to take an additional language.



CURRICULUM FRAMEWORKS

In order to make our program enriching, the Salem World Language Department follows the thematic frameworks provided by the AP College Board and the United Nations Sustainable Goals in all of our courses.

The United Nation sustainable goals include:

- (1) No Poverty,
- (2) Zero Hunger,
- (3) Good Health and Well-being,
- (4) Quality Education,
- (5) Gender Equality,
- (6) Clean Water and Sanitation,
- (7) Affordable and Clean Energy,
- (8) Decent Work and Economic Growth,
- (9) Industry, Innovation and Infrastructure,
- (10) Reducing Inequality,
- (11) Sustainable Cities and Communities
- (12) Responsible Consumption and Production,
- (13) Climate Action,
- (14) Life Below Water
- (15) Life On Land
- (16) Peace, Justice, and Strong Institutions
- (17) Partnerships for the Goals.

The AP College Board framework includes:

Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges, and Personal and Public Identities.

Lessons combine these thematic frameworks with the five standards as set out by the ACTFL and Massachusetts World Languages Standards:

Cultures – products, practices, and perspectives from the target culture

Comparisons – critical examinations of scholars' own language and culture in light of knowledge of the target language and culture

Connections – reinforce and expand knowledge from other disciplines

Communities – interactions with and contributions to the target communities

By weaving these frameworks, along with our flexible teaching methods, we strengthen our curriculum alignment to both the mission of Salem Public Schools and to prepare our scholars for both a globalized world and local engagement with diverse communities.

Proficiency Levels

Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing. World Language courses stress a proficiency approach, with emphasis on the context and purpose of communication through the three modes: **Interpersonal** (Two-way, unrehearsed communication between individuals); **Interpretive** (One-way communication using receptive skills of listening and reading); and **Presentational** (One-way communication using productive skills of speaking and writing).

Scholars 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).



Proficiency Levels:

Course (Level)	Target Proficiency	Scholar will be able to
Spanish & French Level 1	Novice High Mid	<ul style="list-style-type: none"> •Communicate about very familiar topics in the present tense •Respond to simple, rehearsed questions. •Be understood, when discussing familiar themes, by sympathetic listeners
Spanish and French Level 2 Hispanohablantes 1	Intermediate Low	<ul style="list-style-type: none"> •Communicate about familiar topics in the present and past tense and recombine learned materials in order to express personal meaning •Manage straightforward survival situations •Be understood by sympathetic listeners
Spanish & French Level 3 Hispanohablantes 2	Intermediate Mid Weak	<ul style="list-style-type: none"> •Create with the language when talking about familiar topics in the past, present and future •Manage straightforward social situations
Spanish & French Level 4 Hispanohablantes 3	Intermediate Mid Strong	<ul style="list-style-type: none"> •Engage in conversation with both familiar and spontaneous themes in a variety of tenses and moods •Navigate a variety of social situations •Demonstrate sufficient control of basic structures and generic vocabulary •Be understood by sympathetic speakers
Spanish & French AP	Intermediate High/Advanced Low	<ul style="list-style-type: none"> •Engage in conversation with spontaneous themes in a variety of tenses and moods •Navigate a variety of social situations with unexpected complications •Demonstrate sufficient control of language structures and broad vocabulary •Be understood by all speakers

ASL**440 AMERICAN SIGN LANGUAGE I***Credits: 1**Full Year*

This is the introductory course in the study of American Sign Language. The content includes grammar; basic vocabulary; manual alphabets/numbers; visual gestural communication; ASL stories, songs and poetry; and information about the deaf culture and community.



FRENCH

Proficiency in French opens many doors to scholars throughout their academic and professional careers. It's an international language of diplomacy, dance, architecture, the visual arts, theatre, fashion and haute cuisine. French is the official language of 32 nations and is widely spoken in over 55 countries, across five continents. That translates to 220 million people around the world. In Africa, French-speaking countries cover an area larger than the United States. French speakers support humanitarian efforts, by working in NGOs. French will be a necessary tool in these rapidly changing nations. French is also one of the six official languages of the United Nations and, alongside English, one of the two working languages of the UN. Scholars interested in a career in journalism, diplomacy and international relations will present a linguistic advantage by speaking French. From Paris to Montreal, from Port au-Prince to Dakar, French is truly an international language of the 21st century.

409 FRENCH I

Credits: 1

Full Year

Prerequisite: Emerging or Novice Low proficiency level

This is a beginning level course for scholars with no previous knowledge of the French language. The culture of the Francophone 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. Scholars are expected to reach a Novice High proficiency level.

410 FRENCH II

411 FRENCH II HONORS

Credits: 1

Full Year

Prerequisite: Performance at a Novice High proficiency level as indicated by passing Level I French, teacher recommendation or 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. Scholars are expected to reach an Intermediate Low proficiency level.

412 FRENCH III

413 FRENCH III HONORS

Credits: 1

Full Year

Prerequisite: Performance at an Intermediate Low proficiency level as indicated by passing Level II French, teacher recommendation or 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. Scholars are expected to reach an Intermediate Mid proficiency level.



441 FRENCH IV

461 FRENCH IV HONORS

Credits: 1

Full Year

Prerequisite: Performance at an Intermediate Mid proficiency level as indicated by passing Level III French, teacher recommendation or placement test.

Level IV courses build upon the previous three years of language study through thematic units and integration of culture. There is also an expansion on Francophone literature study, encompassing There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in more complex language contexts using more complex grammatical structures. Scholars are expected to reach an Intermediate Mid-Strong proficiency level.

SPANISH

Spanish is a both a global and local language, numbering around 400 million Spanish speakers worldwide. The sheer number of Spanish speakers and their rate of growth makes learning Spanish invaluable. There are twenty-five countries in the world where Spanish is spoken either as an official or a primary language. The U.S. is the third largest Spanish speaking country in the world and the Hispanic population in the United States has grown by 60 per cent in just one decade. With Spanish, you can connect with worldwide music, art, dance, theatre, film and literature. Unlock opportunities and enroll in Spanish.

422 SPANISH I

Credits: 1

Full Year

Prerequisite: Emerging or Novice Low proficiency level

This is a beginning level course for scholars with no contact or previous knowledge of the Spanish language. The culture of the Spanish-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. Scholars are expected to reach a Novice High proficiency level.

423 SPANISH II

424 SPANISH II HONORS

Credits: 1

Full Year

Prerequisite: Performance at a Novice High proficiency level as indicated by passing Level I Spanish, teacher recommendation or placement test. Level I Spanish is considered the completion of both 7th and 8th grade Spanish at the middle school level.

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. Scholars are expected to reach an Intermediate Low proficiency level.



432 SPANISH III**433 SPANISH III HONORS***Credits: 1**Full Year*

Prerequisite: Performance at an Intermediate Low proficiency level as indicated by passing Level II Spanish, teacher recommendation or 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. Scholars are expected to reach an Intermediate Mid proficiency level.

434 SPANISH IV**435 SPANISH IV HONORS***Credits: 1**Full Year*

Prerequisite: Performance at an Intermediate Mid proficiency level as indicated by passing Level III Spanish, teacher recommendation or placement test.

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. Scholars are expected to reach an Intermediate Mid-Strong proficiency level.

482 AP® ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE*Credits: 1**Full Year*

Prerequisite: Performance at least an Intermediate Mid-Strong level as indicated by passing Level IV Spanish or Hispanohablantes III; teacher recommendation or placement test.

This course is designed for scholars at an advanced level of language study. Scholars 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. Scholars are expected to reach an Intermediate High or Advanced Low level. All scholars are expected to take the AP exam in the spring.

HISPANOHABLANTES

Are you a heritage or native speaker of the Spanish language? Do you speak Spanish at home, but want to strengthen your skills in reading and writing? Are you a former Spanish Dual Language scholar? Then Hispanohablantes courses are for you.

425 SPANISH FOR HISPANOHABLANTES I*Credits: 1**Full Year*

Prerequisite: Teacher recommendation and/or placement test.

This is a beginning level course for scholars who speak and understand Spanish but who read and write at a novice level. The culture of the Spanish-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, presentational and interpretive skills through the development of reading comprehension, presentational speaking and writing. Scholars are expected to reach an Intermediate Mid-Weak proficiency level.

428 SPANISH FOR HISPANOHABLANTES II

429 SPANISH FOR HISPANOHABLANTES II HONORS

Credits: 1

Full Year

Prerequisite: successful completion of Spanish for Hispanohablantes I; successful completion of middle school Spanish as measured by placement test or teacher recommendation.

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. Scholars are expected to reach an Intermediate Mid proficiency level.

430 SPANISH FOR HISPANOHABLANTES III

431 SPANISH FOR HISPANOHABLANTES III HONORS

Credits: 1

Full Year

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. Scholars are expected to reach an Intermediate High proficiency level.



SEAL OF BILITERACY

The World Language and EL Departments support and encourage our scholars to achieve the Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of scholars who have attained proficiency in listening, speaking, reading, and writing in two or more languages by high school graduation. This award is noted on the scholar transcript and is nationally recognized.

The Seal of Biliteracy aims to; encourage scholars to study and master languages; certify attainment of biliteracy skills; recognize the value of language diversity; provide employers with a method of identifying people with language and biliteracy skills; prepare scholars with skills that will benefit them in the labor market and the global society; and strengthen intergroup communication and honor the multiple cultures and languages in a community.

The Seal of Biliteracy also provides universities with a method to recognize and give course credits to applicants for attainment of high-level skills in languages. In addition, having earned the state Seal of Biliteracy, the Massachusetts Departments of Elementary and Secondary Education will provide scholars with a **voucher to take a Massachusetts Test for Educator Licensure (MTEL) at no cost**. You may choose to apply this award to either the *Communication and Literacy* MTEL or the *Bilingual Education* MTEL.

In order to reach the level of Intermediate High and Advanced Low to attain this nationally accepted award, World Language scholars are encouraged to take at least 3 years of a language.

For languages that do not have readily available assessments, scholars complete a portfolio demonstrating Intermediate-High proficiency in speaking, writing, reading, and listening.

In order to earn the Seal of Biliteracy, scholars must:

Pathway Award	Standardized Assessment for Partner Language & English
State Seal of Biliteracy Award with Distinction	State Seal of Biliteracy Award with Distinction English - Score of "Exceeding Expectations" on the grade 10 ELA MCAS. Partner Language - Score of "Advanced" - Low in the lowest domain/mode on a proficiency test
State Seal of Biliteracy Award	State Seal of Biliteracy Award English - Score of "Meeting Expectation" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Intermediate-High in the lowest domain/mode of a proficiency test.
Language Opportunity Coalition Biliteracy Achievement Award	Language Opportunity Coalition Biliteracy Achievement Award English - Score of "Partially Meeting Expectations" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Score of Intermediate-Low in the lowest domain of proficiency.



PHYSICAL EDUCATION & HEALTH DEPARTMENT



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 scholar. It teaches scholars what physical fitness is and how they can maintain physical fitness throughout their adult lives.

Physical Education also provides each scholar with a basic working knowledge and understanding of various sports and fitness activities, and strives to create a level of skill that enables scholars to effectively participate in lifetime sports. Our basic objective is to see that our scholars are active participants and not merely spectators. Physical Education class is an opportunity for our scholars 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.

901 FUNDAMENTALS OF FITNESS

Grade Level: 9 (Highly Recommended)

Credits: 0.5

Semester

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: 0.5

Semester

This highly recommended course will provide scholars 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 scholars to make positive change through experiential learning. Scholars 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 scholars and set in an environment that is fun, safe, and respectful. Scholars 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: 0.5

Semester

This course provides the scholars with the opportunity to participate in a variety of sports and fitness related activities. Through a basic understanding of personal fitness, scholars are encouraged to make healthy lifestyle choices.

904 LIFETIME FITNESS THROUGH LIFETIME ACTIVITIES

Grade Level: 11-12 Elective

Credits: 0.5

Semester

This course promotes personal wellness through a variety of lifetime activities and individual sports. Through a basic understanding of personal fitness, scholars are encouraged to make healthy lifestyle choices.

905 ADVANCED PROJECT ADVENTURE

Grade Level: 11-12

Credits: 0.5

Semester

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 scholar involvement, high elements, and safety.

907 PHYSICAL MANAGEMENT

Grade Level: 11-12

Credits: 0.5

Semester

This course is offered to scholars 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.

951 UNIFIED PE

Grade Level: 11-12

Credits: 0.5

Semester

This course combines scholars of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Scholars will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all scholars.



914 NUTRITION AND ATHLETIC PERFORMANCE

Grade Level: 11-12

Credits: 1

Full Year

This course will provide student athletes the ability to understand and demonstrate the dynamic relationship between nutrition and the impact it has on health, exercise and athletic performance. This course prepares student athletes to engage in goal setting with nutritional planning, dietary management techniques and fitness planning as a way to enhance health, exercise and athletic performance.

910 HEALTH EDUCATION*

Grade Level: 9-10 Required

Credits: 0.5

Semester

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. Scholars develop an understanding of the importance of social, mental, emotional and spiritual health.

912 HEALTH II*

Grade Level: 11-12

Credits: 0.5

Semester

Prerequisite: 910 Health Education

Health II is available to scholars 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 scholar population. Scholars 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 & PERFORMING ARTS DEPARTMENT

VISUAL ARTS

Salem High School Art Department welcomes all scholars interested in the arts, from scholars who are interested in going into the arts as a career, scholars who are interested in exploring different art forms or scholars who want to work to improve their skills. The department offers a wide variety of courses in the visual arts that allow scholars to explore and develop their skills. Our curriculum helps develop technical skills, creative expression, problem solving, appreciation of the arts, critical thinking, innovation to be used in and out of the art room. There are various suggested pathways which allow a scholar to have a broad based foundation in order to achieve their future goals.



599 PHOTOGRAPHY I

Grade Level: 9-12

Credits: 0.5

Semester

This course will help you learn how to better use the camera that you likely already have (in your phone!) and help you to improve your photography skills, whether you are a beginner or someone who is Insta famous! The curriculum offers the opportunity for you to elevate the quality of your photographs by learning a basic understanding of the camera, how to achieve proper exposure, white balance, focusing, composition and incorporating the elements of art and principles of design to make your photographs amazing! In addition to learning more in depth technical skills, this course will cover both beginner and advanced editing techniques using free apps. The course creates a platform for scholars to build on their creativity and express their unique individual artistic ideas. In addition to being as tech-relevant as possible, you will also be introduced to the historic processes and magic of working in the darkroom!

613S PHOTOGRAPHY II

613SH PHOTOGRAPHY II HONORS

Grade Level: 9-12

Credits: 0.5

Semester

Prerequisite: Photography I

This course will dive deeper into the magic and wonders of the darkroom as well as transition to using a digital SLR camera and learning to edit using Photoshop. You will learn how to use a digital SLR in manual mode, understanding both technical and creative controls. This knowledge will be applied to using a fully manual,



35mm film camera. You will learn to take properly exposed photographs using your technical skills, and learn how to print photos from your negatives in the darkroom. Historical, experimental and advanced darkroom techniques will be taught, letting you explore and experiment through truly hands on learning. Then you will be introduced to editing techniques on Photoshop, working with both your film and digital images. In this class you will go beyond making images, and will begin to incorporate your own style and incorporate meaning into your photographs.

605 PAINTING AND DRAWING I

Grade Level: 9-12

Credits: 0.5

Semester

Scholars 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. Scholars 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: 0.5

Semester

Prerequisite: Painting and Drawing I

This advanced course allows scholars 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; an introduction to digital art creation using Adobe Photoshop and Illustrator; 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, scholars understand the importance of painting and drawing as a means of individual expression. Scholars demonstrate the powers of observation, abstraction, invention, and expression using a variety of painting, drawing and printmaking materials and techniques. Scholars 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

Grade Level: 9-12

Credits: 0.5

Semester

This course introduces students to the materials, tools, and creative processes used in three-dimensional art. Students explore a variety of sculptural media such as clay, plaster, wire, cardboard, and papier-mâché, with a strong focus on hand-building and wheel-throwing in ceramics. Through hands-on projects, students learn construction methods, surface techniques, and the Elements and Principles of Art as they relate to form and space. The class encourages experimentation, creativity, and the development of a personal artistic voice. Please note: this class can be messy!



608S CERAMICS AND SCULPTURE II
608SH CERAMICS AND SCULPTURE II HONORS

Grade Level: 9-12

Credits: 0.5

Semester

Prerequisite: Ceramics and Sculpture I

This advanced course builds on the skills learned in Ceramics & Sculpture I, allowing students to refine their craftsmanship and expand their creative approach to three-dimensional art. With a deeper focus on clay and mold-making, students explore advanced surface techniques such as carving, glazing, slip design, and texture. Projects emphasize expressive form, conceptual thinking, and technical mastery. Students also study connections between materials, process, and art history while developing a strong individual style and portfolio-ready work. Please note: this class can be messy!

616 MIXED MEDIA ART

Grade Level: 9-12

Credits: 0.5

Semester

Curious about the creative process but not sure where to start? This expressive art course invites students to experiment, take creative risks, and discover their unique artistic voice. By blending ideas and techniques from painting, drawing, photography, printmaking, and graphic design, students will explore a wide range of materials and processes. Through hands-on projects, prompts, and discussions, they'll learn to think critically, communicate visually, and embrace the freedom of creative expression.

610 JUNIOR / SENIOR PORTFOLIO HONORS

Grade Level: 11-12

Credits: 1

Full Year

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 scholar who wants to build a portfolio of work for entrance into art school or for the scholar with a strong interest in the visual arts who wants to develop a portfolio as part of their college application process. This course builds on the technical skills learned in the previous classes to create artworks that will lead to a well rounded portfolio. You will work on various creative assigned projects, as well as develop a mini concentration of work using your own ideas and vision. Emphasis will be placed on developing your own style and discovering your artistic voice. You will be expected to take quality photographs of your work, both in process and completed, for your portfolio, as well as writing artist's statements about your work. You will create a professional portfolio website showcasing your completed work. The teacher works individually with each scholar to develop their portfolio, in addition to scholars critiquing their own work and the work of others and exhibiting your artwork.

700 AP® ADVANCED PLACEMENT 2-D ART & DESIGN

Grade Level: 11-12

Credits: 1

Full Year

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.

In this course, scholars create a portfolio of work to show an individually chosen inquiry through 2 dimensional



art and design (drawing, painting, graphic design, photography, 2D mixed media, etc) and development of materials, processes and ideas over the course of a year. The submitted portfolios include 15 images showing the works of art created, as well as photo and written documentation of the process of creating the work. Scholars work individually throughout the year with the teacher to develop their visual inquiry further, both technically and creatively. In May, scholars submit portfolios for evaluation (AP Exam), showing their portfolio of 15 images, as well as 5 of their best quality works. Scholars will also be expected to maintain a sketchbook/visual journal, exploring, researching and planning out their work. Critiques—essential in college classes—will be expected and scholars will be expected to create quality photographs of their in process and completed artwork for both their portfolio and for their website. As in introductory college courses, scholars will need to work inside and outside the classroom and beyond scheduled periods to complete work.

DIGITAL & FILM

893 DIGITAL ART

Grade Level: 9-12

Credits: 0.5

Semester

Students build on their drawing and painting skills while exploring digital art tools such as Adobe Photoshop, Illustrator, Animate, and After Effects. Through hands-on projects, they apply the Elements and Principles of Art to create original digital illustrations and short animations, expanding their creativity and technical skills.

891 DIGITAL FILM I

Grade Level: 9-12

Credits: 0.5

Semester

This course introduces scholars to the world of digital video production. They study the concepts and the technology underlying frame-based digital media, and they apply that understanding in the production of short films. Live-action video projects encompass scripting, shooting, and editing entire productions. Scholars 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.

894 DIGITAL FILM II: BROADCAST JOURNALISM

894H DIGITAL FILM II: BROADCAST JOURNALISM HONORS

Grade Level: 10-12

Credits: 0.5

Semester

Prerequisite: Digital Film I

Students build on their production skills by gathering and presenting stories focused on the Salem High School community. Working as a news team, they create content for a weekly school-wide newscast, covering topics such as sports, events, and student life. Emphasis is placed on teamwork, meeting deadlines, and producing professional-quality stories. Student work will be featured weekly in classrooms and on SATV-3, Salem's local cable channel.



895 FILMMAKING AND ANIMATION: PORTFOLIO

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Digital Film & Animation I, Digital Film & Animation II,

This course is recommended for the scholar 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 scholar with a strong interest in digital film and/or animation who may want to develop a portfolio as part of their college application process. Scholars pursue advanced, independent projects in digital film and/or animation with guidance and oversight from the instructor.

PERFORMING ARTS

MUSIC

807 ORCHESTRA

808 ORCHESTRA HONORS

Grade Level: 9-12

Credits: 1

Full Year

This is an inclusive course, featuring mandatory participation in after school concerts, for string scholars (violin, viola, cello, and string bass) for all levels. Instruments will be provided according to availability and demand. Emphasis will be on note reading, getting a good sound and playing in an ensemble. A variety of musical styles will be used. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

Honors level scholars will complete a project each quarter.

811 CONCERT BAND

812 CONCERT BAND HONORS

Grade Level: 9-12

Credits: 1

Full Year

This is an inclusive course featuring mandatory participation in after school concerts and optional participation in marching band (performances at events such as football games, parades, festivals, and community functions.) This group can be extended to include jazz and percussion ensembles, symphony and other small ensembles. There are numerous opportunities for leadership positions for interested and qualified scholars. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

Honors level scholars will complete a project each quarter.



806 WIND ENSEMBLE HONORS

Grade Level: 9-12

Credits: 1

Full Year

Prerequisite: Audition required or Discretion of the Director

Like Concert Band, this course features mandatory participation in after school concerts and optional participation in marching band (performances at events such as football games, parades, festivals, and community functions.) Members are eligible to audition for percussion ensemble and jazz band as well as other small ensembles. An honors level course, scholars complete one project each quarter. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

813 CHAMBER SINGERS HONORS

Grade Level: 9-12

Credits: 1

Full Year

Prerequisite: Audition required

This is a small choral group providing scholars 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. An honors level course, scholars complete one project each quarter. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

817 CHORUS

819 CHORUS HONORS

Grade Level: 9-12

Credits: 1

Full Year

This inclusive course is open to the entire scholar body, with emphasis on developing music literacy and vocal techniques used in various musical styles. Repertoire ranges from classical to rock and participation in after school concerts is mandatory. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory. *Honors level scholars will complete a project each quarter.*

820 DIGITAL MUSIC

Grade Level: 9-12

Credits: 0.5

Semester

This inclusive course is open to the entire scholar body and is designed to introduce scholars to the use of digital technology in music. Scholars 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, scholars learn and develop skills enabling them to create original musical compositions, record, edit, and manipulate sound in various ways. Scholars also explore careers related to the music, audio, and multimedia field.



826 PIANO LABORATORY*Grade Level: 9-12**Credits: 0.5**Semester*

Class instruction is offered in piano at all levels of achievement. As a result, the class can be taken multiple times. Scholars learn music theory and performance using a variety of musical styles. Performance in class is required, both individually and in groups. Scholars also have the opportunity to learn about music software with hands-on projects in the music lab. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

829 EXPLORING MUSIC**829H EXPLORING MUSIC HONORS***Grade Level: 9-12**Credits: 0.5**Semester*

In this course, American popular music is used to introduce scholars 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, scholars learn about basic musical concepts such as meter and tone quality. Scholars in this class also learn about the music of other cultures and begin composing using computer programs such as GarageBand and Sibelius.

Scholars will complete Practical Theory workbook, enabling them to continue on to Music II if they choose.

830 MUSIC II HONORS*Grade Level: 10 -12**Credits: 1**Full Year*

Prerequisite: Exploring Music Honors or by placement test and completion of Practical Theory workbook by Feldstein. This course serves as a continuation to Exploring Music, incorporating music theory, history, and composition. In addition, scholars study possible careers in music and delve further into the knowledge and skills presented in Exploring Music, including rhythmic and melodic dictation, sight singing and ear training. This course should be taken by any scholar considering a career in a music-related field. Students should take this course in their sophomore or junior year if they plan to take AP Music Theory.

831 AP® ADVANCED PLACEMENT MUSIC THEORY*Grade Level: 11-12**Credits: 1**Full Year*

Prerequisite: Music II or placement test by instructor.

The ultimate goal of an AP Music Theory course is to develop a scholar's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical 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. Scholars prepare for the national AP exam in May.



857 JAZZ I

Grade Level: 10-12

Credits: 0.5

Semester

Prerequisite: Music I Theory book or equivalent.

This course provides a basic introduction to jazz including history, theory and improvisation. Scholars are assigned to a jazz combo and should have 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 JAZZ II

Grade Level: 10-12

Credits: 0.5

Semester

Prerequisite: Jazz I or permission of instructor

This course is designed to provide advanced content, techniques and skills in jazz theory, history and improvisation. Scholars should have moderate to advanced ability on any standard band or orchestra instrument, piano, guitar or bass or in singing.

DRAMA

827 FOUNDATIONS OF DRAMA

Grade Level: 9-12

Credits: 0.5

Semester

An introductory course for anyone interested in acting! In this course, you will practice and develop skills in a variety of theatrical areas including improv comedy, dramatic scenes, and Shakespearean monologues. Develop your understanding of physical and verbal expression, voice and diction, collaboration, and critique. Culminates in a performance.

828H FOUNDATIONS OF MUSICAL THEATER HONORS

Grade Level: 9-12

Credits: 0.5

Semester

An introductory course for anyone interested in musical theater! In this course, you will learn about the art form of musical theater, with projects about musical theater history, contextualizing a song, and analyzing character and plot. Each project will include options for singers and non-singers that will develop performance skills (vocal technique; acting through song; vocal/emotional connection) and/or technical skills (scenic design; costume design; directing).



802H TECHNICAL THEATER HONORS*Grade Level: 9-12**Credits: 0.5**Semester*

Are you interested in working behind the scenes of a play? In this course, we explore all of the amazing elements that work together to create a play or musical including: lighting, sound design, stage makeup, costuming, scenic design, and prop-making. Projects in this class will include designing costumes, props, and constructing the set to support the winter musical in the fall semester, and the 10 minute student-directed play festival in the spring.

Enrollment in the honors section pre-requisite: CTE Technical Theater or Technical Theater or by permission of the instructor.

832H ACTING AND PLAY PRODUCTION HONORS*Grade Level: 9-12**Credits: 0.5**Semester*

Prerequisite: Foundations of Drama, or Musical Theater, or Technical Theater, or permission of the instructor.

Build on your acting, directing, and technical skills developed in our foundations of drama, musical theater, and technical theater classes as we learn about all that goes into producing a play or musical. In this class, we read, discuss, and select a script to produce as a class, taking turns as actors, directors, producers and technicians.

Along the way we will learn about the other elements of play production from design to marketing. The semester will culminate in a final performance of either a one act play or several 10 minute plays.

695 FASHION & COSTUME DESIGN*Grade Level: 9-12**Credits: 0.5**Semester*

Do you consider yourself a fashion icon? Do you love sketching costume ideas? Take Fashion and Costume Design and learn how to design and illustrate clothing ideas for real or imagined people. Learn various textile design methods to create surface design of fabric, such as block printing, embroidery, resist and tie dye. We will also learn about garment construction, from creating and following a simple pattern to hand and machine sewing. Projects will focus on creating wearable art such as tote bags, pajama pants, skirts, and scarves.



CAREER & TECHNICAL EDUCATION DEPARTMENT



Salem High School's Comprehensive Career and Technical Education (CTE) department is one of the few unique vocational programs in the state of Massachusetts. Salem High School is a comprehensive educational setting that is one of the most flexible educational models available to secondary scholars in our society. Scholars are introduced to CTE programs through the ninth-grade exploratory program. This fast-paced program presents introductory information from all of our Career and Technical areas to scholars over their ninth-grade year. After this experience, the scholars will choose three areas of concentration and will enter one of those choices for the remainder of the year. The acceptance into a program is followed by three years of progressive intensive study in their chosen field. Throughout the program, the scholar will have the opportunity to complete nationally recognized certifications and accreditations in their career area, including OSHA safety, Entrepreneurship, and general post-secondary education and career skills including emotional intelligence.

All career and technical education scholars are on a direct pathway to post-secondary education in the form of an associate degree or higher. This career plan is accomplished through articulation agreements with multiple Colleges and Technical Institutes in the United States. Career and Technical Education scholars are leaders and role models of the school and hardworking young adults who are risk-takers, life-long learners, and the industry leaders of tomorrow.

**Massachusetts state regulations ([603 CMR 4.00](#)) require all state-funded career/vocational-technical education (CVTE) schools and CVTE programs at public high schools to develop and implement admissions policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education and the U.S. Department of Education. When Salem High School's Career and Technical Education program receives more applications than it has available seats, SHS CTE applies a lottery to determine which scholars it will admit. SHS CTE admission policy is on file at the Department of Elementary and Secondary Education and on our [website](#).*

***In compliance with state and federal laws, Salem Public Schools maintains a non-discrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges, and courses of study of our schools, regardless of race, color, religion, sex, sexual orientation, age, gender identity, genetic information, national origin, ancestry, homelessness, physical or mental disability, veteran status, or any other basis prohibited by state and/or federal statute. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities.*



CO-OPERATIVE EDUCATION*

The Cooperative Education Program is a continuation of the school CTE program that provides qualified senior scholars with a vocational occupational employment opportunity in an industry setting. The work engaged in must be directly related to the vocation in which the scholar has been trained and cooperating employers agree to provide additional training as specified by the school career instructor and approved by the co-op coordinator. Scholars participating in this program work a rotating schedule according to the school block schedule. The employer reports scholar performance to the school on a regular basis and scholars are paid for their work. The career instructor and the co-op coordinator will perform bi-weekly site visits to evaluate the scholar's job performance and site safety evaluations.

CTE CO-OPERATIVE EDUCATION

Grade Level: 12

Credits: 1 to 4

**Eligibility for CO-OP begins their senior year based on the following criteria using their junior year fourth quarter report card:*

- A scholar must maintain a 95% attendance rate (no more than 2 days absent per quarter)*
- A scholar must maintain an average of 70% or better in all academic and CTE classes*
- A scholar must complete any and all industry safety certifications by junior year*
- A scholar must meet the CTE program portfolio requirement*
- A scholar must meet minimum shop competency requirements and receive the recommendation of the Director of Career and Technical Education and Cooperative Education Coordinator*
- A completed Co-operative Education checklist, along with all required documentation completed*

INTERNSHIP PROGRAM*

The Internship Program is an opportunity to apply content proficiency to post-secondary readiness. Scholars align post-secondary goals with an internship experience that engages them in challenging and educational work-based experiences. The internships build scholar agency, professional networks, and experience with community service. The first component of the internship prepares scholars 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, application skills, resume building, emailing etiquette, making phone calls, elevator pitches, building a schedule/time management, and searching for and solidifying an internship. During their internship, scholars 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.

091-095 INTERNSHIP

Grade Level: 11-12

Credits: 1 to 4

**Eligibility for Internship:*

A scholar must meet all graduation requirements to enroll



CTE EXPLORATORY

The CTE Exploratory Program allows scholars to explore the technical programs offered at Salem High School. This is a valuable opportunity for scholars to spend time immersed in each program and gain insight into career options available, post-secondary training, and what skills are needed in each program. Through hands-on activities, they learn about safety, equipment, and trade terminology. This exploration allows scholars to develop independent ideas about their own interests. Additionally, each scholar will write a reflection based on their experience following each rotation. Scholars will review these reflections with their Counselor, Teachers, and/or the Vocational Director and this will help scholars select their career and technical program placement choices. A primary function of secondary education is to prepare scholars for the workplace. The Exploratory and CTE programs in general provide them with the skills, knowledge, and encouragement they need to get the most out of their desired career path.

Scholars display higher levels of engagement and motivation when they have a clear understanding of what they want to do. Exploratory hones their focus so that they can make informed choices about their careers.

590 VOCATIONAL EXPLORATION

Grade Level: 9

Credits: 1

Full Year

Recommended course of study to earn CTE Certificate of Attainment:

<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>
<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Physical Education/Elective</i>
<i>Science, Technology, Engineering</i>	<i>Science, Technology, Engineering</i>	<i>Science, Technology, Engineering</i>	<i>Elective</i>
<i>World Language</i>	<i>World Language</i>	<i>Physical Education/Elective</i>	<i>Elective</i>
<i>Physical Education/Health</i>	<i>Physical Education/Elective</i>	<i>Elective</i>	<i>CTE Program Level 3</i>
<i>Elective</i>	<i>CTE Program Level 1</i>	<i>CTE Program Level 2</i>	<i>CTE Program Level 3</i>
<i>CTE Exploratory</i>	<i>CTE Program Level 1</i>	<i>CTE Program Level 2</i>	<i>CTE Program Level 3</i>



AUTOMOTIVE TECHNOLOGY

The Automotive Technology courses at Salem High offer an introduction to the automobile industry including safety practices, shop equipment and tools, vehicle subsystems, and vehicle maintenance. The program prepares scholars for employment as entry-level technicians in the automotive repair business. Scholars will learn about oil changes, minor services, car inspections to Massachusetts RMV standards, used car inspections, tire service, tire replacement and balance, battery and charging system service, basic engine fundamentals, brakes system diagnosis, and service. Scholars will learn repair orders and billing procedures. The classes focus on job readiness, hand skills as well as craftsmanship.

646H AUTOMOTIVE I HONORS

Grade Level: 10

Credits: 1

Full Year

Prerequisite: Vocational Exploration

647H AUTOMOTIVE II HONORS

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Automotive I

648H AUTOMOTIVE III HONORS

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Automotive II



BUILDING & PROPERTY MAINTENANCE

Building Property and Maintenance scholars learn how to maintain homes and commercial buildings while ensuring safe work environments. The program prepares scholars for employment in the field by teaching skills in multiple trade-related areas including electricity, plumbing, HVAC, painting, and carpentry. Scholars work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Scholars also learn how to operate hand and power tools. BPM scholars focus on all types of building repair, building, and ground maintenance, client relations and record-keeping, and green building technologies. Scholars collaborate with other CTE programs and building personnel on extended activities and projects.

632H BUILDING AND PROPERTY MAINTENANCE I HONORS

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

633H BUILDING AND PROPERTY MAINTENANCE II HONORS

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Building and Property Maintenance I

634H BUILDING AND PROPERTY MAINTENANCE III HONORS

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Building and Property Maintenance II

500 CTE CAPSTONE HONORS

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Enrolled in a Construction cluster course



CARPENTRY

Carpentry scholars learn how to operate multiple types of hand and power tools, both stationary and portable. They are able to demonstrate safety protocol and the proper use of equipment. They work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Carpentry scholars are also able to identify and describe many varieties of wood. They learn finishing techniques and precision work while building custom furniture. SHS Carpentry scholars often work collaboratively with other CTE programs and other Salem schools on extended projects and activities.

623H CARPENTRY I HONORS

Grade Level: 10

Credits: 1

Full Year

Prerequisite: Vocational Exploration

624H CARPENTRY II HONORS

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Carpentry I

625H CARPENTRY III HONORS

Grade Level: 12

Credits: 2

Full Year

Prerequisite: Carpentry II

500 CTE CAPSTONE HONORS

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Enrolled in a Construction cluster course



CULINARY ARTS

Culinary Arts scholars learn to cook and bake as they prepare for a career in the Food Service Industry. They study Safety and Sanitation, Cooking Techniques, Knife Skills, and Nutrition. Scholars also prepare to work in a restaurant, training in Front of the House (Service) as well as the Back of the House (Kitchen). Additionally, scholars receive training in management, OSHA, ServSafe, entrepreneurial skills, and related theory. Salem High School has a diner called the Black Cat Café which is open to staff and community partners. Scholars have the opportunity to participate in a variety of work-based learning experiences including cooking and serving at events for the Council on Aging and the Salem Rotary Club. Upperclassmen also participate in cooperative education and are employed at local area restaurants to hone their skills.

664H CULINARY ARTS I HONORS

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

665H CULINARY ARTS II HONORS

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Culinary Arts I

666H CULINARY ARTS III HONORS

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Culinary Arts II



GRAPHIC DESIGN & VISUAL COMMUNICATION

From conception to finished product scholars will get an introduction to converting ideas, information, and emotions into a successful design. They will gain design skills using typography, illustration, photography, and electronic media. Programs from the Adobe Design Suite are offered with comprehensive instruction. Using this state-of-the-art digital imaging, digital video, illustration, and page layout software and equipment, scholars learn to apply their creativity to communications media. Projects include logo/identity design, perspective illustration, commercial photography, poster, packaging, advertising, and web design. Several Techniques include print production, storyboarding, filming and editing video footage, and many more. Scholars will also learn how the digital print industry translates the process designers use to produce the designs, using modern state-of-the-art digital printing equipment and offset printing equipment. Scholars are also given an opportunity to obtain an Adobe Certification in several programs, allowing them the edge needed in their future.

661H GRAPHIC DESIGN & VISUAL COMMUNICATIONS I HONORS

Grade Level: 10

Credits: 1

Full year

Prerequisite: Vocational Exploration

662H GRAPHIC DESIGN & VISUAL COMMUNICATIONS II HONORS

Grade Level: 11

Credits: 2

Full year

Prerequisite: Graphics Design & Visual Communications I

663H GRAPHIC DESIGN & VISUAL COMMUNICATIONS III HONORS

Grade Level: 12

Credits: 2

Full year

Prerequisite: Graphics Design & Visual Communications II



EARLY EDUCATION AND CARE

The Early Education and Care Program at Salem High School prepares scholars for various careers working with children. Scholars learn about EEC laws, policies, and regulations. Scholars also explore and learn about different aspects of child development, developmentally appropriate practices, curriculum planning, health, nutrition, and wellness to be able to work with different ages (infancy through adolescence). Scholars in the EEC program will have opportunities that provide field experience through partnerships with YMCA, Elementary Schools in Salem, and our on-site daycare provided by Angela's Preschool & Daycare.

641H CHILD DEVELOPMENT HONORS

Grade Level: 10

Credits: 2

Full year

Prerequisite: Vocational Exploration

643H WORKING WITH CHILDREN HONORS

Grade Level: 11

Credits: 2

Full year

Prerequisite: Child Development

645H EARLY CHILDHOOD FIELD EXPERIENCE HONORS

Grade Level: 12

Credits: 3

Full year

Prerequisite: Working With Children



ELECTRICAL

Electrical scholars learn the skills necessary to succeed in residential and commercial wiring. The scholars gain knowledge of equipment, blueprints, and safety skills. scholars will become proficient in a variety of electrical projects in compliance with the National Electric Code, Massachusetts Electrical Code, and NFPA (National Fire Protection Association) Safety Code. The classroom curriculum stresses mathematics and science. Emphasis is placed on the ability to solve practical problems. Scholars work on projects both in the shop and in the school under the supervision of a master electrician. In their final year of the program, scholars participate in cooperative education and work for local Electrical companies during the school day and beyond. A graduate from the program will leave with hours to apply towards the requirements of the State of Massachusetts Electrical Board for the Electrical License Examination.

658H ELECTRICITY I HONORS

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

659H ELECTRICITY II HONORS

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Electricity I

660H ELECTRICITY III HONORS

Grade Level: 12

Credits: 2

Full Year

Prerequisite: Electricity II

500 CTE CAPSTONE HONORS

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Enrolled in a Construction cluster course



BUSINESS & MARKETING

The Business & Marketing Pathway prepares students with the knowledge, skills, and professional mindset needed to succeed in today's dynamic business environment. Through coursework grounded in real-world applications, students explore essential concepts in entrepreneurship, management, finance, marketing, and digital communication. Students engage in hands-on projects such as developing business plans, conducting market research, designing promotional campaigns, managing simulated companies, and analyzing financial data. Industry-standard software, case studies, and collaborative team projects help students apply classroom learning to authentic business challenges. Graduates of this pathway will be prepared for entry-level employment, internships, cooperative education opportunities, or continued study in business, marketing, management, finance, or related college programs. Students completing the pathway develop strong communication, critical thinking, leadership, and problem-solving skills that support success in any career field.

667H INTRODUCTION TO BUSINESS MARKETING AND FINANCE HONORS

Grade Level: 10

Credits: 1

Full Year

668H BUSINESS ACCOUNTING & MARKETING HONORS

Grade Level: 11

Credits: 1

Full Year

669H BUSINESS LEADERSHIP & ENTREPRENEURSHIP HONORS

Grade Level: 12

Credits: 2

Full Year

532H PERSONAL FINANCE

Grade Level: 10-12

Credits: 0.5

Semester

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. The semester-long personal finance course covers all of the essential personal finance topics necessary to become a financially capable scholar. Topics include banking, credit, budgeting, investing, career planning, and more.

**All CTE students are required to complete this course. Any additional seats will be available to any SHS student.*



MEDICAL ASSISTING

Medical Assisting scholars learn the skills necessary to work in the healthcare industry. Scholars will gain the knowledge and skills to read and interpret a patient's medical history, perform vital signs, and assist a primary care provider directly during an examination. Scholars also develop advanced skills in anatomy & physiology, medical terminology, and caring for the whole person. The program also offers specific training in Medical Simulation in our Medical Lab.

Scholars are trained to give injections, perform venipuncture for labs, and conduct Electrocardiography testing. They are able to choose any desired specialty in medicine and focus on their chosen area of study. A graduate from the program possesses the necessary skills to be employed as a medical assistant. scholars also may decide to continue post-secondary education.

691H MEDICAL ASSISTING I HONORS

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

693H MEDICAL ASSISTING II HONORS

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Medical Assisting 1 & Project Lead the Way (PLTW) Human Body Systems

694H MEDICAL ASSISTING III HONORS

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Medical Assisting 2 & Project Lead the Way (PLTW) Principles of Biomedical Science

** For Full CTE Certificate Attainment Scholars Must Also Complete: 331 Pre-AP Chemistry*



COMPUTER PROGRAMMING AND WEB DEVELOPMENT

Programming and Web design scholars learn computer programming and website development. They will enroll in Project Lead the Way (PLTW) courses including Computer Science Essentials, Computer Science Principles, Computer Science A, and Cybersecurity. Scholars will be exposed to multiple coding languages with an emphasis on JavaScript and Python. They will use Unity3D to create games and applications for multiple devices. The program is designed to help scholars be successful in a technical and global world. The scholars will start with MIT App inventor as the introduction to programming and coding as an avenue for all levels to engage in the program. Scholars will participate in work-based learning including school-based internships and cooperative education opportunities with local businesses. Scholars will take the AP exam for Computer Science Principles and Computer Science A for potential college credit

506 AP® ADVANCED PLACEMENT COMPUTER SCIENCE APPLICATIONS

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

503 AP® ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Computer Science Applications

505 AP® ADVANCED PLACEMENT CYBERSECURITY

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Computer Science Principles



MARINE CORPS JUNIOR ROTC PROGRAM



All Marine Corps Junior ROTC courses are aligned to all applicable state and federal education frameworks. The instructors are not recruiters and there is no obligation to join the military after graduation.

485 LEADERSHIP 101 (MCJROTC)

Grade Level: 9-12

Credits: 1

Full Year

The Marine Corps Junior Reserve Officer Training Corps program is designed to develop leadership skills in high school scholars. The introductory course outlines the fundamentals of leadership traits and principles needed to be a successful leader. The MCJROTC key objectives are to develop informed and responsible citizens through leadership and motivation; strengthen the character and self-discipline of the scholars; promote a basic understanding of the importance of national security; cultivate a style of public speaking; and participate in community service activities. Participation in afterschool extra-curricular activities is expected.

486 LEADERSHIP 201 (MCJROTC)

Grade Level: 10-12

Credits: 1

Full Year

Prerequisites: Leadership I (MCJROTC) or instructor approval.

This intermediate MCJROTC course expands on the elements of leadership by exploring its dynamics, tasks and styles. Scholars 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. Participation in afterschool extra-curricular activities is expected.



487 LEADERSHIP 301 (MCJROTC)

Grade Level: 11-12

Credits: 1

Full Year

Prerequisites: Leadership I (MCJROTC) and Leadership II (MCJROTC) or instructor approval. This course further strengthens the scholar's leadership skills. Scholars are placed in leadership positions and help develop other scholars' leadership abilities through practical application exercises. Scholars learn to work with local medias and elected officials. Scholars 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. Participation in afterschool extra-curricular activities is expected.

488 LEADERSHIP 401 (MCJROTC)

Grade Level: 12

Credits: 1

Full Year

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

This course provides the scholar the opportunity to develop their leadership skills by planning, organizing, and executing missions with a larger group of scholars. 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. Participation in afterschool extra-curricular activities is expected.



Early College

Salem High School offers an Early College Pathway in partnership with North Shore Community College and Salem State University, providing students with a unique and accelerated educational experience. This program focuses on five majors: Dual Language Liberal Arts, Liberal Arts, Healthcare and Human Services, Education and Business. Students engaged in the Dual Language Liberal Arts major gain proficiency in two languages while exploring liberal arts subjects in Spanish. This Early College Pathway collaborative initiative allows students to earn college credits during high school, accelerating their academic and career pathways. The program not only enhances students' subject-specific expertise but also fosters a smooth transition to higher education or entry into the workforce, providing a well-rounded and promising occupational outlook. Specific course information is available upon acceptance into the program.



10th Grade

EARLY COLLEGE ELECTIVE COURSE #1

Grade Level: 10

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE ELECTIVE COURSE #2

Grade Level: 10

Credits: 1 (3 College Credits)

Semester



11th Grade

EARLY COLLEGE PATHWAY COURSE #1

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #2

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #3

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #4

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #5

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #6

Grade Level: 11

Credits: 1 (3 College Credits)

Semester



12TH GRADE

All courses are held on either Northshore Community College campus or Salem State University campus

**May fulfill Core Course graduation requirements.*

EARLY COLLEGE PATHWAY COURSE #1

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

***EARLY COLLEGE ELECTIVE COURSE #1**

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE ELECTIVE COURSE #2

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #1

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

***EARLY COLLEGE ELECTIVE COURSE #1**

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE ELECTIVE COURSE #2

Grade Level: 11

Credits: 1 (3 College Credits)

Semester



Multilingual Language Department



The Multilingual (ML) Department offers courses for scholars who are identified as English Learners (EL) who are 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 scholar success. Our program strives to give scholars social and academic language, cultural awareness, and content area knowledge to thrive as scholars and productive citizens.

The ML Department offers courses for English Learners in English Language Development, 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.

ELD course instruction focuses on interactive learning, which assists scholars in developing both interpersonal communication skills and academic language proficiency in order to attain their potential in the mainstream program. Scholars are placed in the ELD 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. Scholars in their second year of study may also be enrolled in content classes that are supported by an ELD teacher. In subsequent years of study, scholars continue their English language development, and in addition to an ELD class, take content area courses with mainstream teachers. Course content is made accessible to all Multilingual learners by providing appropriate scaffolding and entry points. Scholars continue to access grade-level, mainstream courses while developing their English language skills in ELD classes until they are determined to no longer be EL, according to district and state guidelines.

All courses for Multilingual 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 LANGUAGE DEVELOPMENT (ELD)

Scholars at SHS who are learning English receive instructional support from an Multilingual Learner (ML) teacher. The ML teacher provides support in all aspects of learning English: listening, speaking, reading and writing. Classes meet daily to support scholars in the Entering stage of English acquisition. For scholars that are Emerging, Developing, Expanding, and Bridging their English acquisition but continue to need English learning support in an exclusive setting, ELD courses are provided every other day.

1083 NEWCOMER ELD

Credits: 2

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. Scholars will learn English through project based learning and exploring essential questions (ie: *What language do I need to be successful at my new school? Who am I? How can I use my experiences to achieve my goals? Why is it important to share my immigration story?*). Scholars' linguistic progress is measured by both ELD and ELA state standards.

1084 BEGINNER ELD

Credits: 1

Full Year

This course is designed to build upon the reading, writing, speaking and listening skills, strategies and knowledge that scholars achieved in the Newcomer ELD course. Scholars will increase their linguistic skills through project based learning that connects scholars to real world issues and experiences. A primary focus of this course is to equip MLs with the integration of content and language that will be necessary for success in their academic courses. Scholars' linguistic progress is measured by both ELD and ELA state standards that are aligned with the mandated state assessments of ACCESS and MCAS ELA.

1085 INTERMEDIATE ELD

Credits: 1

Full Year

This course is designed to build upon the reading, writing, speaking and listening skills, strategies and knowledge that scholars achieved in the Beginner ELD course. Scholars will deepen their linguistic skills through critical thinking, comprehension, and analysis of both fiction and non-fiction texts. Scholars are exposed to a variety of literary genres and write for a variety of purposes including but not limited to argumentative, explanatory, and narrative. Scholars' linguistic progress is measured by both ELD and ELA state standards that are aligned with the mandated state assessments of ACCESS and MCAS ELA.



NEWCOMERS PROGRAM

The Newcomers Program is designed to offer scholars 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. Scholars enrolled in this program access sheltered content courses as well as specially designed elective courses and advisory.

901 PHYSICAL EDUCATION/HEALTH

Credits: 0.5

Semester

This course is designed for newly arrived Multilingual Learners. This course is an introduction to a wide variety of sports, fitness, and overall health topics. The goal is to obtain a basic understanding of personal fitness where scholars are encouraged to make healthy lifestyle choices.

1083 NEWCOMER ELD

Credits: 2

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. Scholars will learn English through project based learning and exploring essential questions (ie: What language do I need to be successful at my new school? Who am I? How can I use my experiences to achieve my goals? Why is it important to share my immigration story?). Scholars' linguistic progress is measured by both ELD and ELA state standards.

1075 NEWCOMER WORLD HISTORY

Credits: 1

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. It provides a foundation for scholars in both American and World Histories. Topics include: Colonization, Revolutions, Industrialization, Civil Rights, Geography, and Cause/Effect Relationships. Scholars will be exposed to multiple perspectives and how different events lead to the development of the world we live in today.

1077 NEWCOMER AMERICAN & WORLD ENCOUNTERS I

Credits: 1

Full Year

This course explores United States history, from the seeds of revolution in the 1750s through eras of change, conflict, and expansion leading up to World War I. Scholars examine both 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 scholars to look closely at the global impact of these moments. The course culminates in a civics action project where scholars investigate local issues, take action to build a support within their community, and present their learning. This course uses SEI strategies appropriate for students with little to no English and who have not had previous experience with U.S. historical content.

1078 NEWCOMER ALGEBRA I

Credits: 2

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. 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.

1073 NEWCOMER GEOMETRY

Credits: 1

Full Year

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. Algebra concepts are applied and reviewed when solving geometry-related problems. This course uses appropriate SEI strategies for students with little to no English.

1080 NEWCOMER BIOLOGY

Credits: 1

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. It provides a 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 genetics.

1089 CERAMICS & SCULPTURE I (OR COMPARABLE FAPA CLASS)

Credits: 0.5

Semester

This class is an introduction to the basic materials, elements, principles and aesthetics unique to sculpture. Together we will explore different mediums such as clay, plaster, wire, cardboard, paper maché and wood. We will discover how to navigate challenges of the materials and build on our construction methods and techniques. Through projects and exercises scholars will gain understanding of modeling, carving, casting, building and more. Scholars will build a solid three-dimensional art foundation, enabling them to express their ideas with imagination, recognize their personal visual language, think critically, realize their own creative potential as well as bring some great work home!



The ML Department supports MLs through offering co-taught sections of certain content courses. These courses are collaboratively taught by both a content certified teacher and an ML certified teacher. The intention of these co-taught courses is to support WIDA level 1 and 2 English Learners as they access their grade level course. (See course descriptions under their corresponding department sections)

022 ENGLISH II

Credits: 1
Full Year

134 AMERICAN & WORLD ENCOUNTERS I

Credits: 1
Full Year

215 ALGEBRA I

Credits: 2
Full Year

225 GEOMETRY

Credits: 1
Full Year

235 ALGEBRA II

Credits: 1
Full Year

321 BIOLOGY

Credits: 1
Full Year

332 CHEMISTRY

Credits: 1
Full Year



SEAL OF BILITERACY

The World Language and EL Departments support and encourage our scholars to achieve the State Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of scholars who have attained proficiency in listening, speaking, reading, and writing in two or more languages by high school graduation. This award is noted on the scholar transcript and is nationally recognized.

The State Seal of Biliteracy aims to; encourage scholars to study and master languages; certify attainment of biliteracy skills; recognize the value of language diversity; provide employers with a method of identifying people with language and biliteracy skills; prepare scholars with skills that will benefit them in the labor market and the global society; and strengthen intergroup communication and honor the multiple cultures and languages in a community.

The Seal of Biliteracy also provides universities with a method to recognize and give course credits to applicants for attainment of high-level skills in languages. In addition, having earned the state Seal of Biliteracy, the Massachusetts Departments of Elementary and Secondary Education will provide scholars with **a voucher to take a Massachusetts Test for Educator Licensure (MTEL) at no cost**. You may choose to apply this award to either the *Communication and Literacy* MTEL or the *Bilingual Education* MTEL.

In order to reach the level of Intermediate High and Advanced Low to attain this nationally accepted award, World Language scholars are encouraged to take at least 3 years of a language. Scholars who have a native or heritage background in a partner language are also encouraged to participate.

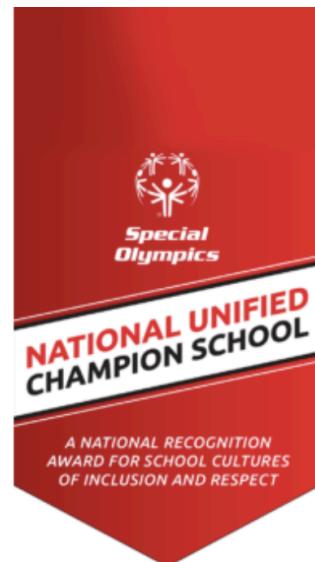
For languages that do not have readily available assessments, scholars complete a portfolio demonstrating Intermediate-High proficiency in speaking, writing, reading, and listening.

In order to earn the Seal of Biliteracy, scholars must:

Pathway Award	Standardized Assessment for Partner Language & English
State Seal of Biliteracy Award with Distinction	State Seal of Biliteracy Award with Distinction English - Score of "Exceeding Expectations" on the grade 10 ELA MCAS. Partner Language - Score of "Advanced" - Low in the lowest domain/mode on a proficiency test
State Seal of Biliteracy Award	State Seal of Biliteracy Award English - Score of "Meeting Expectation" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Intermediate-High in the lowest domain/mode of a proficiency test.
Language Opportunity Coalition Biliteracy Achievement Award	Language Opportunity Coalition Biliteracy Achievement Award English - Score of "Partially Meeting Expectations" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Score of Intermediate-Low in the lowest domain of proficiency.



SPECIAL EDUCATION DEPARTMENT



Salem High is committed to supporting scholars with disabilities in order that they are able to access the full range of academic, social, cultural and athletic opportunities offered to our community of learners. The school offers a continuum of special education services designed to meet the unique needs of scholars with disabilities in accordance with their Individualized Education Programs. A team of special education teachers, paraprofessionals, and related service providers provide a variety of service delivery models, including co-teaching, inclusive (push-in), pull-out, partial and full inclusion, substantially separate classrooms and community-based service delivery models.

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

In incidences where, despite the provision of intensive interventions in the general education environment, the nature or severity of the scholar's disability requires a more restrictive environment in order for the scholar to access the curriculum and make progress, Salem has a variety of substantially separate programs that are designed to meet the scholar's unique needs. In all cases, to the maximum extent appropriate, inclusion with, and access to, non-disabled peers for the individual scholar is a priority. Our special education teams work with youth and families to support the scholars' vision for adult living and to support our scholars 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 scholar to access, participate in, and make progress in their educational program. Related services are provided in varied locations and groupings, including general education, small group, and one-to-one settings. All services can be provided within the general education class or in a separate setting depending upon the recommendation of the special education team. Services include (but are not limited to):

- Specialized Academic Instruction
- Assistive Technology
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf Education/Hard of Hearing Services and Audiology consultation
- Community/Vocational Training
- Transition Planning
- Speech and Language Therapy
- Physical Therapy
- School-based counseling
- Vision Services
- Applied Behavior Analysis Services
- Travel Training
- Specialized Reading Instruction

ACADEMIC SUPPORT

The Academic Support program serves scholars with a wide range of disabilities and is designed to support a range of academic and interpersonal concerns. Special education staff offer academic support and instruction in reading, writing, mathematics, as well as study and organizational skills. Special education teachers provide inclusive (push-in) support during general education classes, facilitating accommodations and modification of content while providing skill development in content areas and organizational support. Services may also be outside of the general education program (pull-out), as needed and recommended in the IEP. Each scholar has a liaison who communicates with parents, teachers and counselors. Staffing and support are provided to meet specific scholar 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



FLARE PROGRAM

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for a Specific Learning Disability (SLD). As a direct result of the language based learning disability, students require extensive modifications in the areas of reading, literacy and writing across all curriculum areas. Students in the program may exhibit some attention and social-emotional issues; however, it is the Language Based Disability that most interferes with the child's ability to access the curriculum and make effective progress.

STEP PROGRAM

The Step Program is a small, highly structured and nurturing learning environment which provides academic, language, fine motor, gross motor and social skill development. Positive reinforcement and success-oriented experiences are used to support student growth towards personal independence, specific IEP goals and overall academic achievement. During high school this program includes transition, vocational and career support.

RISE PROGRAM

Students receiving support through the RISE program require intensive communication support and receive frequent instruction through the methodology of discrete trial instruction and/or ABA. The RISE Program serves students who meet the criteria for Autism and/or other developmental disabilities. This program is overseen by a BCBA and provides a supportive, structured environment for students in which to develop educational, social pragmatic and communication skills, and to develop positive peer relationships.

ACT PROGRAM

The ACT Program supports students with Autism Spectrum Disorder (ASD) and Nonverbal Learning Disability (NVLD) who require specialized instruction in communication, executive functioning, and social skills. This structured, partial sub-separate program fosters academic growth, social-pragmatic development, and positive peer relationships within a supportive learning environment.

TIDES PROGRAM

The TIDES Program is a small, highly structured therapeutic learning environment which provides comprehensive and proactive behavior management strategies, social/emotional skills instruction and ongoing counseling support individualized to the specific needs of the student. This includes structured, consistent and systematic approaches to learning that is utilized along with clear, well-defined expectations. There are many opportunities for inclusion instruction within the program with a strong focus on strategies.



STRIDE PROGRAM

The STRIDE Program caters to students with significant cognitive and language development delays, as well as medical and behavioral challenges. Operating within a secure and nurturing learning environment, we integrate functional academics, life skills, and social skill development. Our focus spans communication, self-care, social interaction, recreation/leisure, and life skills, with comprehensive therapies and adaptive technology support. The program targets functional, communication, self-help, and social skills while minimizing challenging behaviors.

BRIDGE PROGRAM

The goal of the Bridge program is to maximize the potential and independence of each student through direct instruction in transition planning, vocational opportunities and functional academics. The program provides services to students aged 18-22 years of age with disabilities that significantly impacts their progress in school and in the community. The program focuses on developing and strengthening the students' functional life skills, including understanding money, time management, community safety, travel training, vocational training, and personal care and self-advocacy skills. The students in this program are active participants in their transition from high school to adult services



STUDENT SUPPORTS



In addition to conventional academic classes, Salem High School offers several special programs to support and assist scholars in the following areas: transitioning to high school, improving their academic performance, recovering and obtaining credits under special circumstances, and working independently. Scholars do not elect these supports, rather they are referred via a student support team consisting of administration, counselors and other support staff.

CONNECT FOR SUCCESS

Connect for Success will provide the structures and skills necessary for our scholars to grow and thrive. By developing meaningful relationships, helping students to identify and meet their needs, Connect for Success will help our most vulnerable 9th grade and 10th grade scholars connect with SHS and set a course for success! Beginning in the summer between 8th grade and 9th grade, scholars will work with staff to set tangible goals with realistic plans to achieve these goals. Together they will determine barriers to education and/or needs outside of the school setting, provide the time, space, and supports for students to reset, process, and meaningfully engage in classes. Grading is done on a pass/fail basis.



STUDY CENTER

This is a classroom based, tiered intervention program that provides individualized support and monitoring to scholars in 11th grade and 12th grade who would benefit from additional support and structure. Scholars enrolled in Study Center have time in their schedules to complete school work. Scholars can be enrolled for one or two semesters per year depending on the level of need identified. Scholars receive support in staying on top of academic work, completing outstanding assignments, communicating with their teachers and developing increased self-efficacy. Study Center is meant to be flexible to respond to the changing needs of scholars and help support them in a variety of academic, organizational, and social emotional ways. Scholars cannot elect to be in Study Center, instead they are placed in the class following student support team recommendations. Grading is done on a pass/fail basis.

EDGENUITY

An online program (online “Edgenuity” course) offered to SHS scholars during the school year who qualify based on specific criteria. These are high school level courses of equivalent rigor to standard program courses, designed, updated, and approved by SHS Administration which can be used to satisfy SHS graduation requirements. These options include credit recovery courses as well as courses taken for original credit in specific circumstances.

HAWTHORNE PROGRAM

Based on a referral process involving our counselors, scholars could be assigned this support class to assist in their transition back from a medical or mental health hospitalization or long term absence. The program will provide tutoring, academic support, social/emotional support, coordination of school and community services and ongoing communication with families and teachers. This support block would only be recommended if a student needs ongoing support for their transition back into the school. This block will not earn a grade or credit.

