



School Committee Meeting Materials

Regular School Committee Meeting

February 4, 2019

7:00pm

***Ms. Mary A. Manning
Mr. James M. Fleming
Ms. Kristine Wilson***



***Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell***

Mayor Kimberley Driscoll, Chair

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and City Ordinance Sections 2-2028 through 2-2033”

January 31, 2019

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, February 4, 2019 at 7:00 p.m. The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

I. Call of Meeting to Order

II. Consent Agenda

- a. Minutes of the School Committee meeting held January 22, 2019
- b. Approval of Warrants: 1/31/19 in the amount of \$601,372.80, 2/7/19 in the amount of \$149,826.68

III. Approval of the Agenda

IV. Public Comment #1: Questions and Comments from the Audience

V. Presentation and Reports

a. Superintendent's Report

b. Other Reports:

Update on the 2019-20 Salem High School Program of Studies

VI. Action Items: Old Business - None

VII. Action Items: New Business

- a. Deliberation and Vote on the 2019-20 Program of Studies at Salem High School
- b. Deliberation and Vote on the Statement of Interest (SOI) to the MSBA for the Replacement of the Boilers at the 25 Memorial Street Building, Housing Both BACS and the ECC

VIII. Finance Report

- a. Budget Transfers

IX. Subcommittee Reports

X. School Committee Concerns and Resolutions

XI. Public Comment #2: Questions and Comments from the Audience

XII. Adjournment

Respectfully Submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

Salem School Committee
Meeting Minutes
Tuesday, January 22, 2019

A regular meeting of the Salem School Committee was held on Tuesday, January 22, 2019 at 7:04 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Ms. Mary Manning, Ms. Kristine Wilson, Ms. Ana Nuncio, Mr. Manny Cruz, Ms. Amanda Campbell, and Mayor Kimberley Driscoll

Members Absent: Mr. James Fleming

Others Present: Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Jill Conrad, Chief of Systems Strategy, Kristin Shaver, Business Manager, and Kelley Rice, Chief of Communications

Call of Meeting to Order

Ms. Manning called the regular meeting of the Salem School Committee to order at 7:04 p.m.

Amended Consent Agenda

- Minutes of the School Committee meeting held January 7, 2019
- Minutes of the Annual School Committee Budget Planning Retreat held January 12, 2019
- Approval of Warrants: 1/7/19 in the amount of \$355,600.65, 1/24/19 in the amount of \$299,002.40

Mr. Cruz motioned to approve the Amended Consent agenda. Ms. Wilson seconded the motion. The motion carried.

Approval of the Agenda

Mr. Cruz moved to approve the Agenda as presented. Ms. Nuncio seconded the motion. The motion carried.

Public Comment #1: Questions and comments from the audience

Andrea French, 7 Cleveland Road, invited everyone to upcoming Special Education Advisory workshops on January 23, 2019 at 6pm at the Bates Elementary School Library. They have Safety-Care For Families workshop. Ms. Andrea briefly shared information about the workshop. They are hosting the Federation for Children with Special Needs Intro to Transition Planning Process workshop on February 11, 2019 at the Salem High School Library. This workshop is for families with students between 14 to 22 years of age, who are preparing to move beyond school services and onto the next part of their lives. The workshops are always free and open to the public. They will have translation services and childcare. Safety-Care is posted on Facebook, backpack notices were sent to homes, and the Intro to the Transition Planning Process workshop information will soon be available.

John Blum, 49 Clark Street, Physical Education (PE) Teacher at Bates Elementary School, shared his perspective on the climate and culture of the Bates Elementary School.

Joanna Drumm, 132 Sylvan Street, Danvers, MA, in her 16th year as a therapeutic support teacher, also shared her viewpoints, as Mr. Robinson, on the climate and culture of the Bates Elementary School. Ms. Drumm spoke on behalf of her and many other staff members at the Bates School in response to concerns that were highlighted at the last School Committee meeting, held on Monday, January 7, 2019. Ms. Drumm read a few statements/comments aloud that were made on that meeting and responded to them as a Bates School staff member.

Presentation and Reports

Superintendent's Report – Margarita Ruiz

Superintendent Ruiz thanked the Buildings and Grounds Director, every custodian dedicated team member, and the Director of Transportation for their work to ensure clean sidewalks and school areas and transportation facilitation in preparation for school opening. Ms. Ruiz announced that Salem High School teacher, Mr. Omar Longus was awarded an INSPIRE Fellowship from the Department of Education, explained the meaning of this award, and the work of Mr. Longus as an English Language Learners (ELL) teacher at Salem High School. Superintendent Ruiz continued to share other announcements on student achievements. Ms. Ruiz said she met

with many families last week at the Kindergarten Info and Expo night where 167 families picked up their registration packet, attended the information sessions, and spoke with school leaders. Ms. Ruiz continued that they have received positive feedback about the session.

Ms. Ruiz reminded families that Kindergarten tour week for all Salem schools would be held from February 4 through February 8, 2019. Ms. Ruiz encouraged families of incoming Kindergarteners who are interested to visit Salem schools and be further informed. School personnel would be ready to help and provide families with a tour of the schools. Superintendent Ruiz announced that the district's new web app is now available for free download on iTunes and Google Play. The name of the application is PSD which stands for Public School District and is available through iTunes, Google Play, and the District's website. Superintendent Ruiz provided the School Committee with an update on the surveys regarding the Salem High School start time and the calendar for Salem Public Schools.

Members asked questions, shared feedback, and engaged in discussion regarding the school calendar.

Other Reports

Update on the Hiring Process for the Executive Director of Pupil Personnel Services

Superintendent Ruiz referred everyone to the Executive Director of Pupil Personnel Services draft timeline page in their packets. Ms. Ruiz explained they would be posting the job description/vacancy this evening, after the meeting, should the School Committee vote to approve this process. Superintendent Ruiz informed that they have secured the services of the College Center, as part of UMASS, to help with the facilitation of the recruitment for the Executive Director of Pupil Personnel Services position. Ms. Ruiz walked members through the timeline.

Process for Reporting on Former Bowditch Students' Success in Their New Schools

Superintendent Ruiz updated the School Committee on the academic progress of former Bowditch students' and how well they have adjusted throughout this school year. Ms. Ruiz explained the process they followed to seek feedback from students and families and plans to conduct interviews in February 2019.

Members shared feedback, asked questions, and engaged in discussion.

Update on the Key Initiatives in the Mass Ideas Grant to Support High School Redesign

Ms. Barbara Crock, Redesign Coach of Salem High School, shared information about the Mass Ideas Grant recently awarded to Salem High School. The purpose of the grant is to help support their redesign efforts, specifically focusing around the increase of student voice empowerment, expansion of personalized learning opportunities, creation of college and career pathways, and high expectations for all students as outlined in the district strategic plan under Pillar 2: Reimagining the High School Experience. The funding from this grant will go very far in helping to support the learning of the staff so that they, as adults, can reimagine the high school experience. They can think about it in ways that were perhaps not thought of before and offer exciting new and innovative opportunities for students. The duration of the grant was awarded on January 15, 2019 and runs through April 30, 2020. The award is for \$150,000 as a planning grant. There are opportunities for further applications after this. They are eligible to apply for further installment. Ms. Crock talked about the grant requirements, school culture, funds to extend new partners, and additional information.

Dr. Emily Flores, Academic Dean at Salem High School, talked about participation with other communities through convenings. Dr. Flores explained that two convenings are related to whole group discussions around the work of redesigns in each of the high schools and the goals they each set for themselves. The other five convenings are site visits. The dates are set for November. Dr. Flores continued to share further details.

Discussion

Members asked questions. Ms. Manning shared that she hopes they would consider and include some planning for transitional issues between middle and high school, when they do this year's planning as it is an area that is certainly in need of more. Dr. Flores responded that she had communicated earlier today with Mr. Matt Condon and Michael Lister from both the Saltonstall and Collins Middle Schools about doing a collaborative transition night to work with their 8th grade students, and the student can be hosted at the high school in March. Dr. Flores said she asked Mr. Condon and Mr. Lister to join them in welcoming the students at the high school, on that day, to facilitate the transition process. Mayor Driscoll talked about a measurable success data on the metrics of high school graduates by

following up on what they are doing now, for those who have matriculated and are moving on and those who have matriculated but may still be in the process of deciding what they would like to do. Ms. Nuncio commented on the numbers of sophomore students at the high school and their experiences. Further discussion ensued.

Action Items: Old Business - None

Action Items: New Business

Deliberation and Vote on the Hiring Process for the Executive Director of Pupil Personnel Services

Mr. Cruz motioned to approve the Deliberation and Vote on the Hiring Process for the Executive Director of Pupil Personnel Services. Ms. Wilson seconded the motion. The motion carried.

Finance Report

FY19 Year to Date Budget Quarterly Report

Ms. Shaver gave a brief update of the FY19 Year to Date Quarterly Budget report.

Mr. Cruz moved to approve the FY19 Year to Date Budget Quarterly report. Ms. Manning seconded the motion. The motion was approved.

Budget Transfer

Account Description/Use	Account Number	Amount From	Amount To
The Horace Mann Laboratory School requests the following transfer to allow for the purchase of additional Chromebooks, stipends to allow teachers to conduct home visits for first grade and additional instructional supplies:			
Contract Services	13570621-5320	\$16,000.00	
Textbooks	13570621-5511	4,928.28	
Personnel – Stipends	13570620-5150		\$3,000.00
Instructional Supplies	13570621-5514		17,928.28

Ms. Manning moved to approve the FY19-9 Budget Transfer. Mr. Cruz seconded the motion. The motion was approved.

Subcommittee Reports

Ms. Campbell reported that the Curriculum Subcommittee met on January 14, 2019 to begin the review of the high school's Program of Study. They have an additional meeting scheduled for January 28, 2019 to continue to review it before making a recommendation to the School Committee. Ms. Campbell shared details of their review and further information.

Ms. Wilson reported that the Personnel Subcommittee met today to finalize the plans to increase substitute pay. They agreed to raise the substitute pay from \$75 to \$120 for the extended day schools, which are Collins Middle School and Saltonstall School. Ms. Wilson continued they hope to have one substitute in each building. Ms. Shaver explained how this would affect the budget. Members asked questions.

School Committee Concerns and Resolutions - None

Public Comment #2: Questions and Comments From the Audience

Christine Ross, 33 Pleasant Street, talked about the school surveys and shared suggestions.

Adjournment

There being no further business to come before the School Committee this evening. Ms. Campbell entertained the motion to adjourn. Ms. Wilson seconded the motion. The meeting was adjourned.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials and Reports

School Committee Amended Consent Agenda January 22, 2019

Minutes of the January 7, 2019 School Committee Meeting

Minutes of the January 12, 2019 Annual School Committee Budget Planning Retreat

Executive Director of Pupil Personnel Services Timeline Draft

Salem Public Schools – Survey on School Schedule and Calendar

Mass IDEAS Planning Grant

December 2018 – FY19 Year to Date Quarterly Budget Report

FY19-9 Budget Transfer Request

To: Salem School Committee

From: Principal Jennifer DeStefano

Re: Changes to Salem High School 2019-2020 Program of Studies

The 2019-2020 Program of Studies represents a major step forward in the transformation of Salem High School through the redesign process. This program includes the creation of pathways which can serve as suggested trajectories to guide a student's course of study to align with his or her academic interests and passions. These pathways provide a sequencing that allows ALL students to be college and career ready upon the completion of their education at Salem High School. Additionally, the pathways not only offer students a way to meet the Salem High School graduation requirements, but they also offer an opportunity for interested students to receive a Pathway Endorsement which represents the successful completion of a focused, rigorous course of studies as well as the fulfillment of additional requirements. This is a unique opportunity for our students which few other schools in the area offer.

This Program of Studies is intended to provide a curriculum where students can see relevance and connections between what they are learning in school, the world in which they live, and their aspirations for the future while at the same time offering opportunities for students to see themselves, their identities, and their passions reflected in the course of study at our school.

The chart below summarizes the additions, deletions and modifications made to the current Program of Studies for next year's edition. In addition to the changes outlined here, there are three other areas currently under review by teams at the school and district level.

The Math curriculum is currently under a holistic, teacher-informed review, with a focus on the viability and benefits of an integrated pathway. Findings of the review may result in changes to the 9th-grade course offering for the 2019-2020 SY.

The Social Studies curriculum is being modified by a curriculum planning team to align with the newly adopted Massachusetts History Frameworks. Adjustments made by the planning team may result in changes to the 10th and 11th-grade course offerings.

The Bridge Academy is under a programmatic review with a focus on supporting high-quality instruction and measurable student growth. Findings of the review may result in changes to the course offerings for the 2019-2020 SY.

Department	Additions	Modifications	Deletions and Accompanying Rationale	
<i>Mathematics</i>			Algebra U	Courses designated as "U" have been populated by students who failed the content. Repeaters may re-enrolled in any of the content sections.
<i>Science</i>			Bio MCAS Review	This course has not been offered in a number of years but remained in the Program of Studies.
<i>Social Studies</i>	Regional Studies: The Caribbean AP Economics Out of Many, One: Immigration in the US.	Street Law has been renamed Criminal Justice Current World Affairs has been renamed Media Literacy & Current Affairs	Psychology CP Sociology American Studies Comparative Government Conflict and Change	Feedback indicates that most students don't self-select this course. Teacher feedback indicates that with support, students would do well in the AP Course. Enrollment data indicates that these courses are not in demand. These courses have not been offered in a number of years but remained in the Program of Studies.
Department	Additions	Modifications	Deletions and Accompanying Rationale	

CTE Education	Medical Assist. 3 Intro to Business/ Entrepreneurship Marketing 1			
FAPA	Graphic Design Capstone Fashion Design Digital Music		Independent Study Music Independent Study Drama	Enrollment data indicates that these courses are not in demand.
ELA	Young Adult Literature Writing for Online Publication		SAT Prep English U	Enrollment data indicates that this course is not in demand. Courses designated as "U" have been populated by students who failed the content. Repeaters may re-enrolled in any of the content sections.
Bridge Academy			ALT560 Project Wellness ALT 551/ALT 552 Vocational ALT371 The Body in Health Disease; ALT373 Forensics ALT138 Study of Vietnam; ALT147 Salem: A Modern City; ALT201 Math Applications ALT067 Holocausts	These courses have not been offered in a number of years but remained in the Program of Studies.
World Languages			AP Spanish Literature and Culture	This course has not been offered in a number of years but remained in the Program of Studies.
Special Education			Academic Center, Learning Center, Study Center	These courses are interventions, not courses that students can select.
Misc.			AP Enhancement	The course was created as a requirement for a previous

Jennifer A. DeStefano
Principal



Salem High School

				grant received and currently running as a study hall.
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SALEM HIGH SCHOOL
New Courses for the 2019-2020 SY Program of Studies

SOCIAL STUDIES

CRIMINAL JUSTICE (FORMALLY STREET LAW)

Grade Level: 11-12

Credits: .5

This course provides an introduction to the purpose and functions of the criminal justice system. This includes a description of the police, courts, and corrections on the local, state, and federal levels. Emphasis on the growing problems the criminal justice system has in dealing with the ills of society using a system designed to fit the needs of Colonial America. The introduction to criminal justice is of practical concern to professional personnel involved in the system and also to all citizens who want to understand better the aim of criminal law and how the criminal justice system operates.

MEDIA LITERACY & CURRENT WORLD AFFAIRS (FORMALLY CURRENT WORLD AFFAIRS)

Grade Level: 11-12

Credits: .5

This course will focus on issues and crises confronting the world community and afford students the opportunity to see how current global events directly and indirectly impact their lives. Students will become knowledgeable about the social, political, intellectual, religious, economic, and geographical influences on current world events and trends. Subject matter will include historical background of the specific nations and regions under study (from the post-World War II period to the present) current events, geographic settings, economic and political matters. Students will learn how to analyze world events, formulate opinions based upon research and discussion. Newspapers, periodicals, magazines, and other media sources will serve as class materials.

REGIONAL STUDIES: CARIBBEAN HISTORY

Grade Level: 11-12

Credits: .5

This course is a survey of the history of the islands of the Caribbean, from the pre-Columbian cultures to the present. The course will explore the development of Caribbean societies during the colonial period, the impact of slavery and the revolutions of the 19th and 20th century. The links between the Caribbean and the United States will also be emphasized.

OUT OF MANY, ONE: IMMIGRATION TO THE UNITED STATES

Grade Level: 11-12

Credits: .5

Using primary and secondary sources such as film, photos, diaries, personal narratives, political cartoons, music, legislation, and literature, students will explore the American views of immigration. Topics include the ideologies of nativism, assimilation, and “the American melting pot”; the social, cultural, and economic life of earlier immigrants; the "new" immigrants (Asians, Latinos, West Indians).

ADVANCED PLACEMENT ECONOMICS

Grade Level: 11-12

Credits: 1

AP Economics is broken up into two major topics; Microeconomics and Macroeconomics. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are expected to take the AP test for both courses in the spring.

CAREER AND TECHNICAL EDUCATION

MEDICAL ASSISTING III

Grade: 12

Credits: 3

Prerequisites: Exploring CTE, Medical Assisting I, Medical Assisting II

The medical assisting program prepares entry-level medical assistants by providing instruction in clinical skills and administrative competencies in the field of Medical Assisting. It prepares students to sit for a certification exam to become a Certified Clinical Medical Assistant, CCMA, offered at present from the National Health Association (NHA).

Students will not only participate in shop and classroom time but will also be given the opportunity to intern at a local medical facility. Students will apply the skills which they learned

in previous classes. These skills will include, and are not limited, direct patient care, clinical vital signs, patient records, appointment scheduling, billing and coding, therapeutic communication, medical ethics, interpersonal skills, patient preparation, laboratory techniques, specimen collection, and various other clinical procedures as performed by medical laboratory assistants. Students will also be exposed to advanced clinical skills such as performing EKGs, phlebotomy, and medication administration.

BUSINESS AND ENTREPRENEURSHIP

Grade Level: 9-12

Credit: .5

Students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical, and social responsibilities and careers. Students will explore how business and entrepreneurship along with communication can ensure a successful future. This course will include curriculum in entrepreneurship, economics, information technology, and business.

MARKETING

Grade Level: 9-12

Credit: .5

This course focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges marketers faced to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling as well as coverage of economic fundamentals, international marketing, and career development.

FINE AND PERFORMING ARTS

GRAPHIC DESIGN CAPSTONE

Grade Level: 11-12

Credits: 1

Prerequisite: Graphic Design I and Graphic Design II

Graphic Design Internship gives students the opportunity to apply the skills and concepts learned in Graphic Design to real-world Design Projects. Graphic Design Internship creates an authentic learning experience by providing projects submitted by actual clients from the Salem community and beyond. Students will have the opportunity to meet with their clients to determine their needs. Through the process of developing successful solutions for their clients, this internship class provides an opportunity for students to demonstrate independence, self-motivation, and responsibility for self and others.

SALEM HIGH SCHOOL

PROGRAM OF STUDIES

2019-2020

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PRINCIPAL'S MESSAGE

Dear Salem High School Community,

It is my pleasure to present the 2019-2020 Program of Studies. This document is the culmination of a complex, collaborative process of curriculum review that was driven by a committee of staff members. The Program of Studies Committee solicited extensive input from both students and staff throughout the school to hear perspectives that represented all members of our community and all facets of our programming. On behalf of the Salem High School community, I would like to thank the members of the committee for all of their hard work, insight, and dedication to producing a Program of Studies that represents the vision, mission, and core values of Salem High School.

The 2019-2020 Program of Studies represents a major step forward in the transformation of Salem High School through the redesign process. This program includes the creation of pathways which can serve as suggested trajectories to guide a student's course of study to align with his or her academic interests and passions. These pathways provide a sequencing that allows ALL students to be college and career ready upon the completion of their education at Salem High School. The pathways offer students a way to meet Salem High School graduation requirements. Additionally, interested students can receive a Pathway Endorsement, which represents the successful completion of a focused, rigorous course of studies as well as the fulfillment of additional requirements. This is a unique opportunity for our students which few other schools in the area offer.

As the principal of Salem High School, I am proud to present this Program of Studies to our school community. It is intended to provide a curriculum where students can see relevance and connections between what they are learning in school, the world in which they live, and their aspirations for the future. It also offers opportunities for students to see themselves, their identities, and their passions reflected in the course of study at our school.

Sincerely,

Jennifer A. DeStefano
Principal

VISION

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

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

MISSION

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

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

CORE VALUES

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

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

ACCREDITATION STATEMENT

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

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

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

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

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

MASSCORE

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

COMMONWEALTH DUAL ENROLLMENT PROGRAM (CDEP)

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

*Information taken directly from Massachusetts Higher Education website.
For more information go to: www.mass.edu/currentinit/currentinitdualenrollment.*

GRADUATION REQUIREMENTS

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

Graduation Requirements: Total Credits (Units) = 26

Subject Area	Credits / Units
English	4
Mathematics	4
Social Studies	3
Science, Technology, Engineering	3
World Language	2
Physical Education	2
Career/Tech Ed & the Arts	1
Health	.5
Electives	6.5

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

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

3 units = 3 credits

2 units = 2 credits

1 unit = 1 credit

Semester course = .5 credit

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

Waiver Process

In the event that special circumstances require a waiver of certain graduation requirements, a written request must be submitted to the principal by the end of May of a student's sophomore year, with supporting data for consideration by the Superintendent and his/her designee.

Educational Proficiency Plan Requirements

School districts must develop an Educational Proficiency Plan (EPP) for any student who does not score at 240 or above on the Grade 10 MCAS ELA and Mathematics assessments. The EPP must identify the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and input from the student, the student's teacher, and the student's counselor. It must also include the courses (ELA and/or mathematics) the student will be required to take in grades 11 and 12. The expectation at Salem High School is that most students will complete four years of English and four years of mathematics by the end of their senior year.

GRADING

Standards-Based Grading

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

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

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

Traditional Grading

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

Honor Roll Policy

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

Honor Roll Designation for Students in Classes Using Standards-Based Grading

For each marking period, students receiving an *On Target* in 100% of reported categories in courses using standards-based reporting and earning a 90% grade average or above without a grade of F or Incomplete in courses using traditional reporting are awarded high honor status.

For each marking period, students receiving *On Target* in at least 75% of reported categories in courses using standards-based reporting and earning an 83% to 89.99% grade average without a grade of F or Incomplete in courses using traditional reporting are awarded honor status.

Grade Point Average (GPA)

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

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

End-of-Course GPA Calculations

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	2.8 - 2.9	B+	3.3	3.8	4.3
83 - 86	2.6 - 2.7	B	3.0	3.5	4.0
80 - 82	2.4 - 2.5	B-	2.7	3.2	3.7
77 - 79	2.2 - 2.3	C+	2.3	2.8	3.3
73 - 76	2.0 - 2.1	C	2.0	2.5	3.0
70 - 72	1.8 - 1.9	C-	1.7	2.2	2.7
67 - 69	1.7	D+	1.3	1.8	2.3
63 - 66		D	1.0	1.5	2.0
60 - 62		D-	0.7	1.2	1.7
59 or below	1.6 or below	F	0.0	0.0	0.0
No Credit	NC	NC	0.0	0.0	0.0

Class Rank

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

Pathways Overview

What is a Pathway?

A Pathway is a sequence of recommended courses that is designed to provide an optional framework for students to explore a content area of their choosing in greater depth. Pathways guide students in the selection of courses that speak to their interests and help them develop a plan for post-secondary goals. The Pathways begin with a selection of foundational core courses during 9th and 10th grade which give students the flexibility to explore multiple content areas so that by 11th grade, they can select a Pathway that best fits their interests, passions and future aspirations. All Pathways offer specific strands of interest that culminate with an opportunity to earn an endorsement on their diploma upon graduation.

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

What is a Strand?

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

What is an Endorsement?

An endorsement is a seal on the diploma of students who have chosen to complete additional learning experiences within their strand (along with all Salem High School graduation requirements). These additional endorsements include (but are not limited to): Project-Based Learning, Work-Based Learning, Community Service Projects, and Civics-Oriented Projects. These additional learning experiences ask students to apply the content and concepts that they have learned in their Pathways to real-world situations through the completion of community-based projects, research, problem solving, internships, and more. They are outlined in the Pathway description pages that follow. Endorsements give Salem High School graduates a competitive edge on resumes and college applications.

PATHWAYS		
CTE (Career / Technical Education)	Humanities	STEM (Science, Technology, Engineering, Math)
Strands		
Automotive Technology Building and Property Management Culinary Arts Early Education and Care Electrical Medical Assisting Business	English Fine and Performing Arts Social Studies World Language	Health Science Engineering Environmental Science Computer Science

Salem High School STEM Discovery Pathway

Health Science - - Engineering - -Environmental Science - - Computer Science

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

1. 30 Credits
2. Minimum 2.5 GPA
3. 50 hours of service learning over 4 years
4. 30 hours of internship
5. Presentation at Pathway Community Showcase

Health Science Strand <ul style="list-style-type: none">● 1 additional mathematics credit● 3 additional science credits, including:<ul style="list-style-type: none">○ Body in Health and Disease○ Anatomy and Physiology and/or○ Biology● One must be Honors, AP, or Dual Enrollment	Environmental Science Strand <ul style="list-style-type: none">● 4 additional science credits within the Environmental Science strand● One must be Honors, AP, or Dual Enrollment
Engineering Strand <ul style="list-style-type: none">● 1 additional mathematics credit (Pre-Calculus Honors minimum)● 1 additional science credit (must be Physics or AP Physics)● Introduction to Engineering Design● Career Technology or Dual Enrollment Course	Computer Science Strand <ul style="list-style-type: none">● 1 additional mathematics credit● 3 additional science credits within the Science/Computer Science strand● One must be Honors, AP, or Dual Enrollment

STEM Pathway: Health Science Strand

	Content Proficiency		Post-Secondary Readiness		
Grade Level	9 th	10 th	11 th	12 th	
Science	Biology	Chemistry	AP Biology and/or Anatomy & Physiology	Body In Health & Disease	
Pathway Electives	PLTW Principles of Biomedical Science	AP Biology PLTW Human Body Systems*	Physics AP Chemistry Forensic Science	Forensic Science	
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Probability & Statistics AP Statistics AP Calculus AB	
English	English I	English II	English III AP English Language & Composition	English IV AP Literature & Composition	
History	World History II	American and World Encounters I	American and World Encounters II AP Psychology	AP Psychology	
World Language	French/Latin/ Spanish/Spanish for Hispanohablantes I	French/Latin/ Spanish/Spanish for Hispanohablantes II	French/Latin/ Spanish/Spanish for Hispanohablantes III	French/Latin/ Spanish/Spanish for Hispanohablantes IV Translation & Interpretation	
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	Physical Management Health II	Physical Management Health II	
Performing & Fine Arts	See options in Program of Studies				
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar	
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.				
Future Career Possibilities:					
doctor	medical researcher	anesthesia technician	physical therapy assistant	veterinarian	radiation therapist
dentist	pharmacy technician	respiratory therapist	occupational therapy assistant	veterinary technician	medical assistant
paramedic	dental hygienist	surgical technician	cardiovascular technician	occupational therapist	

*Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020

STEM Pathway: Engineering Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
Science	Biology	Chemistry	Physics AP Physics 1: Algebra- Based	AP Physics 2: Algebra- Based
Pathway Electives	PLTW Exploring Engineering Design	PLTW Principles of Engineering*	AP Chemistry	PLTW Engineering Design & Development*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Probability & Statistics AP Statistics AP Calculus AB
English	English I	English II	English III AP English Language & Composition	English IV AP Literature & Composition
History	World History II	American and World Encounters I	American and World Encounters II	History Elective
World Language	French/Latin/ Spanish/Spanish for Hispanohablantes I	French/Latin/ Spanish/Spanish for Hispanohablantes II	French/Latin/ Spanish/Spanish for Hispanohablantes III	French/Latin/ Spanish/Spanish for Hispanohablantes IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
Performing & Fine Arts	See options in Program of Studies			
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
civil engineer	chemical engineer	mechanical engineer	electrical engineer	architect
environmental engineer	materials engineer	industrial engineer	nuclear engineer	

*Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020

STEM Pathway: Environmental Science Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
Science	Biology	Chemistry	Physics and/or Environmental Science I	AP Environmental Science and/or Environmental Science II
Pathway Electives		AP Biology Marine Science Wildlife Biology*	AP Chemistry AP Biology Science Research Internship Marine Science Wildlife Biology*	Norman H. Read Discovery Center Science or Internship PLTW Environmental Sustainability*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Probability & Statistics AP Statistics AP Calculus AB
English	English I	English II	English III AP English Language & Composition	English IV AP Literature & Composition
History	World History II Social Justice I	American and World Encounters I AP Human Geography* Social Justice II	American and World Encounters II AP US History Media Literacy and Current World Affairs Criminal Justice	AP US Government Media Literacy and Current World Affairs Criminal Justice
World Language	French/Latin/ Spanish/Spanish for Hispanohablantes I	French/Latin/ Spanish/Spanish for Hispanohablantes II	French/Latin/ Spanish/Spanish for Hispanohablantes III	French/Latin/ Spanish/Spanish for Hispanohablantes IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	Health II Advanced Project Adventure	Health II Advanced Project Adventure
Performing & Fine Arts	See options in Program of Studies			
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:		fisheries scientist	landscape architect	entomologist
oceanographer	wildlife biologist / zoologist	marine biologist	geographer	climatologist
geologist	park ranger / forester	soil / water scientist	ecologist	environmental / conservation officer
			meteorologist	

*Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020

STEM Pathway: Computer Science Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
Science	Biology	Chemistry	Physics AP Computer Science*	AP Computer Science Principles*
Pathway Electives	PLTW Computer Science Essentials*	PLTW Computer Science Principles*	Programming I Web Design* Robotics*	Programming II Web Design* Robotics*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II Pre-Calculus	Probability and Statistics AP Statistics AP Calculus AB
English	English I	English II	English III AP English Language & Composition	English IV AP Literature & Composition
History	World History II	American and World Encounters I	American and World Encounters II	History Elective
World Language	French/Latin/Spanish/ Spanish for Hispanohablantes I	French/Latin/Spanish/ Spanish for Hispanohablantes II	French/Latin/Spanish/ Spanish for Hispanohablantes III	French/Latin/Spanish/ Spanish for Hispanohablantes IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
Performing & Fine Arts	See options in Program of Studies Exploring Graphic Design, Graphic Design 2			
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
software developer	database administrator	computer hardware engineer	computer systems analyst	programmer
web developer	information security analyst	computer network architect	computer/information systems manager	

*Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020

Salem High School Humanities Discovery Pathway
Fine and Performing Arts -- World Language -- English -- Social Studies

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

1. 30 Credits
2. Minimum 2.5 GPA
3. 50 Hours of Service Learning over 4 years.
4. Minimum 30 hours of internship per semester
5. Presentation at Pathway Community Showcase

Fine & Performing Arts Strand <ul style="list-style-type: none"> • 4 additional FAPA credits in cluster area of interest • Two of the above must be an Honors, AP, or Dual Enrollment course 	World Language Strand <ul style="list-style-type: none"> • Completion of course progression of one World Language (all four years) • 2 additional courses in another language • One of the above must be an Honors, AP, or Dual Enrollment course
English Strand <ul style="list-style-type: none"> • 1 additional English credit • 1 additional Fine Art credit • 1 additional History credit • 1 additional World Language credit (Latin recommended) • One of the above must be an Honors, AP, or Dual Enrollment course 	Social Studies Strand <ul style="list-style-type: none"> • 2 additional History credits • One of these must be an Honors, AP, or Dual Enrollment course • 1 additional English credit

Humanities Pathway: English Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
English	English I	English II	English III AP English Language & Composition	English IV AP Literature & Composition
Pathway Electives	Social Justice I Social Justice II Exploring Writing: Fiction and Nonfiction	Social Justice II Exploring Writing: Fiction and Nonfiction	Young Adult Literature* Writing for Online Publication*	Young Adult Literature* Writing for Online Publication*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Probability and Statistics
Science	Biology	Chemistry	Physics	Science Elective
History	World History II	American and World Encounters I	American and World Encounters II AP US History AP Psychology	Media Literacy and Current Affairs AP Psychology
World Language	French/Latin/Spanish/ Spanish for Hispanohablantes I	French/Latin/Spanish/ Spanish for Hispanohablantes II	French/Latin/Spanish/ Spanish for Hispanohablantes III	French/Latin/Spanish/ Spanish for Hispanohablantes IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
Performing & Fine Arts	See options in Program of Studies			
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
teacher	professor	writer	public relations strategist	
editor	journalist	corporate blogger		

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

Humanities Pathway: Social Studies Strand

	Content Proficiency			Post-Secondary Readiness	
Grade Level	9 th	10 th		11 th	12 th
Social Studies	World History II	American and World Encounters I		American and World Encounters II AP US History	AP Economics AP European History AP American Government.
Pathway Electives	AP Human Geography* Social Justice I	AP Psychology Social Justice II Media Literacy and Current Affairs		Art History* AP Psychology Media Literacy and Current Affairs Out of Many, One: Immigration in the US Criminal Justice	AP Psychology Media Literacy and Current Affairs Out of Many, One: Immigration in the US Criminal Justice Regional Studies: Caribbean History
Math	Algebra I Geometry	Geometry Algebra II		Algebra II Pre-Calculus	Probability and Statistics AP Statistics Contemporary Mathematics
Science	Biology	Chemistry		Physics	Environmental Science AP Environmental Science Forensics
English	English I	English II		English III AP English Language & Composition	English IV AP Literature & Composition
World Language	French/Latin/Spanish/ Spanish for Hispanohablantes I	French/Latin/Spanish/ Spanish for Hispanohablantes II		French/Latin/Spanish/ Spanish for Hispanohablantes III	French/Latin/Spanish/ Spanish for Hispanohablantes IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit		See Electives	See Electives
Performing & Fine Arts	See options in Program of Studies				
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.				
Future Career Possibilities:					
political scientist	economist	geographer	psychologist	anthropologist	urban and regional planner
teacher	professor	museum curator	researcher	archaeologist	industrial-organizational psychologist

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

Humanities Pathway: World Language Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
World Language	French/Latin/Spanish/ Spanish for Hispanohablantes I	French/Latin/Spanish/ Spanish for Hispanohablantes II	French/Latin/Spanish/ Spanish for Hispanohablantes III	French/Latin/Spanish/ Spanish for Hispanohablantes IV
Pathway Electives		Second Language (Level I)	Second Language (Level II)	Translation and Interpretation Second Language (Level III)
English	English I	English II	English III	English IV Writing for Online Publication*
Math	Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Probability and Statistics AP Statistics
Science	Biology	Chemistry	Physics	Science Elective
History	World History II	American and World Encounters I	American and World Encounters II	AP Human Geography* AP European History Out of Many, One: Immigration in the US* Regional Study: Caribbean History
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing & Fine Arts	See options in Program of Studies			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities: (Note: This strand strongly enhances career options in all fields.)				
teacher	private / online tutor	linguist	interpreter	translator
children's book author	blogger	tour guide	liaison officer	professor

*Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020

Humanities Pathway:

Fine and Performing Arts Strand

Within FAPA, there are recommendations based on student interest in fine arts, digital arts, performing arts, or musical arts. Students can select to focus on one area of interest within FAPA or they can mix and match based on their interests within the pathway.

		Content Proficiency		Post-Secondary Readiness	
Grade		9 th	10 th	11 th	12 th
Fine & Performing Arts	Digital and Fine Art	Graphic Design I Photography I Digital Media I Digital Music I Painting & Drawing I Fashion Design I Ceramics & Sculpture I	Graphic Design II Photography II Digital Media II Painting & Drawing II Mixed Media Art Ceramics & Sculpture II	Jr/Sr Portfolio Digital Media: Journalism	Graphic Design Internship AP Studio Art
	Drama and Music	PERFORMING Theater I Instrumental Music - Strings Instrumental Music - Band Wind Ensemble Chorus Piano Laboratory Chamber Singers	PERFORMING Theater II Festival Drama Instrumental Music - Strings Instrumental Music - Band Wind Ensemble Chorus Piano Laboratory Chamber Singers Jazz I	PERFORMING Festival Drama Instrumental Music - Strings Instrumental Music - Band Wind Ensemble Chorus Piano Laboratory Chamber Singers Jazz I	PERFORMING Festival Drama Instrumental Music - Strings Instrumental Music - Band Wind Ensemble Chorus Piano Laboratory Chamber Singers Advanced Jazz
		NON-PERFORMING Theater Production I Music I Digital Music I	NON-PERFORMING Theater Production II Music II	NON-PERFORMING AP Music Theory	NON-PERFORMING AP Music Theory
Math		Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Calculus and Analytic Geometry Probability and Statistics
Science		Biology	Chemistry	Physics	Science Elective

Humanities Pathway: Fine and Performing Arts Strand (continued)

	Content Proficiency		Post-Secondary Readiness	
Grade	9 th	10 th	11 th	12 th
History	World History II	American and World Encounters I	American and World Encounters II	AP European History Media Literacy Affairs Art History* Regional Studies: Caribbean History
English	English I	English II	English III	English IV
World Languages	French/Latin/ Spanish/ Spanish for Hispanohablantes I	French/Latin/ Spanish/ Spanish for Hispanohablantes II	French/Latin/ Spanish/ Spanish for Hispanohablantes III	French/Latin/ Spanish/ Spanish for Hispanohablantes IV AP Spanish Language and Composition
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
multi-media artist	music therapist	composer	museum curator	architect
teacher / professor	theater producer	music producer	music conductor	graphic artist
animator	fashion design	art director	advertising executive	entrepreneur

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

Salem High School Career Technical (CTE) Pathway
Culinary - - Buildings and Grounds - -Electrical - - Early Education
Medical Assisting - - Entrepreneurship - - Auto - - Carpentry -- Business

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

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

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

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

Automotive Strand:

OSHA 10 Hour
ASE Student Certification

Building and Property Management Strand:

OSHA 10 Hour

Culinary Strand:

Servsafe Certificate
Allergen Awareness Certificate

Early Education and Care Strand:

CPR and First Aid
OSHA 10 Hour
State-issued Early Education and Care Certificate (150 hr practicum required)

Electrical Strand:

OSHA 10 Hour
1300 hours towards Massachusetts Journeyman's License

Medical Assisting Strand:

OSHA 10 Hour
CPR and First Aid
EKG Certification
Phlebotomy Certification
Medical Assisting Program Certification

CTE Pathway: Culinary Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Exploratory	Culinary 1	Culinary 2	Culinary 3
World Language	French/Spanish/ Spanish for Hispanohablantes I	French/Spanish/ Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I		
Science	Biology	Chemistry	American and World Encounters II	Science Elective
Math	Algebra I or Geometry	Geometry or Algebra II	Physics	Calculus and Analytic Geometry or Probability and Statistics
English	English I	English II	Algebra II or Pre-Calculus	English IV
Physical & Health Education	Fundamentals of Fitness Health	English III	English III	See Electives
College & Career Education	Project Adventure Required PE Credit	See Electives	See Electives	See Electives
Performing & Fine Arts	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Senior Year Capstone	See options in Program of Studies			
Future Career Possibilities:	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
cook	executive chef	food stylist	culinary instructor	sous chef
dietician	food writer	food service director	caterer	baker
private chef	restaurant owner	food & beverage manager	restaurant manager	

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

CTE Pathway: Business Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Keyboarding Internet/Web Design Computer Applications	Accounting I Money Matters Investing your Money	Accounting II Dual Enrollment	Math for Business Internship
World Language	Spanish/Spanish for Hispanohablantes I	Spanish/Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I		
Science	Biology	Chemistry	Physics	Science Elective
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Calculus and Analytic Geometry or Probability and Statistics or Contemporary Mathematics
English	English I	English II	English III	English IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing & Fine Arts	See options in Program of Studies			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
entrepreneur	business manager	financial officer	actuary	architect
politician	business executive	certified public accountant		

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

CTE Pathway: Automotive Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Exploratory	Automotive 1	Automotive 2	Automotive 3
World Language	Spanish/Spanish for Hispanohablantes I	Spanish/ Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I		
Science	Biology	Chemistry	Physics	Environmental Science
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Calculus and Analytic Geometry or Probability and Statistics
English	English I	English II	English III	English IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing and Fine Arts	See options in Program of Studies			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
mechanic	designer	sales	automotive engineer	automotive business owner
pit crew	auto appraiser	insurance adjuster	test driver	auto body/paint specialist

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

CTE Pathway: Electrical Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Exploratory	Electrical 1	Electrical 2	Electrical 3
World Language	Spanish/Spanish for Hispanohablantes I	Spanish/ Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I	American and World Encounters II	
Science	Biology	Chemistry	Physics	AP Physics I: Algebra Based Environmental Science
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Calculus and Analytic Geometry or Probability and Statistics
English	English I	English II	English III	English IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing & Fine Arts	See options in Program of Studies			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
electrician		construction	wireman	
maintenance of electrical systems		environmental electrician	lineman	

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

CTE Pathway:

Building and Property Maintenance (BPM) Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Exploratory	BPM 1	BPM 2	BPM 3
World Language	Spanish/Spanish for Hispanohablantes I	Spanish/ Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I	American and World Encounters II	
Science	Biology	Chemistry	Physics	Environmental Science or AP Physics I: Algebra Based
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Calculus and Analytic Geometry or Probability and Statistics or Functions and Modeling
English	English I	English II	English III	English IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing & Fine Arts	See options in Program of Studies Theater Production I; Theater Production II; Ceramics and Sculpture			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
contractor	construction	land developer	building manager	sustainability engineer

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

CTE Pathway: Early Childhood Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Exploratory	Exploring Child Development	Working with Children	Early Childhood Experience
		Child Development II		
World Language	Spanish/Spanish for Hispanohablantes I	Spanish/ Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I	American and World Encounters II	
			AP Psychology	
Science	Biology	Chemistry	Physics	Anatomy & Physiology
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Calculus and Analytic Geometry or Probability & Statistics
English	English I	English II	English III	English IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives	See Electives
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing & Fine Arts	See options in Program of Studies			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
early childhood teacher	daycare owner	childcare provider	social worker	
daycare teacher	nanny	child advocate	child psychologist	

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

CTE Pathway: Medical Assisting Strand

	Content Proficiency		Post-Secondary Readiness	
Grade Level	9 th	10 th	11 th	12 th
CTE Program	Exploratory	Medical Assisting 1 Medical Terminology	Medical Assisting 2	Medical Assisting 3
World Language	Latin/Spanish/Spanish for Hispanohablantes I	Latin/Spanish/Spanish for Hispanohablantes II		
History	World History II	American and World Encounters I	American and World Encounters II AP Psychology	
Science	Biology	Chemistry	Physics Anatomy/Physiology AP Biology	Body Health & Disease AP Chemistry
Math	Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Calculus and Analytic Geometry or AP Calculus AB
English	English I	English II	English III	English IV
Physical & Health Education	Fundamentals of Fitness Health	Project Adventure Required PE Credit	See Electives Physical Management Health II	See Electives Physical Management Health II
College & Career Education	College & Career Seminar	College & Career Seminar	College & Career Seminar	College & Career Seminar
Performing & Fine Arts	See options in Program of Studies			
Senior Year Capstone	All seniors complete a semester-long, civics-oriented capstone project which can include (but is not limited to): Project-Based Learning, Work-Based Learning, community service projects, etc.			
Future Career Possibilities:				
doctor	medical researcher	lab technician	phlebotomist	nurse
dentist	medical assistant	ultrasound technician	home health aide	CNA (certified nursing assistant)

**Courses not currently offered at Salem High School, but recommended for addition after SY 2019-2020*

COLLEGE AND CAREER CENTER

The College and Career Center staff offers a wide range of counseling and college preparation services to all students in all grades that covers three different areas:

Academic Development Social Emotional Learning Post High School Planning

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

- communicating
- problem solving
- thinking
- collaborating.

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

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

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

FRESHMAN YEAR: HIGH SCHOOL TRANSITION AND PERSONAL GROWTH

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

Topics throughout freshmen year will include the following:

- Review of the school year's academic schedule
- Progress report and report card time tables
- Coping with peer pressures and developing positive relationships
- Making good decisions in and out of school
- Review of SHS graduation requirements

- Adjustment to high school expectations – including homework time
- “Day Back” schedule, tardiness, absenteeism, behavior, conduct, and honor roll requirements
- MCAS schedule and diploma requirements
- Introduction to Naviance and building profile

SOPHOMORE YEAR: EXPLORATION & OPTIONS

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

Topics throughout sophomore year will include the following:

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

JUNIOR YEAR: COLLEGE & CAREER READINESS EXPLORATION

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

Topics throughout junior year will include the following:

- Review of transcript and graduation progress
- Continuing work on Naviance:
 - Planning for college majors
 - College search based on different factors
 - Research on colleges
- Review college application process and links to the Common Application
- Sample college essays and review writing process
- College visit and College Fair plan

- Timetable for college admissions process
- Dual Enrollment/Early College opportunities at Salem State University
- Exploring Job Shadow & Externship opportunities
- Review of course selection process
- Review NCAA guidelines for student athletes
- Introduction to college recommendation survey
- Junior Parent Night

SENIOR YEAR: PUTTING COLLEGE & CAREER PLANS INTO MOTION

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

Topics to be covered include:

- Graduation and SHS diploma requirements
- College application progress and support
- Naviance – linking to the Common Application and teacher/counselor recommendation process
- College essay – final review and editing
- Review of college testing plan
- NCAA clearinghouse requirements for student athletes
- Early Action and Early Decision planning and deadlines
- College visits and SHS absentee policy
- Meaningful job shadow and externships experiences (relating to student interests)
- Post-high school career planning
- Senior Parent Night – early fall
- Financial Aid information, including FAFSA and CSS profile
- Financial Aid Night: mid-fall, supported by MEFA
- Scholarship information
- Student records law
- Selective Services obligations and military recruitment
- Senior Questionnaire and Survey

COURSES

ENGLISH

LANGUAGE ARTS

Through completion of four years of English, students will become skilled at reading and listening critically to effectively communicate their own arguments through speaking and writing. The level of text complexity both increases during the course of each year and across the four years. As students' capacity to engage with texts develops, the themes and topics of the texts become more multifaceted and the task rigor increases.

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

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

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

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

012 ENGLISH I CP

013 ENGLISH I HONORS

Grade Level: 9

Credits: 1

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

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

022 ENGLISH II CP

023 ENGLISH II HONORS

Grade Level: 10

Credits: 1

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

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

032 ENGLISH III CP

033 ENGLISH III HONORS

Grade Level: 11

Credits: 1

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

042 ENGLISH IV

044 ENGLISH IV HONORS

Grade Level: 12

Credits: 1

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

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

045 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Grade Level: 12

Credits: 1

Students will read a variety of texts, including novels, plays, and poems, in order to understand their complexity and consider the texts' tone and themes, as well as their structural and stylistic elements. Creative writing assignments are also given in order to allow students to see from the inside out how literature is written. Additional summer work is required. Students are expected to take the AP exam in the spring.

046 ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Grade Level: 11-12

Credits: 1

AP Language & Composition presents an understanding of the principles of effective writing and promotes critical thinking in a variety of styles and modes. Students will 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 will be analyzed as models of effective rhetorical styles and strategies. The course requires summer reading and writing assignments as well as independent coursework during the year. Students are expected to take the AP exam in the spring.

061 EXPLORING WRITING: FICTION AND NONFICTION

Grade Level: 9-12

Credits: .5

Students will experiment with a variety of writing genres. They will explore the characteristics of various types of writing and will develop their narrative voice. Various types of fiction writing may include short stories, poetry, slam poetry, and children's books.

(Course Code) YOUNG ADULT LITERATURE

Grade Level: 9-12

Credits: .5

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

(Course Code) WRITING FOR ONLINE PUBLICATION

Grade Level: 9-12

Credits: .5

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

MATHEMATICS

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

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

215 ALGEBRA I

216 ALGEBRA I HONORS

Grade Level: 9

Credits: 1

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.

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

225 GEOMETRY

226 GEOMETRY HONORS

Grade Level: 10 – 12

Credits: 1

This course is a study of Euclidean Geometry. Topics include inductive and deductive reasoning, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume, and probability. Algebra concepts will be applied and reviewed when solving geometry-related problems.

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

235 ALGEBRA II

236 ALGEBRA II HONORS

Grade Level: 10-11

Credits: 1

Prerequisite: Algebra I and Geometry

Algebra II may be taken concurrently with Geometry.

This course is a continuation of the study of functions and their graphs. Topics include the language of algebra, solving equations and inequalities, linear equations and systems, polynomials and factoring, rational expressions, quadratic equations, complex number systems, radicals, exponents, logarithms. Arithmetic and geometric progressions may be covered.

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

255 FUNCTIONS AND MODELING

Grade Level: 12

Credits: 1

Prerequisite: Geometry

This course is a study of both algebraic and geometric concepts. There is an emphasis on modeling real world applications with functions and geometric concepts. Topics covered include: linear, quadratic, and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials, data analysis, and statistics, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume.

243 CONTEMPORARY MATHEMATICS

Grade Level: 12

Credits: 1

Prerequisite: Algebra II

This is an elective course in mathematical appreciation and exploration. Topics include patterns and sequences, logic and indirect reasoning, philosophy, graph theory, cryptography, election theory, an overview of probability and statistics, finance, historical number systems, set theory and dimensional analysis.

245 PRE-CALCULUS

246 PRE-CALCULUS HONORS

Grade Level: 11-12

Credits: 1

Prerequisite: Algebra II

This course is a study of trigonometry and advanced algebra. While focusing on connections to other disciplines, problem solving, and real-life applications, the following topics are included: analytic geometry, in-depth algebra review, exponential and logarithmic functions, trigonometry, conic sections, and complex numbers.

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

250 PROBABILITY AND STATISTICS

251 PROBABILITY AND STATISTICS HONORS

Grade Level: 11-12

Credits: 1

Prerequisite: Algebra II

This course is focuses on the study in statistical methods. Topics include data organization, probability theory, binomial probability distribution, normal distributions and sampling distributions, hypothesis testing, regression and correlations. Throughout the course, students will use Excel to manage data.

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

(COURSE CODE) ADVANCED PLACEMENT STATISTICS

Grade Level: 11-12

Credits: 1

Prerequisite: Algebra II or Algebra II Honors, which may be taken concurrently

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

256 CALCULUS AND ANALYTIC GEOMETRY HONORS

Grade Level: 12

Credits: 1

Prerequisite: Pre-Calculus

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

257 ADVANCED PLACEMENT CALCULUS AB

Grade Level: 12

Credits: 1

Prerequisite: Pre-Calculus

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

291 PROGRAMMING I COLLEGE PREP

(COURSE CODE) PROGRAMMING I HONORS

Grade Level: 9-12

Credits: .5

Prerequisite: Algebra I, which may be taken concurrently

This course is designed for students who want to learn how to write computer programs. The course introduces students to the BASIC language as well as concepts like data abstraction and user interface design.

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

292 PROGRAMMING II COLLEGE PREP

(COURSE CODE) PROGRAMMING II HONORS

Grade Level: 9-12

Credits: .5

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

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

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

526 MATH FOR BUSINESS

Level: College Prep

Grade Level: 11-12

Credits: 1

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

SCIENCE TECHNOLOGY & ENGINEERING

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

321 BIOLOGY

322 BIOLOGY HONORS

Grade Level: 9

Credit: 1

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

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

326 ANATOMY AND PHYSIOLOGY

327 ANATOMY AND PHYSIOLOGY HONORS

Grade Level: 10-12

Credits: 1

Prerequisite: Biology, Chemistry, or Chemistry concurrently in the 10th grade

This course studies the structure and function of the human body from the cell and tissue level to the individual body systems, and to the interaction of these systems in the whole organism. The course will help students to prepare for careers in the medical or allied health field, and to gain a greater understanding of how their body works. This course presents an opportunity for students to participate in the Science Expo.

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

329 ADVANCED PLACEMENT BIOLOGY

Grade Level: 10-12

Credits: 1

Prerequisite: Biology, Algebra I

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

332 CHEMISTRY

333 CHEMISTRY HONORS

Grade Level: 10-12

Credits: 1

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

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

334 ADVANCED PLACEMENT CHEMISTRY

Grade Level: 11-12

Credits: 1

Prerequisites: Chemistry, Algebra II

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

340 PHYSICS

Grade Level: 11-12

Credits: 1

Prerequisite: Chemistry, Algebra II

This course is an overview of classical and modern physics. It includes the study of topics such as motion, forces, momentum, planetary motion and energy. Other topics include waves, sound, light, optics electricity, and magnetism.

346 ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED

Grade Level: 11-12

Credits: 1

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

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

347 ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED

Grade Level: 11-12

Credits: 1

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

This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

(Course Code) PRINCIPLES OF BIOMEDICAL SCIENCE

Grade level: 9-12

Credits: 1

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

(Course Code) EXPLORING ENGINEERING DESIGN

Grade level: 9-12

Credits: 1

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

MARINE SCIENCE & ENVIRONMENTAL SCIENCE

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

(COURSE CODE) MARINE SCIENCE (SEMESTER I)

PHYSICAL OCEANOGRAPHY

Grade Level: 11-12

Credits: .5

Prerequisite: Biology

The fall semester course in marine science will focus on the nonliving components of the ocean environment. Topics will include ocean formation, currents, climate, waves and tides, marine physics, marine chemistry and sea floor topography and geology. This course will also cover topics such as ocean exploration and conservation.

355S MARINE SCIENCE (SEMESTER II)

MARINE BIOLOGY

Level: 11-12

Credits: .5

Prerequisite: Biology

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

(COURSE CODE) MARINE SCIENCE HONORS

Grade level: 11-12

Credits: 1

Prerequisite: Biology

This full year course covers a variety of topics ranging from physical oceanography and the nonliving components of the marine environment to marine ecology and an in-depth exploration of the varieties of marine life found in the ocean. Students will also explore topics such as marine navigation and exploration, aquaculture and the harvesting of wild marine species and the conservation of marine ecosystems. Students who take this course must participate in the Science Expo.

335 ENVIRONMENTAL SCIENCE I

Grade Level: 11-12 (10th grade students admitted if taken concurrently with Chemistry)

Credits: 1

This course studies the earth as an interconnected system including its place in the universe, its major systems, and the impact of human activity. It introduces concepts of astronomy and the earth's origins, as well as the sun as the driving force of energy for all of the earth's systems. Students begin to examine the ways that human activities cause feedback loops that create changes to other systems. Students understand the system interactions that control weather and climate, with a major emphasis on the mechanisms and implications of climate change. Major ideas discussed: the Big Bang, surface processes, natural resources, natural hazards, biodiversity, human impact on earth systems and global climate change. Students will learn through laboratory experiments, hands-on projects, collaborative groups, project-based units, and the use of multimedia/technology.

(COURSE CODE) ENVIRONMENTAL SCIENCE I HONORS

Grade Level: 11-12 (10th grade admitted if taken concurrently with Chemistry)

Credits: 1

This course focuses on the same topics as college prep earth science, but in greater depth and at a more rigorous pace. Students are required to do an independent science project. This "outside of school" graded project culminates with participation in a Science Expo exhibition. Students are expected to thoroughly research, design, and conduct and experiment with independence.

356F ENVIRONMENTAL SCIENCE II (FALL)

Grade Level: 11-12

Credits: .5

The fall semester will focus on water, plants, and soil and wildlife sciences. This course introduces students to the idea of sustainability and systems thinking as they pertain to our non-energy-based natural resources.

356S ENVIRONMENTAL SCIENCE II (SPRING)

Grade Level: 11-12

Credits: .5

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

(COURSE CODE) ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade Level: 10-12

Credits: 1.5

Prerequisite: Biology.

The course uses a college level textbook and covers a wide range of environmental topics from scientific ecological assessment to environmental policy and law. The curriculum is set by the College Board. Students are expected to have proficient time management skills and to be self-motivated, independent learners. A strong grasp of Algebra and Biology are highly recommended. Students are expected to take the AP exam in the spring. Summer work is also required.

358H NORMAN H. READ DISCOVERY CENTER SCIENCE INTERNSHIP

Grade Level: 11-12

Credits: 1

Prerequisites: instructor approval required

Student interns will be responsible for maintaining and further developing the Freight Farm, aquaculture, hydroponics, farm and sustainability labs. Responsibilities include but are not limited to keeping accurate lab records, scheduling and carrying out required tasks, assisting faculty members with the planning and delivery of lessons and projects connected to the lab spaces and conducting research in or in connection with one of the lab spaces as a part of a team. Teams will be expected to present their research at the end of the year and report on their progress twice quarterly.

371 THE BODY IN HEALTH AND DISEASE

371H THE BODY IN HEALTH AND DISEASE HONORS

Grade Level: 11-12

Credits: 1

Prerequisites: Biology, Anatomy & Physiology or concurrently taking Anatomy & Physiology.

This course offers the students the opportunity to study human physiology. Students will understand physiology and key concepts relating to health and disease. With a passing score of 83%, students can earn 3 credits at North Shore Community College (should they choose to attend).

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

372 FORENSIC SCIENCE

Grade level: 11-12

Credits: 1

This is a multidisciplinary course that embodies the concepts of biology, chemistry, anatomy, zoology, genetics, physics, medicine, math, statistics, communication and law. Students will learn forensic science techniques through a variety of laboratory experiments, data gathering, problem-solving and critical thinking in the solving of simulated crimes.

SOCIAL STUDIES

DEPARTMENT

Social Studies courses at Salem High School provide students with the opportunity to develop and apply critical historical thinking and literacy skills, as well as to transfer their understanding of past events, trends, and time periods to the world today. We want students to use history and the social sciences as a lens so that they can apply their understanding of the past to inform their understanding of (and participation in) today's world.

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

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

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

125 WORLD HISTORY II

(COURSE CODE) WORLD HISTORY II HONORS

Grade Level: 9

Credits: 1

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

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

134 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1920)

136 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1920) - HONORS

Grade Level: 10

Credits: 1

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

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

137 AMERICAN AND WORLD ENCOUNTERS II (1920 - PRESENT)

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

Grade Level: 11

Credit: 1

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

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

SOCIAL STUDIES ELECTIVES

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

127 ADVANCED PLACEMENT EUROPEAN HISTORY

Grade Level: 12

Credits: 1

This course engages students in the study of European history since 1450, emphasizing cultural, economic, political, and social developments. Students explore these themes through the analysis of historical evidence including primary sources. They conduct historical research and interpretation, and express historical understanding in writing.

Students must have demonstrated a high degree of success in World History II (Honors level highly recommended) and US I and II (Honors/AP level highly recommended). Students must consult with their present Social Studies teacher and the AP teacher before selecting this course. Students in this course are expected to take the national AP European History exam in May (paid for by the district). Summer assignments are required for the Advanced Placement courses.

132 ADVANCED PLACEMENT UNITED STATES HISTORY

Grade Level: 11

Credits: 1

This course is an in-depth study of United States History with an emphasis on a conceptual understanding of the subject. Outside materials and information are incorporated into the course. Evaluation of the student is determined not only by standard testing procedures but also by independent study involving the writing of major research papers and several opinion papers. Students must have demonstrated a high degree of success in World Studies (honors level highly recommended) and United States History I (Honors level highly recommended). Students must consult with their present Social Studies teacher and the AP teacher before selecting this course. Students in this course are

expected to take the national AP U.S. History exam in May (paid for by the district). Summer assignments are required for Advanced Placement courses.

(COURSE CODE) ADVANCED PLACEMENT PSYCHOLOGY

Grade Level: 11-12

Credits: 1

This psychology class is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, and the psychological facts and principles within each of the major subfields within psychology. Students who wish to enroll in this class should demonstrate a high degree of success in previous social studies courses. Students are subject to the AP Commitment Policy and will be guided by an AP approved curriculum in accordance with the College Board and the American Psychology Association's national curriculum. Students are expected to take the AP test at the conclusion of the course.

145 CRIMINAL JUSTICE

Grade Level: 11-12

Credits: .5

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

158 MEDIA LITERACY & CURRENT AFFAIRS

Grade Level: 11-12

Credits: .5

This course focuses on issues and crises confronting the world community. It affords students the opportunity to see how current global events directly and indirectly impact their lives. Students become knowledgeable about the social, political, intellectual, religious, economic, and geographical influences on current world events and trends. Subject matter will include historical background of the specific nations and regions under study (from the post World War II period to the present) current events, geographic settings, economic and political matters. Students learn how to analyze world events and formulate opinions based upon research and discussion. Newspapers, periodicals, magazines, and other media sources serve as class materials.

(COURSE CODE) ADVANCED PLACEMENT US GOVERNMENT AND POLITICS

Grade Level: 11-12

Credits: 1

Advanced Placement US Government and Politics is designed to provide students with the analytical skills and factual knowledge necessary to examine the foundations, institutions, powers, and influences of United States government. This course is similar to an introductory college survey course. Each unit consists of a combination of lecture, discussion, research, and writing assignments. Students are expected to take the Advanced Placement Exam administered in the spring.

160 SOCIAL JUSTICE I

Grade Level: 9-12

Credits: .5

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

161 SOCIAL JUSTICE II

Grade Level: 9-12

Credits: .5

Prerequisite: Social Justice I

In Social Justice II, students take the plan they developed in Social Justice I and put it into action, spending the semester making it a reality. Students engage with community members and partners, advocate for their issue and organize resources in order to make their plan come to fruition. Students take the step from beginning awareness and discussion of injustices to becoming agents of change in their own community.

(COURSE CODE) REGIONAL STUDIES: CARIBBEAN HISTORY

Grade Level: 11-12

Credits: .5

This course is a survey of the history of the islands of the Caribbean, from pre-Columbian cultures to the present. The course explores the development of Caribbean societies during the colonial period through the impact of slavery and the revolutions of the 19th and 20th century. Links between the Caribbean and the United States are emphasized.

(COURSE CODE) OUT OF MANY, ONE: IMMIGRATION TO THE UNITED STATES

Grade Level: 11-12

Credits: .5

Using primary and secondary sources such as film, photos, diaries, personal narratives, political cartoons, music, literature, and legislation, students will explore historic and contemporary immigration experiences in the United States. Topics include the ideologies of nativism, assimilation, and the “American melting pot”; the social, cultural, and economic life of earlier immigrants; the forced migration of people from regions of Africa to the western hemisphere; and current patterns and conditions of immigration and migration.

(COURSE CODE) ADVANCED PLACEMENT ECONOMICS

Grade Level: 11-12

Credits: 1

AP Economics is broken up into two major topics: Microeconomics and Macroeconomics. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are expected to take the AP test for both courses in the spring.

WORLD LANGUAGE DEPARTMENT

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

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

Salem High School currently offers four language programs:

French *Latin* *Spanish* *Spanish for Hispanohablantes (native speakers)*

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

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

- Communication
- Culture
- Connections
- Comparisons
- Communities

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

FRENCH

411 FRENCH I

Grade Level: 9 - 12

Credits: 1

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

421 FRENCH II

426 FRENCH II HONORS

Grade Level 9 - 12

Credits: 1

Prerequisite:

Successful completion of French I or successful completion of 7th-8th grade French measured by placement test.

Level II courses are a continuation of Level I through reinforcement of Level I material, the introduction of new themes, and the integration of culture. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to perform at a novice level.

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

431 FRENCH III

451 FRENCH III HONORS

Grade Level 10 - 12

Credits: 1

Prerequisite: successful completion of French II

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

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

441 FRENCH IV

461 FRENCH IV HONORS

Grade Level 10 - 12

Credits: 1

Prerequisite: Successful completion of French III

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

471 FRENCH V

481 FRENCH V HONORS

Grade Level 11 - 12

Credits: 1

Prerequisite: Successful completion of French IV

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

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

484 ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE

Grade Level: 12

Credits: 1

Prerequisite: successful completion of French IV.

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

LATIN

400 LATIN I

Grade Level 9 - 12

Credits: 1

Students are introduced to the wonderful world of Ancient Rome, using the *Ecce Romani* text. While reading about the adventures of a Roman family, students develop the vocabulary and grammatical skills to understand and translate authentic and adapted Latin. Additionally, students are exposed to Roman daily life, mythology, history and more. A major focus is placed on increasing English vocabulary via Latin roots. Latin is also used to expand students' English reading and grammatical skills.

402 LATIN II CP

(COURSE CODE) LATIN II HONORS

Grade Level: 10 - 12

Credits: 1

Prerequisite: Successful completion of Latin I

Level II courses build upon skills learned in Level I to continue to read, write and speak in increasingly complex Latin, while finishing the story of the Cornelian family. Students learn about Roman daily life and Roman history in more detail. A major focus is placed on increasing English vocabulary via Latin roots. By the end of Latin II, students should be able to move on to real Latin texts.

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

404 LATIN III CP

(COURSE CODE) LATIN III HONORS

Grade Level: 10 - 12

Credits: 1

Prerequisite: Successful completion of Latin II

Level III courses continue to expand students' Latin vocabulary and deepen their understanding of Latin grammar. Students achieve these goals through lectures, grammatical activities, and increased reading, writing, and speaking in Latin. In addition, students continue to learn about Roman history, culture, and classical mythology through the use of secondary readings, films, and projects.

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

405 LATIN IV CP

(COURSE CODE) LATIN IV HONORS

Grade Level: 12

Credits: 1

Prerequisite: successful completion of Latin III

Level IV courses are an exploration of various themes through authentic ancient Latin literature. Students translate a variety of selections—both poetry and prose—which serve as the basis for discussions of Roman history, culture, and values. Students also study the texts as literature in order to understand how the Romans considered the various genres and how they used technique and literary devices to make their literary works into works of art.

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

406 ADVANCED PLACEMENT LATIN

Grade Level: 12

Credits: 1

Prerequisite: successful completion of Latin III H

This course prepares students to take the AP Latin exam, which focuses on the authors Caesar and Virgil. The AP Latin Exam assesses the ability to read, understand, translate, and analyze Latin poetry and prose. The exam focuses on translating the required Latin readings with an accuracy that reflects precise understanding of Latin and on reading and comprehending new passages on sight. Additionally, students are expected to describe and analyze Latin grammar, syntax, and style, and to connect the texts they read with the people, practices, and events that shaped the ancient Roman world. All students are expected to take the AP exam in May.

SPANISH

412 SPANISH I

Grade Level: 9 - 12

Credits: 1

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

422 SPANISH II

424 SPANISH II HONORS

Grade Level: 9 - 12

Credits: 1

Prerequisite: Spanish I or successful completion of middle school Spanish measured by placement test

Level II courses reinforce Level I material, while introducing new themes and the integration of culture. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to perform at a novice level.

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

432 SPANISH III

452 SPANISH III HONORS

Grade Level: 9 - 12

Credits: 1

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

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

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

442 SPANISH IV

462 SPANISH IV HONORS

Level: College Prep

Grade Level: 10 - 12

Credits: 1

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

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

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

425 SPANISH FOR HISPANOABLANTES I

Grade Level: 9 - 12

Credits: 1

This is a beginning level course for students who speak and understand Spanish but who read and write at a novice level. It lays the foundation for the study for the continued study of Spanish through themes such as world and daily life, contemporary life, family and identities, communities and communication, aesthetics and beauty, science and technology, and global challenges. The culture of the Spanish-speaking world is also 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.

428 SPANISH FOR HISPANOABLANTES II

429 SPANISH FOR HISPANOABLANTES II HONORS

Grade Level: 9 - 12

Credits: 1

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

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

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

430 SPANISH FOR HISPANOABLANTES III

(COURSE CODE) SPANISH FOR HISPANOABLANTES III HONORS

Grade Level: 9 - 12

Credits: 1

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

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

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

482 ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE

Grade Level: 10 - 12

Credits: 1

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

Students explore the themes of global challenges, beauty and aesthetics, science and technology, families and communities, personal and public identities and contemporary life through demonstration of interpersonal, interpretive and presentational skills. All students are expected to take the AP exam in May.

483 TRANSLATION AND INTERPRETATION

Grade Level: 9 - 12

Credits: 1

Prerequisite: Level III World Language course

This course is designed for students who would like to take their language studies past the graduation requirement. Translation and interpretation skills, as an employment requirement, are expected to increase by 50% or more during the next ten years. This class is a basic introduction to the necessary skills required for this profession. It addresses translation needs in the fields of literary, theatrical, musical, cinematic, commercial, medical, and judicial translation and interpretation. While the translation portion concentrates on reading and writing skills, the interpreting portion focuses on listening and speaking skills.

The course presents the National Accreditation Authority of Translators and Interpreters (NAATI) Code of Ethics for this profession.

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 student. It teaches students what physical fitness is and how they can maintain physical fitness throughout their adult lives. "The advantages, privileges, and courses available in the Physical Education Program shall be provided without regard to race, color, religion or national origin." (Mass. Department of Education.)

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

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

901 FUNDAMENTALS OF FITNESS

Grade Level: 9 Required

Credits: .5

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

902 PROJECT ADVENTURE

Grade Level: 10 Required

Credits: .5

This course is composed of individual and group activities. Activities include: indoor and outdoor climbing, rope skills, orienteering, activities for developing balance, agility and confidence, and group initiative problems. The affective goals are: improved self-esteem, increased level of agility and coordination, improved communication skills, improved group cooperation, and peer support. Safety is emphasized.

903 LIFETIME FITNESS & TEAM SPORTS

Grade Level: 10- 12 Elective

Credits: .5

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

904 LIFETIME FITNESS THROUGH LIFETIME ACTIVITIES

Grade Level: 11-12 Elective

Credits: .5

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

905 ADVANCED PROJECT ADVENTURE

Grade Level: 11-12

Credits: .5

Prerequisite: 902 Project Adventure and/or Instructor Approval.

Activities offered are: ropes course and rope skills, nature study, new games, problem solving and belay techniques. There is an emphasis on student involvement, high elements, and safety. Assessment is based on the completion of all required activities.

907 PHYSICAL MANAGEMENT

Level: 11-12

Credits: .5

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

910 HEALTH EDUCATION*

Level: 9-10 Required

Credits: .5

This course provides the knowledge to be healthy and live productively and successfully throughout life. An integral part of the course is determining and evaluating how decisions, choices and lifestyle affect our health and the health of others. Students develop an understanding of the importance of social, mental, emotional and spiritual health.

912 HEALTH II*

Grade Level: 11-12

Credits: .5

Prerequisite: 910 Health Education

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

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

FINE AND PERFORMING ARTS: VISUAL ARTS

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

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

598 GRAPHIC DESIGN I

Grade Level: 9-12

Credits: .5

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

611S GRAPHIC DESIGN II

Grade Level: 9-12

Credits: .5

Prerequisite: Graphic Design I

Moving back and forth between the hands-on studio environment and the high-tech computer lab, students gain expert knowledge of techniques and skills used by professionals in the graphic design and illustration field. Illustration techniques, as well as Adobe Creative Suite software, are utilized to create sophisticated solutions to a variety of design problems. Assignments resemble typical projects designers create in the real world. Topics covered include exploration into the Elements and Principles of Design, typography, image making, design history, and presentation skills. Students also learn skills such as scanning images and use of digital cameras.

(Course Code) GRAPHIC DESIGN CAPSTONE

Grade Level: 11-12

Credits: 1

Prerequisite: Graphic Design I and Graphic Design II

Graphic Design Internship gives students the opportunity to apply the skills and concepts learned in Graphic Design to real-world design projects. Graphic Design Internship creates an authentic learning experience by providing projects submitted by actual clients from the Salem community and beyond. Students have the opportunity to meet with their clients to determine their needs. They learn create successful solutions through a process involving research, brainstorming, sketches, design, presentation and revision. Through the process of developing successful solutions for their clients, this internship class provides an opportunity for students to demonstrate independence, self-motivation, and responsibility for self and others.

(COURSE CODE) FASHION DESIGN

Level: College Prep*

Grade Level: 9-12

Credits: .5

This course is designed for students interested in the creative process of fashion design. Students learn methods of illustration used by fashion designers and create their own designs though illustration. Students learn about textile design by using various methods such as block printing, painting, silk screening and dying to create their own fabrics. Students also learn about garment construction and skills such as pattern draping, sewing, and pattern construction. Final projects will demonstrate the students' ability to create wearable designs and exhibit their skills in fashion illustration.

599 PHOTOGRAPHY I

Grade Level: 9-12

Credits: .5

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

613S PHOTOGRAPHY II

Grade Level: 9-12

Credits: .5

Prerequisite: Photography I

Students develop the ability to translate meaningful ideas in the media. Students learn the skills necessary to produce pictures of professional quality. In the studio and in outside assignments, students utilize advanced techniques and equipment including digital camera, scanner, computer, Adobe Photoshop software, and alternative output and substrates. This course emphasizes the importance of photography as a means of individual expression. Students apply their understanding of the principles of design and use their powers of observation, abstraction, invention, and expression to produce a professional, personal portfolio. Throughout, students demonstrate their knowledge of the processes of creating and exhibiting artwork, including drafts and critiques.

605 PAINTING AND DRAWING I

Level: 9-12

Credits: .5

Students are introduced to a variety of techniques and processes involved in making two-dimensional art. Using drawing, painting, and printmaking techniques, they see how the elements of art (line, color, value, shape, form, texture and space) are used in the creation of expressive, well-crafted compositions. Students gain a solid foundation, enabling them to express their ideas, recognize their personal visual language, and realize their own creative potential. The use of various art media is explored, including pencil, charcoal, watercolor and acrylic paint, and linoleum block prints.

606S PAINTING AND DRAWING II

Grade Level: 9-12

Credits: .5

Prerequisite: Painting and Drawing I

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

607 CERAMICS AND SCULPTURE I

Level: 9-12

Credits: .5

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

608S CERAMICS AND SCULPTURE II

Grade Level: 9-12

Credits: .5

Prerequisite: Ceramics and Sculpture I

This half year, advanced course allows the student who has successfully completed Ceramics and Sculpture I to expand their capabilities and create expressive, meaningful and well-crafted, three-dimensional works of art. This process includes advanced study of materials, techniques, aesthetic concepts, and critical decision-making. Units of study will include clay techniques such as hand building, wheel throwing, and glazing. Sculpture techniques will include carving, casting and mixed media. Students demonstrate the powers of observation, abstraction, invention, and expression using a variety of sculpture materials and techniques. Students will demonstrate in-depth knowledge of the elements and principles of art.

616 MIXED MEDIA ART

Grade Level: 9-12

Credits: .5

Prerequisite: Painting and Drawing I, Graphic Design I or Photography I

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

609 JUNIOR / SENIOR PORTFOLIO

Grade Level: 11-12

Credits: 1

Prerequisite: Painting and Drawing II, or Sculpture and Ceramics II, or Graphic Design II, or Photography II AND by portfolio review

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

700 ADVANCED PLACEMENT 2-D ART AND DESIGN

Grade Level: 11-12

Credits: 1

Prerequisites: Painting and Drawing II, or Graphic Design II, or Photography II, or Junior/Senior Portfolio, and portfolio review and approval by a panel of art teachers.

During this Advanced Placement course, new concepts and projects ARE introduced, building on previously learned principles and skills, just as past projects are revisited and if necessary further improved and refined. A special emphasis is placed on the finished portfolio presentation. Additional issues covered include critiquing work, writing an artist statement, exhibiting work, and shooting digital images of artwork for final presentation. Students must work above and beyond the high school classroom and will be assigned a summer project. The teacher works individually with each student to develop their portfolio, which must be submitted at the beginning of May to the College Board Jury Panel.

FINE AND PERFORMING ARTS: DIGITAL MEDIA

A common belief is that **anyone** can now make their own television show, web movie, computer animation, or song. Is it true? Today, the tools of digital media production are more accessible and more affordable than ever before. Technology does help. But the key to making compelling, high quality media still lies in the skill and understanding of the producer. Digital Media courses offer all students not just the cutting-edge tools, but also the education and insight that will bring their very best work to light. Whether writing scripts, shooting HD video, designing animated characters, recording and composing music and sound effects, or digitally editing any of the above, Digital Media students will master both the tools and the concepts necessary to become producers – and informed consumers -- of audiovisual media today. All Digital Media courses are aligned to all applicable state and federal education frameworks.

(COURSE CODE) DIGITAL MUSIC I

Co-curricular with drama department

Grade Level: 9-12

Credits: 1

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

890 DIGITAL MEDIA I

Grade Level: 9-12

Credits: .5

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

892 DIGITAL MEDIA II

Grade Level: 10-12

Credits: .5

Prerequisite: Digital Media I

This course brings students to an advanced level of self-expression and technological skill in the areas of digital film and animation. They focus on creating more complex animations, while exploring advanced concepts and tools such as coding and interactivity in Adobe Flash. They also learn the fundamentals of modeling and animating in a 3-Dimensional space, using Cheetah 3D. On the live-action video side, students develop a greater understanding of the concepts, skills, and tools related to digital film production. Advanced video projects include projects in the genres of drama, experimental, and documentary.

894 DIGITAL MEDIA: JOURNALISM

Grade Level: 10-12

Credits: 1

Prerequisite: Digital Media I

Students continue to develop their production skills with a focus on gathering and presenting stories centered on the Salem High School community. They work extensively outside of class time as they produce stories for a weekly school-wide newscast. The ability to use time effectively and meet deadlines is crucial. Students' work will be seen weekly in classrooms and on local cable channel SATV-3.

895 DIGITAL MEDIA: PORTFOLIO

Grade Level: 11 or 12

Credits: 1

Prerequisite: Digital Media I, Digital Media II,

This course is recommended for the student who plans to apply to a post-secondary program in Communications or Art to pursue further study in digital media production. This course is also appropriate for the student with a strong interest in digital film and/or animation who may want to develop a portfolio as part of their college application process. Students pursue advanced, independent projects in digital film and/or animation with guidance and oversight from the instructor.

FINE AND PERFORMING ARTS: PERFORMING ARTS

Music participation provides students with unique and exciting learning not found in many other school offerings. Our program offers a variety of elective courses. Some of these are exploratory, some are for the enjoyable use of leisure time, and some are to prepare for college and career training. All Performing Arts courses are aligned to all applicable state and federal education frameworks.

Music Course Selection Guidelines

- The following exploratory courses are available as electives for the entire student body: 826 and 829.
- Courses 806, 809, 810, 811, 812, 817, and 819 are available as electives for those students who like to sing and/or perform on band and orchestra instruments or keyboard. Public performance is required.
- Those students considering music as a college major or minor can follow a sequence of courses after the exploratory courses; each year, one or more courses in the 809 through 826 series should be selected and may be repeated as often as the student wishes during their school career. In addition, the following courses should be selected: Music Theory ,I Music Theory II, Advanced Placement Music Theory, and Independent Study in Music.

MUSIC

809 INSTRUMENTAL MUSIC - STRINGS

810 INSTRUMENTAL MUSIC - STRINGS / HONORS

Grade Level: 9-12

Credits: 1

An all-inclusive course for string students (violin, viola, cello, and string bass) featuring mandatory participation in string orchestra and symphony. Public performance is required. There are leadership opportunities for interested and qualified students.

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

811 INSTRUMENTAL MUSIC – BAND

812 INSTRUMENTAL MUSIC - BAND / HONORS

Grade Level: 9-12

Credits: 1

This is an all-inclusive course featuring mandatory participation (performance at sports events such as football games, parades, festivals, and community functions) in the marching band, and concert band. These groups can be extended to include jazz and percussion ensembles and other small ensembles. Students are selected from the concert band to perform with the symphony as needed. There are numerous opportunities for leadership positions for interested and qualified students. Varsity football players and varsity football cheerleaders are exempt from participating in the marching band field show. *Honors level students will complete a project each quarter.*

806 WIND ENSEMBLE HONORS

Grade Level: 9-12

Credits: 1

Prerequisite: Audition required

Like Concert Band, this course features mandatory participation (performances such as football games, parades, festivals, competitions and community functions) in marching band and wind ensemble. Members are eligible to audition for percussion ensemble and jazz band as well as other small ensembles. A smaller group than the Concert Band, students usually perform more advanced music with only one student per part. An honors level course, students complete one project each quarter in the areas of performing, creating, research or service.

813 CHAMBER SINGERS HONORS

Grade Level: 9-12

Credits: 1

Prerequisite: Audition required

This is a small choral group providing the student with an opportunity to develop good vocal technique while performing relatively advanced music. Chamber singers perform at all concerts independently and as part of the Chorus.

817 CHORUS

819 CHORUS HONORS

Grade Level: 9-12

Credits: 1

This course is a general chorus, open to the entire student body, with emphasis on developing music literacy and vocal techniques used in various musical styles. Repertoire will range from classical to rock. Attendance at all concerts is mandatory.

The honors option will include additional work of an advanced nature as agreed upon by the student and the instructor through a contractual process.

826 PIANO LABORATORY

Grade Level: 9-12

Credits: .5

Class instruction is offered in piano at all levels of achievement. As a result, the class can be taken multiple times. Students learn music theory and performance using a variety of musical styles. Performance in class is required, both individually and in groups. Students also have the opportunity to learn about music software with hands-on projects in the music lab.

829 MUSIC I

(COURSE CODE) MUSIC I HONORS

Grade Level: 9-12

Credits: .5

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

830 MUSIC II HONORS

Grade Level: 9-12

Credits: .5

Prerequisite: Music I Honors or by placement test and completion of Practical Theory workbook by Feldstein.

This course serves as a continuation to Music I, incorporating music theory, history, and composition. In addition, students study possible careers in music and delve further into the knowledge and skills presented in Music I, including rhythmic and melodic dictation, sight singing and ear training. This course should be taken by any student considering a career in a music-related field.

831 ADVANCED PLACEMENT MUSIC THEORY

Grade Level: 10-12

Credits: 1

Prerequisite: Music II or placement test by instructor.

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

857 JAZZ I

Grade Level: 9-12

Credits: .5

Prerequisite: Music I Theory book or equivalent.

This course provides a basic introduction to jazz including history, theory and improvisation. Students are assigned to a jazz combo and should have the basic ability on any standard band or orchestra instrument, piano, guitar or bass or in singing. No prior jazz experience is necessary. Performance in class is required.

858 JAZZ II

Grade Level: 9-12

Credits: .5

Prerequisite: Jazz I or permission of instructor

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

DRAMA

869 THEATER I

Grade Level: 9-12

Credits: .5

This course is designed to introduce students to theater arts with a focus on acting. Topics covered include theater history, pantomime, improv, scenes, and monologues, and are explored through a variety of drama games and scene work. No theater experience is necessary.

870 THEATER II

Grade Level: 9-12

Credits: .5

Prerequisite: Theater I

This course is designed to provide an intensive study in and practical application of acting and directing techniques. Emphasis is on performance, and the end product of the course is the production of a full-length play.

873 THEATRE PRODUCTION I

Grade Level: 9-12

Credits: .5

This course provides an introduction to the elements of creating a dramatic production including scenic design, stage lighting, sound design, costuming, makeup and public relations/producing. This course is intended as a springboard for Theatre Production II

874 THEATRE PRODUCTION II

Grade Level: 9-12

Credits: .5

This course continues the study of the elements of creating a dramatic production. Students have the opportunity for “hands-on” experience in theatre production as well as performing for their peers. After-school and weekend work is required. Students will be actively involved in the high school drama club productions as part of their final grade.

875 FESTIVAL DRAMA HONORS

Grade Level: 10-12

Credits: .5

Prerequisite: Theater I, Audition

This class is offered to drama students who have completed a full cycle of Theater I and Theater II or have been active in the Drama Club for at least two years, and are interested in performing in competition. Students must be willing to attend evening rehearsals after the semester ends and participate in the Massachusetts Educational Theatre Guild Drama Festival in March.

CAREER & TECHNICAL EDUCATION

The Career Technical Education Department offers both chapter 74 and non-chapter 74 programs. These programs offer applied learning in a sequence of courses designed to prepare students for both employment and for post-secondary education. Using a combination of classroom instruction, hands-on lab work and on-the-job training, students receive the specific skills and knowledge necessary for economic independence as productive and contributing members of society.

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

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

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

BUSINESS EDUCATION

Computer and financial planning courses are offered in the Business Education Department, which are designed to keep pace with our fast-changing world. We are aware of the technological skills required for college-bound students and for successful employment in the workplace. Pathway suggestions are provided for a planned career focus. College-bound and career-oriented students should consider Keyboarding/Computer Skills, Computer Applications, Money Matters, and Accounting.

Articulation credits with North Shore community College (NSCC)

If you successfully meet the standards for Accounting I and II, you may qualify for three (3) credits at North Shore Community College. If you successfully meet the standards for Keyboarding, Computer Applications, and Math for Business, you may qualify for three (3) credits at North Shore Community College. See your school counselor or Business Department Head Teacher for details.

500 KEYBOARDING/COMPUTER SKILLS

Grade Level: 9-12

Credits: .5

If you are still looking at your fingers when you use the keyboard, now is your chance to learn to “touch type” your way to success. Not only will you be fast and accurate when IMing and emailing your friends, but you will finish those high school and college papers for all your subjects more quickly and accurately. Good keyboard and formatting skills are required in most careers today. This is a skill that lasts a lifetime. ***Articulation credits with NSCC***

502 INTERNET / WEB DESIGN

Level: 9-12

Credits: .5

*Prerequisite: Keyboarding/Computer Skills (500) or pass qualifying test**

Using the Internet, students learn proper search convention and Internet search techniques. Students also learn about the Internet’s history, capabilities, benefits, hazards, ethics and legalities. In addition, students create web pages using a popular software package.

504 COMPUTER APPLICATIONS

Grade Level: 9-12

Credits: .5

*Prerequisite: Keyboarding/Computer Skills (500) or pass qualifying test**

This comprehensive computer course is highly recommended for students entering college or the business field. Essential Microsoft Office skills are taught and applied in numerous integrated projects. Dragon Naturally Speaking, a voice software, is also incorporated into this course, which makes it possible for students to speak words into the computer rather than type. Students develop a solid foundation in word processing, Excel, spreadsheets, charts, PowerPoint, and graphics. They are able to apply these life-long skills in preparing term papers, letters, lab reports, spreadsheet applications, and presentations in school and beyond. ***Articulation credits with NSCC***

Satisfies Technology Requirement *Qualifying Test: Touch type for 3 minutes @ 25 WPM with 5 errors or less

520 ACCOUNTING I

Grade Level: 10-12

Credits: 1

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

Successful completion of Accounting I & Accounting II meets 1 unit of SHS Math Requirement.

521 ACCOUNTING II

Grade Level: 10-12

Credits: 1

Prerequisite: Accounting I (minimum grade of 73 is recommended)

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

532 MONEY MATTERS CP

Grade Level: 9-12

Credits: .5

Where does your money go? Where does it come from? Need a loan to buy a car? How will you pay for college? Can you manage your own finances? Will you avoid credit card debt? Do you have a long-range financial plan? Budgeting your money and learning about financial planning concepts will put you in the driver's seat. Taking this course will give students a significant advantage in managing their money. IPads are in this course.

533 INVESTING YOUR MONEY CP

Grade Level: 9-12

Credits: .5

In this course, students become investors in an imaginary stock market game (competing with over 800 schools) and learn about New York City's Wall Street. They will discover how to make **their** money work and grow for them. They will check Internet websites to find out which companies are worth buying and how to buy their stock. Many students will be faced with choosing a 401K program for themselves when they obtain full time employment. This course prepares them to make this decision.

590 CTE EXPLORATION

Grade Level: 9-11

Credits: 1

This course introduces students to the Career Technical course sequences offered at Salem High School. Students rotate through each of the content areas: **Automotive Technology, Culinary Arts, Electrical, and Building and Property Maintenance**, spending one quarter exploring each area. **This course is a prerequisite for all other courses in the CTE Department.**

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

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

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

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

In **Early Education and Care**, students learn about the careers related to the growth and development of young children. Student participate in some practical childcare experiences.

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

AUTOMOTIVE

646 AUTOMOTIVE I

Credits: 2

Prerequisite: Vocational Exploration

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

647 AUTOMOTIVE II

Grade Level: 11-12

Credits: 3

Prerequisite: Automotive I

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

648 AUTOMOTIVE III

Grade Level: 12

Credits: 3

Prerequisite: Automotive II

This course is at the advanced level. Students work with electrical systems, various electrical problems, charging systems, cranking systems, air conditioning systems, electronic fuel injection, computer troubleshooting and computerized diagnostic equipment. Students may participate in on-the-job training through a related field experience.

The Automotive Program has an Articulation Agreement with Benjamin Franklin Institute of Technology and Universal Technical Institute where Salem High School students can earn college credit and advanced placement.

BUILDING & PROPERTY MAINTENANCE

632 BUILDING AND PROPERTY MAINTENANCE I

Grade Level: 10-12

Credits: 2

Prerequisite: Vocational Exploration

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

633 BUILDING AND PROPERTY MAINTENANCE II

Grade Level: 11-12

Credits: 3

Prerequisite: Building and Property Maintenance I

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

634 BUILDING AND PROPERTY MAINTENANCE III

Grade Level: 12

Credits: 3

Triple Period

Prerequisite: Building and Property Maintenance II

Classroom and shop projects incorporate the following topics: estimating, permits, trade certifications, small business operations, income property finance, job searching, interviewing, networking and community stewardship. Students are encouraged and assisted in finding a local cooperative education opportunity to further develop employability skills.

CARPENTRY

623 CARPENTRY I

Grade Level: 9-12

Credits: .5

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

624 CARPENTRY II

Grade Level: 10-12

Credits: .5

Prerequisite: Carpentry I

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

625 CARPENTRY III

Grade Level: 11-12

Credits: 2

Prerequisite: Carpentry II

This course is open to selected juniors and seniors who meet the requirements of the department for the advanced student to engage in an in-depth study of special problems in woodworking and to further their study of interior carpentry skills. In addition, the following topics are covered: exotic woods and their properties, construction scheduling, financial accounting, and writing competency assessments.

CULINARY ARTS

The Culinary Arts Program has an Articulation Agreement with North Shore Community College allowing students to earn college credit and advanced placement.

637 FOODS AND NUTRITION I

Grade Level: 9-12

Credits: .5

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

664 CULINARY ARTS I

Grade Level: 10-12

Credits: 2

Prerequisite: Vocational Exploration

Students participate in fine dining, restaurant and institutional type service. The course covers basics such as soups, stocks, sauces, salads and desserts. Basic sanitation and safe food preparation are emphasized.

665 CULINARY ARTS II

Grade Level: 11-12

Credits: 3

Prerequisite: Culinary Arts I

This course is offered to students entering the junior year. It includes Basic Recipe cooking, advanced menu preparation and costing and basic storeroom procedures. The students work on a rotational basis to become familiar with all stations and aspects of restaurant management, including use of computers.

666 CULINARY ARTS III

Grade Level: 12

Credits: 3

Prerequisite: Culinary Arts II

This course is offered to senior culinary arts students. It includes advanced buffet presentations, international cuisine and advanced cycle menu. The students work on costing, nutrition, preparing a resume and employment application, and advertising. This course emphasizes all aspects of restaurant management. Students may participate in on-the-job training through a related field experience.

EARLY EDUCATION AND CARE

Students interested in the articulation program with North Shore Community College in Early Childcare can fill out a non-binding letter of intent and have it placed on file with the College and Career Center. For more information, see your school counselor and/or teacher. This program allows for college credit and advanced placement at North Shore Community College if requirements are met. Students interested in either State Certification or the articulation program should consider the following scope and sequence of courses. Early Education and Care has a Chapter 74 Vocational Certification as of September 2014.

639 CHILD DEVELOPMENT I*

Grade Level: 9-12

Credits: 1

This course is recommended for those students interested in pursuing careers in early childhood. It focuses on the development of the child from conception through the age of two years-nine months. Students explore the physical maturation process and also gain an understanding of how emotional, social and intellectual development are fostered or hindered. Throughout the course the inter-relationship of all areas of development is stressed. This approach is interwoven with application to parenting and childcare situations. If you have ever considered working with small children, this course will help you identify the numerous career options available in the area of child development. (EEC Qualifying Course)

*In accordance with Salem Public Schools policy, parents are hereby notified that this course includes topics of human sexuality. Specific topics in this course which primarily involve human sexuality education are: Teen Pregnancy, Conception, contraception, Labor and Delivery. Parents/ guardians may exempt their child, without penalty to the child from any portion of this curriculum, which primarily involves human sexuality issues by sending a letter to: Salem High School Principal, 77 Willson Street, Salem, MA 01970. Teachers will provide notification to parents of the probable timeline for the teaching of these topics, and will make the curriculum available for parent/guardian review of the applicable materials.

642 CHILD DEVELOPMENT II

Grade Level: 9-12

Credits: 1

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

643 WORKING WITH CHILDREN

Grade Level: 10 -12

Credits: 1

Prerequisite: Child Development I and Prerequisite: Child Development II

This course is recommended for students preparing for a career in child care.

The importance of appropriate rules and daily routines for guiding young children will be emphasized. Students learn procedures for keeping children safe, healthy and nourished. The study of other aspects of child care including developmentally appropriate curriculum, strategies for behavior issues, and accommodations for special needs help students interact and react to children with confidence. (EEC Qualifying Course) – **Student must have an 83 average or higher or department approval to continue on to the EEC qualifying courses #644 and #645**

645 EARLY CHILDHOOD FIELD EXPERIENCE

Grade Level: 12

Credits: 2

Prerequisite: Successful completion of courses Child Development I, Child Development II, and Working with Children, or by department approval.

For those interested in achieving State Certification, students will be working directly with children in a classroom setting. Students will apply and be evaluated on information and skills gained in previous early childhood courses. Departmental approval is required for this course. (EEC Qualifying Course). Completion of this course satisfies the 150 hour practicum required for state certification **Student must have an 83 average or higher in course #643 or department approval to continue on to the EEC qualifying course.**

ELECTRICAL

658 ELECTRICAL I

Grade Level: 10-12

Credits: 2

Prerequisite: Vocational Exploration

This course provides a general introduction to the electrical trade and includes the study of electrical safety, use of tools and ladders, blueprint reading, splice and terminate conductors, residential wiring methods and circuits installed in the shop. The National Electrical Code, electrical theory and electrical math problems will be studied in this one-year course. The time is applied to student apprentice time regarding his/her application for an electrician's license in the Commonwealth of Massachusetts.

659 ELECTRICAL II

Grade Level: 11-12

Credits: 3

Prerequisite: Electrical I

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

660 ELECTRICAL III

Grade Level: 12

Credits: 3

Prerequisite: Electrical II

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

MEDICAL ASSISTING

691 MEDICAL ASSISTING I

Grade Level: 10-12

Credits: 1

Prerequisite: Medical Assisting Exploration

This course is a continuation for students who have completed the medical assisting exploration class. This course focuses on the administrative skills needed in order to run a medical office. The students learn about managing and maintaining electronic medical records, collecting medical histories, and developing communication skills to respond to patients in a professional manner. In addition, this class incorporates lab time to teach basic medical and triage procedures.

693 MEDICAL ASSISTING II

Grade Level: 11-12

Credits: 2

Prerequisite: Medical Assisting I

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

692 MEDICAL TERMINOLOGY

Grade Level: 11-12

Credits: 1

The purpose of this course is to prepare Medical Assisting students with the technical medical language necessary to begin a career in the healthcare field. Students may take this course at any point during their time in the Medical Assisting program, but it is recommended to take it early on in the course progression. Students are introduced to the following topics: Anatomy & Physiology and medical terminology related to the sensory, integumentary, reproductive, cardiovascular, muscular, skeletal, and urinary systems. The student is also introduced to medical research, documentation and maintaining medical records.

MEDICAL ASSISTING III

Grade Level: 12

Course Length: 3 Credits

Prerequisites: Exploring CTE, Medical Assisting I, Medical Assisting II

The medical assisting program prepares entry-level medical assistants by providing instruction in clinical skills and administrative competencies in the field of Medical Assisting. It prepares students to sit for a certification exam to become a Certified Clinical Medical Assistant, CCMA, offered at present from the National Health Association (NHA).

Students participate in shop and classroom time and also have the opportunity to intern at a local medical facility. Students apply the skills which they learned in previous classes. These skills will include, and are not limited, direct patient care, clinical vital signs, patient records, appointment scheduling, billing and coding, therapeutic communication, medical ethics, interpersonal skills, patient preparation, laboratory techniques, specimen collection, and various other clinical procedures as performed by medical laboratory assistants. Students are also exposed to advanced clinical skills such as performing EKGs, phlebotomy, and medication administration.

CHAPTER 74 COOPERATIVE WORK EXPERIENCE PROGRAM

The Cooperative Work Experience Program is available to third year Chapter 74 CTE students in good standing. The program is administered by a licensed co-op coordinator and follows the guidelines set by the DESE for appropriate co-op placement. All Co-op employers must have workmen's compensation and a successful CORI check. Students interested in participating in this program work for companies directly related to their vocational subject. The co-op students must agree to provide signed parent/guardian consent forms and signed approval from their academic and vocational instructors to ensure that they meet minimum standards. The Co-op Coordinator, Housemaster and Principal must all agree that the placement will enhance the student's educational progress. The student is responsible for weekly time cards and the Co-op Coordinator and vocational instructor(s) will periodically visit the site of employment to evaluate the placement.

JUNIOR / SENIOR PROGRAMMING

542 COLLEGE BOUND

Grade Levels: 11-12

Credits: .5 Unit

College Bound is designed to prepare students for post-secondary success by helping students gain valuable knowledge on researching careers and college majors as well as understanding financial aid and scholarship options and processes,.

560 SENIOR PROJECT PILOT PROGRAM PROPOSAL

Grade Levels: 12

Credits: To be determined by the scope of the project

RATIONALE

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

OVERVIEW OF THE SENIOR PROJECT

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

ELIGIBILITY

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

CREDITS

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

SENIOR PROJECT DESCRIPTION

Step #1: Select an interest and find a faculty mentor:

- Each student will make a decision as to what sort of topic/work/passion they wish to explore during the senior project.
- Each student will have a faculty member to oversee the project, and offer support throughout the process.

Step #2: The Proposal - Each student will work with his/her mentor to formulate a proposal that:

- States the project's objective(s)
- Outlines the entire project in detail
- Describes the way(s) in which the project promotes the use of skills developed per Salem High School's mission, while allowing the student a successful and positive experience in the outside community.

Step #3: Proposal Approval

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

Step #4: The Project Process

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

Step #5: The Finale:

- **Portfolio:** Each student will prepare a portfolio that creatively uses visuals, reflective writing assignments, and other original work to explore their experiences working on a senior project.
- **Presentation:** Each student will share their experiences with their mentors, as well as a small group of their peers, family members and school community.
- **Essay:** Each student will write and submit an essay that reflects upon their growth, academically and personally, throughout their time at Salem High School. All essays must draw conclusions between students' experiences in the classroom, their engagement with extracurricular activities (inside and outside the school community), and the value of completing a senior project.

SENIOR INTERNSHIP PROGRAM

RATIONALE

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

OVERVIEW OF INTERNSHIP

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

ELIGIBILITY

Seniors who are meeting graduation requirements eligible to enroll.

CREDITS

Credits: .5 credits

MARINE CORPS

JUNIOR ROTC PROGRAM

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

489 INTRODUCTION TO MARINE CORPS LEADERSHIP (MCJROTC)

Grade Level: 9–12

Credits: .5

This course is intended for students in grade 9 to 11 who want to experience the MCJROTC leadership training. This course encompasses the basic LE I curriculum: objectives of leadership, core values, and leadership traits and principles. General military subjects include: basic Marine Corps history, drill and ceremonies, uniforms and equipment, customs, courtesies and traditions, rank structure, and physical fitness.

485 LEADERSHIP 101

Grade Level: 9-12

Credits: 1

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

486 LEADERSHIP 201

Grade Level: 10-12

Credits: 1

Prerequisites: Leadership I or instructor approval.

This intermediate MJROTC course expands on the elements of leadership by exploring its dynamics, tasks and styles. Students learn about the relationship between authority and responsibility. This course promotes goal setting, problem solving and building effective interpersonal skills through leadership challenges. The intent is to build future leaders by instilling the intangible values of self-discipline, leadership and self-respect. Additional areas covered include land navigation, first aid, unit drill, and physical fitness training.

487 LEADERSHIP 301

Grade Level: 10-12

Credits: 1

Prerequisites: Leadership I and Leadership II or instructor approval.

This course further strengthens the student's leadership skills. Students are placed in leadership positions and help develop other students' leadership abilities through practical application exercises. Students will learn to work with local medias and elected officials. Students continue to develop their leadership skills through public speaking and community service. They study the role of government and the responsibility of citizens in a democracy.

488 LEADERSHIP 401

Grade Level: 10-12

Credits: 1

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

This course provides the student the opportunity to develop their leadership skills by planning, organizing, and executing missions with a larger group of students. LE IV will be more challenging and in depth. The skills taught are: resolving conflict in groups, equal opportunities, sexual harassment and fraternization, patriotism, personal growth and responsibilities, public service, and career exploration.

ENGLISH LANGUAGE LEARNING

The English Language Learning (ELL) Department offers courses for Limited English Proficient (LEP) students determined to be eligible according to MA DESE guidelines. The courses provide instruction of the English language in the four domains of language acquisition (speaking, listening, reading and writing). The acquisition of both social and academic English language skills is imperative for student success. Our program strives to give students social and academic language, cultural awareness, and content area knowledge to thrive as students and productive citizens.

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

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

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

SHELTERED ENGLISH IMMERSION

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

ENGLISH AS A SECOND LANGUAGE (E.S.L.)

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

1083N NEWCOMER ESL
1084B BEGINNER ESL
1085INT INTERMEDIATE ESL

NEWCOMERS PROGRAM

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

901N NEWCOMER PHYSICAL EDUCATION/HEALTH
1083N NEWCOMER ESL
1075N NEWCOMER HISTORY CP
1078N NEWCOMER MATH CP
1080N NEWCOMER SCIENCE CP
1074N NEWCOMER THEATER

SPECIAL EDUCATION DEPARTMENT

Salem High is committed to supporting students with disabilities in accessing the full range of academic, social, cultural and athletic opportunities offered to our community of learners. The school embraces a continuum of special education service options designed to meet the unique needs of students with disabilities in accordance with their Individualized Education Plans. Staff include an array of special education teachers, paraprofessionals, and related service providers who use a variety of service options including co-teaching, push-in, pullout, substantially separate and community-based service delivery models.

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

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

RELATED SERVICES

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

- Assistive Technology
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf/Hard of Hearing Services
- Community/Vocational Training
- Transition Planning
- Speech and Language Therapy
- Physical Therapy
- Psychology and Social Work
- Vision Services
- Applied Behavior Analysis Services
- Travel Training

ACADEMIC SUPPORT

The Academic Support program serves students with a wide range of disabilities and is designed to meet a range of academic and interpersonal concerns. Special education staff offers academic support and instruction in reading, writing, mathematics, as well as study and organizational skills. Special education teachers push-in to general education classes, facilitating accommodations and modification of content while providing skill development in content areas and organizational support. Each student has a liaison that communicates with parents, teachers and counselors. Staffing and support are provided to meet specific student needs as described in the IEP, including:

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

LANGUAGE-BASED PROGRAM

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

ACADEMIC SUPPORT INTENSIVE PROGRAM

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

ASD

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

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

individualized behavior support plans, function-based strategies, functional communication training, and positive reinforcement systems. These skills are provided in a variety of settings to promote generalization of the skills.

THERAPEUTIC SUPPORT PROGRAM

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

SALEM PREP

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

LIFE SKILLS PROGRAM

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

POST HIGH PROGRAM: COMMUNITY CONNECTIONS

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

STUDENT SUPPORTS

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

THE BRIDGE ACADEMY

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

MCAS MATH PREP

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

MATH LAB

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

STUDY CENTER

This intervention provides students with challenges outside of math with a point of contact and additional time for reviewing course concepts. The study center teacher focuses on helping referred students organize and manage their time more effectively, while also communicating with teachers on the student's schedule.

PLANNING WITH COLLEGE AND CAREER IN MIND

Students seeking a college education or postsecondary training need to recognize the importance of performing well throughout their academic careers. Competition for admission to two and four year institutions of higher learning continues to accelerate. Successful admission to a two or four year program requires proper selection of courses, academic achievement, and participation in activities outside of the classroom. Standardized testing is required for most college admissions. Students are encouraged to follow our recommended guidelines for testing.

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

Minimum admissions standards for freshman applicants are:

- Successful completion of MCAS tests in mathematics, ELA, and science
- Sixteen college preparatory courses distributed as follows:

English	4 courses
Mathematics	3 courses (Algebra I & II and Geometry/Trigonometry)
Natural Sciences	3 courses (3 with laboratory work)
Social Sciences	2 courses (United States History required)
World Language	2 courses (Two consecutive years with the same language)
Electives	2 courses (from the above departments, or from Humanities, Computer Science, or Performing and Fine Arts)

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

High School GPA	MA Universities SAT V+M	UMass SAT V+M	ACT
2.51 - 2.99	920	950	19/20
2.41 - 2.50	960	990	20/21
2.31 - 2.40	1000	1030	21/22
2.21 - 2.30	1040	1070	22/23
2.11 - 2.20	1080	1110	23/24
2.00 - 2.10	1120	1150	24/25

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

AP COMMITMENT

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

What is an AP class like?

- College-like classes in a high school classroom
- Discussion and debate that drive the class

What does it take to succeed in AP?

- Commitment to pushing and challenging yourself as a student
- Motivation to develop college and career ready skills
- Curiosity to explore and critically analyze.

What are the benefits of taking AP classes?

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

RESOURCES

ADMINISTRATION BY DEPARTMENT AREA

Ms. Jennifer DeStefano	978-740-1123	High School Principal
Mr. Matt Baione	978-740-1125	Director of College & Career Department
Mr. Judd Berman	978-825-3602	Career Technical Education Director
Ms. Lynn Rosedale	978-740-1132	English as a Second Language Supervisor
Mr. James Flynn	978-740-1147	Grade 9 Assistant Principal
Ms. Ellen Johnson	978-740-1227	Special Education Supervisor
Mrs. Lynne Mullen	978-825-3449	Grade 10-12 Assistant Principal
Ms. Lisa O'Neil	978-740-1242	Special Education Supervisor
Dr. Emily Flores	978-360-1737	Administrator of Teaching and Learning

COLLEGE AND CAREER DEPARTMENT

Mr. Matt Baione	978-740-1125	Director
Ms. Maureen Beaudet	978-740-1148	Counselor
Ms. Amie Capodanno	978-740-1170	Counselor
Mr. Diego Contreras	978-740-1149	Counselor
Ms. Estefany Rodriguez	978-740-1157	Secretary
Ms. Kerry McHugh	978-825-3467	Counselor
Ms. Alice Ryan	978-740-1130	Counselor

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only.

**Current votes for each SOI submission are required.*

SCHOOL COMMITTEE VOTE:

Resolved: Having convened in an open meeting on February 4, 2019, prior to the SOI submission closing date, the School Committee of Salem, Massachusetts, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated February 15, 2019 for the Bentley School located at 25 Memorial Drive, Salem, MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: Replacement of the boiler system to increase energy conservation and decrease energy related costs in a school facility

And, hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City to filing an application for funding with the Massachusetts School Building Authority.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2019 Statement of Interest

Thank you for submitting your FY 2019 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

School Committee Vote: Submittal of all SOIs must be approved by a vote of the School Committee.

For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.

Municipal Body Vote: SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.

Regional School Districts do not need to submit a vote of the municipal body.

For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.

If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Salem

District Contact Kristin Shaver TEL: (978) 740-1101

Name of School Bentley

Submission Date 1/30/2019

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(signature)

(signature)

(signature)

Date

Date

Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Salem

District Contact Kristin Shaver TEL: (978) 740-1101

Name of School Bentley

Submission Date 1/30/2019

Note

The following Priorities have been included in the Statement of Interest:

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☒ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☐ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

Potential Project Scope: Accelerated Repair
Boiler

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: Bentley

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 3/18/2018

Planning Firm: EMG Corp.

Please provide a brief summary of the plan including its goals and how the school facility that is the

subject of this SOI fits into that plan:

EMG Corp., an engineering, environmental, capital planning and project management firm, conducted a full-scale assessment in February, 2018 of all school district and city buildings. The assessment provides guidance on preventative maintenance, and capital planning, including the replacement and expected life of all of the systems and equipment in all buildings. The city and district is using this information to develop a long term capital plan. While it was clear from the operation of the boilers and associated systems at the Bentley School that the system needs replacement, this particular equipment was identified in the assessment as requiring immediate replacement.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

In 2018, the district and City of Salem engaged EMG Corp. to conduct an full-scale assessment of all school and city buildings in order to assist in the development of a long term capital plan. The assessment is being used to develop long term goals for all buildings, to ensure all of the students in Salem have access to safe facilities. In addition, the Salem Public School district adopted a strategic plan in 2017, highlighting the need for equitable access to safe and up to date facilities.

Is there overcrowding at the school facility? NO

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 15

At which schools in the district? Nathaniel Bowditch

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

The Nathaniel Bowditch Elementary School was closed in June, 2018. District wide, 15 teaching positions were reduced, as the students from the school were transferred to other schools.

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

There were no significant program modifications or class size impacts because of this change, as teachers were added in the other schools to accommodate the students transferred from the Nathaniel Bowditch Elementary School.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The city council meets biweekly. The overall budget process for fiscal year 2020 will take place in May and June, with approval typically taking place in the beginning of June. The city council approves capital projects as needed, as well as

during the budget process. The FY19 budget presentations for the school district took place at School Committee meetings in April and May, 2018, with a vote to approve the budget in early May, 2018. The City Council approved the budget in June, 2018. However, the vote to close the Nathaniel Bowditch School, move the Horace Mann Laboratory School off of the Salem State University campus and into the former Nathaniel Bowditch School building, and transfer the students from the Nathaniel Bowditch School to other schools in the district took place on March 8, 2018. Budget reductions were primarily related to this consolidation.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The original building was constructed in 1962 and was 60,792 square feet. In 1990 there was a significant renovation adding 28,800 square feet, that included 27 classrooms, library, gym, kitchen, and cafeteria. This renovation included replacements of full mechanical, electrical and life safety systems. In addition, the roof, windows, doors, and site infrastructure were replaced.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

89592

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The school is located on a 9.26 acre site with no known existing conditions that would impact the boiler installation project. There are no other buildings on the site but there is a public park (Irzyk Park) that is adjacent to the school property.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

25 Memorial Drive
Salem MA 01970

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

This is a steel framed structure with concrete masonry unit walls with a brick veneer facade. There are no known problems with the building envelope.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1991

Description of Last Major Repair or Replacement:

The exterior walls of the main are original. An addition was part of a renovation project in 1991.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 68453

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
EPDM

Age of Section (number of years since the Roof was installed or replaced) 2

Description of repairs, if applicable, in the last three years. Include year of repair:

All roof sections were replaced between 2016-2018

Roof Section B

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section C

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section D

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section E

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section F

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section G

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section H

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section I

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section J

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 572

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Double pane with aluminum frame

Age of Section (number of years since the Windows were installed or replaced) 30

Description of repairs, if applicable, in the last three years. Include year of repair:

NA

Window Section B

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section C

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section D

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section E

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section F

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section G**Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section H****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section I****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section J****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:**

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The mechanical system is a forced hot water heating system supplied by two H.B Smith cast iron sectional boilers. The system also includes a Trane RTU for the main office and (5) Trane AHU through out the building. There has been multiple boiler sections that have been replaced over the last two years and we currently have a leaking sections in boiler 1.

Boiler Section 1**Is the District seeking replacement of the Boiler? YES****Is there more than one boiler room in the School? NO****What percentage of the School is heated by the Boiler? 100****Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 28**Description of repairs, if applicable, in the last three years. Include year of repair:**

In 2016, the boiler had to have multiple cast iron sections replaced due to leaks. There have been ongoing miscellaneous repairs to keep the boilers running.

Boiler Section 2**Is the District seeking replacement of the Boiler? YES****Is there more than one boiler room in the School? NO****What percentage of the School is heated by the Boiler? 100****Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 28

Description of repairs, if applicable, in the last three years. Include year of repair:

In 2016, the boiler had to have multiple cast iron sections replaced due to leaks. There have been ongoing miscellaneous repairs to keep the boilers running.

Boiler Section 3

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 4

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 5

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 6

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 7

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 8

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:**Boiler Section 9****Is the District seeking replacement of the Boiler?****Is there more than one boiler room in the School?****What percentage of the School is heated by the Boiler?****Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)****Age of Boiler (number of years since the Boiler was installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Boiler Section 10****Is the District seeking replacement of the Boiler?****Is there more than one boiler room in the School?****What percentage of the School is heated by the Boiler?****Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)****Age of Boiler (number of years since the Boiler was installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO****Year of Last Major Repair or Replacement:(YYYY) 1991****Description of Last Major Repair or Replacement:**

During the renovation in 1991 the boilers, roof top units, air handling units and associated components were replaced with a hot water system. An automatic temperature control system was also installed at that time.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO**Year of Last Major Repair or Replacement:(YYYY) 1991****Description of Last Major Repair or Replacement:**

The electrical system was updated during the 1991 renovation.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The interior of the building is composed of a combination of concrete masonry units and gypsum board walls systems, vinyl composition tile flooring, acoustic tile drop ceilings, and updated LED lighting.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The building houses both the Bentley Academy Charter School (a Horace Mann Charter School), and the Salem Public Schools' Early Childhood Center. The Bentley Academy Charter School serves students in grades K-5, and the Early Childhood Center is for pre-school students.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Classrooms (29) average 859 sq/ft

Science Labs (1) 1292 sq/ft

Cafeteria (1) 3360 sq/ft

Gym (1) 3588 sq/ft

Library (1) 2496 sq/ft

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The designed capacity of the building is 665. The building serves 340 students in the Bentley Academy Charter School and approximately 90 in the Early Childhood Center.

The building is not overcrowded and no spaces have been converted from their intended use to be used as classrooms.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

In 2017-18, the City of Salem and Salem Public Schools engaged in a facility condition assessment and planning process with Facility Dude and EMG Corp. The assessment has led to the development of a preventative maintenance plan, the implementation of a work order system, and the foundations of a capital plan that will be put in place beginning in the 2020 school year.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

The issues are focused around the boilers and the related mechanical and HVAC systems. The boilers have reached the end of their expected life, having been installed in 1991, and have also reached the end of their useful life. The boilers experience frequent failures due to leaking cast iron sections, inadequate controls, and miscellaneous electrical components that fail intermittently. The boilers and associated systems are out of date and inefficient, from operational, environmental, safety and cost control perspectives. In particular, one boiler's failure causes hot water to spray out throughout the room.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

In the winter of 2016-17, the district replaced multiple cast iron sections on both boilers. In addition, repairs are constant and ongoing. The district has set the control system to favor the more operable boiler, however, based on capacity, the more significantly damaged boiler is needed to sufficiently heat the building.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

We have not yet experienced complete boiler failure, as there are two, and one can provide heat on most days. However, when the temperature reached below 10 degrees, the capacity of both boilers is needed, and we would have to close the school if the primary boiler fails. There is no fail safe currently available that would allow us to keep the school open on very cold days. The condition of the boilers indicates that failure is imminent. Should one fail completely, it would be impossible to use the building on days when the temperature is below 25 degrees.

Funds have had to be used to maintain the operation of the system that should have been used for other educational purposes.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Replacing the boiler systems at the Bentley School building will allow us to ensure that the building is adequately heated throughout the winter. In addition, a failure of the boiler could lead to further system failures due to frozen pipes and other ancillary issues.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?: YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Bill Champion, Senior Program Manager - EMG

The date of the inspection: 2/22/2018

A summary of the findings (maximum of 5000 characters):

The facility assessment indicated that the boiler has reached the end of its useful life.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____ [City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee] of _____ [City/Town], in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____ [Name of School] located at _____ [Address] which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____]; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]*; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer ***School Committee Chair****Superintendent of Schools**_____
(signature)_____
(signature)_____
(signature)_____
Date_____
Date_____
Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Memo:

To: Salem School Committee

From: Kristin Shaver

Date: February 4, 2019

Re: FY19 Budget Transfer Request 10

The Saltonstall Elementary School requests the following transfer to allow for the purchase of additional instructional supplies through the end of the school year.

Account Description/Use	Account Number	Amount From	Amount To
Contract Services	13570721-5860	\$700	
Instructional Supplies	13570721-5514		\$700

I recommend approval of the transfer.



Memo:

To: Salem School Committee

From: Kristin Shaver

Date: February 4, 2019

Re: FY19 Budget Transfer Request 11

The Bates Elementary School requests the following transfer to allow for additional teacher professional development and the purchase of additional instructional supplies through the end of the school year.

Account Description/Use	Account Number	Amount From	Amount To
Stipends	13570220-5150	\$5,000	
Contract Services	13570221-5320		\$3,000
Instructional Supplies	13570221-5514		\$2,000

I recommend approval of the transfer.

