

B.M.C. DURFEE HIGH SCHOOL



2023-2024

PROGRAM OF STUDIES

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recibir alguna parte deste documento en español favor de llamar el principal

Para receber alguma parte deste documento em português por favor chame o principal

ACCREDITATION STATEMENT

B.M.C. Durfee High School is accredited by the New England Association of Schools and Colleges (NEASC). Founded in 1885, the New England Association is the oldest regional accreditation association in the country and is recognized by the U.S. Department of Education as the sole agency to award accreditation to educational institutions in New England. NEASC is a nationally recognized, voluntary, non-governmental organization whose affiliated institutions include elementary schools through collegiate institutions. A school holding accredited status in the Association has made a commitment to participate in a process of improvement through self-study and peer review, and to take action on recommendations of the Commission on Public Secondary Schools (CPSS).

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 process. An accredited school is one which has 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 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 and graduate from 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. Individuals may also contact the Association directly:

**COMMISSION ON PUBLIC SCHOOLS
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD
BEDFORD, MA 01730-1433
(781) 271-0022**

Dear Students and Parents/Guardians:

Welcome to the B.M.C. Durfee High School Program of Studies!

The *2023 - 2024 Program of Studies* will provide you with the information needed to make thoughtful choices about your academic future. It provides you with comprehensive and detailed information on all courses and programs offered at Durfee High School. This document also provides you with information on college planning, graduation requirements, and other important information about your academic journey at Durfee High School.

We advise you and your parents/guardians to read the *2023 - 2024 Program of Studies* carefully and select courses that will provide you with well-rounded academic experiences, college, and career readiness skills, and learning opportunities to succeed in the 21st century. By mapping out your courses, you will not only be able to complete your graduation requirements, but also have the opportunity to take additional courses that enrich your learning experiences and help you explore future careers.

Students and parents should consider the following steps when choosing classes to increase the potential for reaching their academic and college/career goals:

- 1. Gather Information:** A major part of the process of course selection involves the gathering of information. Please use this book as a resource and contact your student's counselor or current teachers with any questions.
- 2. Work Together to Select Courses:** Course selection is an important step in taking ownership of their educational future. Parents/Guardians should support their students in this process.
- 3. Consider your future plans:** You will want to select courses that are related to the field you wish to study. Many colleges have specific entrance requirements in addition to the minimum high school graduation requirements.
- 4. Choose courses that will accomplish the following:**
 - Satisfy course and credit requirements for graduation.
 - Build up academic and real-world skills needed for future plans.
 - Explore unfamiliar areas and/or develop areas of particular interest.
 - Challenge yourself to strive for higher academic levels and increase the rigor of your choices.Taking courses at the AP and Honors level increases your options for college placement.

Our knowledgeable and dedicated counselors, teachers, and administrators are here to partner with you to help make these important choices. It is our hope that you will use this *2023-2024 Program of Studies* as a roadmap to guide you and that you will contact us with any questions about the course selection process.

Sincerely,
Matthew Desmarais
Principal,
B.M.C. Durfee HS

Sincerely,
Kerry Bulk
Dept Head of Guidance
B.M.C. Durfee HS

Sincerely,
Andrew Woodward ,
Director of Guidance,
Fall River Public Schools

FALL RIVER PUBLIC SCHOOLS MISSION STATEMENT

Fall River Public Schools

The mission of the Fall River Public Schools is to provide a quality education so that all students will attain their fullest potential and become responsible members of society. We are committed to providing quality teaching and learning in a respectful, safe, healthy, and supportive environment that links students, parents, and staff in a community of lifelong learners and capable problem solvers.

B.M.C. Durfee HS

The B.M.C. Durfee High School community is dedicated to providing a safe, rigorous learning environment that is equitable, inclusive, and collaborative, empowering students to explore diverse paths and succeed in the 21st Century.

All Hilltoppers have Durfee PRIDE!

P PURPOSE: Students will demonstrate informational literacy through clear and effective articulation of ideas using various forms of communication.

R RESPONSIBILITY: Students will demonstrate personal accountability to the school community.

I INNOVATION: Students will demonstrate content literacy by analyzing and solving problems in collaborative academic and real-world settings.

D DILIGENCE: Students will demonstrate care, effort, and persistence in accomplishing their academic, social, and future goals.

E EMPOWERMENT: Students will be able to synthesize the PRIDE expectations.

Durfee High School Counseling Department Mission: The mission of the B.M.C. Durfee HS Guidance Department is to support and empower the academic, personal/social and career development of all students. In collaboration with school, family, and community partners, counselors will guide students toward becoming lifelong learners who are resilient and contributing members of their community.

Durfee High School Counseling Department Vision:

The school guidance counselors at Durfee High School believe:

- All students will have equal access to school guidance counseling programs and services.
- All students can develop the skills necessary for academic success, personal growth, positive interpersonal relationships, and career development
- All students have diverse strengths, needs, and abilities that contribute to their personal growth and development.
- All students will have access to information and resources pertaining to post-secondary planning.
- The school guidance counseling program is integral to the school system's efforts to create a positive school environment which promotes diversity and student learning.
- The building of relationships with students, teachers, parents, and community members is at the core of supporting student success.
- School Counselors are partners in education and must effectively collaborate with students, parents, educators, and community members to ensure all student needs are met.
- Data analysis is critical to the design and implementation of programs that support student success.
- Professional Development is vital to supporting professional growth and is critical to maintaining a high-quality school guidance counseling program

The Durfee Way of Instruction

We believe that every student deserves an opportunity to access complex ideas because it will provide equity for all students and level the educational playing field. That's why we've decided to adopt a common set of instructional strategies that will empower our students to think critically, collaboratively, and comprehensively about the world they live in.

Adopting the Durfee Way of Instruction will help us as a school teach the skills that students will need to **be successful after high school, no matter which path they choose.**

That's why, throughout their time here at Durfee, our students will learn how to apply these shared principles on their own:

Close Observation and Analysis	How to read for details and evidence at grade level or beyond—whether they're reading literature, a primary source, a table of data, a piece of art, or any other form of text.
Evidence-Based Writing	How to craft sentences and paragraphs (as well as longer works) that will support claims with solid evidence.
Higher-Order Questioning	How to extend their thinking by being inquisitive and asking questions that lead to further analysis and synthesis.
Academic Conversations	How to explore, challenge and refine an idea by having a dialogue with others.

The Durfee Way of Instruction was developed across departments and includes all content areas.

It will continue to evolve based on **department data share outs and feedback from all stakeholders.**

The ILT will work to **promote the Durfee Way through coaching and teacher-facilitated professional development**, so that we can move from our current state of instruction over to our preferred state of instruction. See below:

Current State: There is an emerging system of teaming structures and expectations that allow for leadership teams and grade level teams to meet, but they do not yet focus on key instructional strategies.	Preferred State: There is a <u>thriving</u> system of teaming structures and expectations that allow for leadership teams and grade level teams to meet and are <u>grounded in key instructional strategies.</u>
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Ultimately, in doing so, we know we will produce **well informed, prepared, and confident scholars and professionals, who are ready to take on the world!**

ACADEMIC ADVISING RESOURCES

The student's classroom teacher has in-depth knowledge of the content of various courses taught within his/her department, as well as levels of expectation within each course. The quality of work you are capable of, in addition to knowing you as a student, allows your teacher to make valid recommendations as to which core academic courses to take within the department.

The student's guidance counselor has a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, the guidance counselor is knowledgeable of the courses necessary to fulfill graduation requirements as well as the courses necessary to be accepted into various post-secondary institutions.

One of the major roles of the guidance counselor can be to advocate for the student's academic, personal/social and career/college needs. The guidance counselor advises students and families about academic pathways and courses that will align with post-high school plans. A student/parent conference about these choices can be arranged by contacting the student's guidance counselor. Please understand that not all student choices can be accommodated within the Durfee HS schedule.

COURSE LEVEL SELECTION

All course levels are designed to provide maximum intellectual challenge for each student. Placement is based on academic ability as well as effort and motivation. Teachers make initial recommendations for honors/Pre-AP, AP and CP levels based on past academic performance in current classes. Students interested in AP courses will either be recommended by their teacher or will complete an AP application. Parents/guardians and students also have an important role in all placement decisions. Families should review placement recommendations and contact their school counselor with any questions or concerns. Low grades are not automatically a basis for dropping levels.

College Prep (CP): This is the traditional preparation for two and four-year colleges.

Honors/Pre-AP (H): An intensive course that demands independent learning as well as critical, creative, and analytical thinking. Honors and Pre-AP courses are recommended by current classroom teachers based on academic performance and ability in any subject area. The Pre-AP Program is a program offered to schools by the College Board.

Advanced Placement (AP): Students taking courses at the Advanced Placement (AP) level are expected to meet the highest standards. The AP exam is a national exam that often carries either college credit or reduction of college requirements for graduation. These courses will follow a curriculum approved by The College Board and students taking these classes are required to take the AP exam at the culmination of the course. If students do not take the AP exam, they will only receive honors level credit for the course. Students taking AP courses in ELA, mathematics, and science are **required to attend three Saturday study sessions** in preparation for the AP examination. All students are required to agree to and sign an AP Contract upon registering for the course. In order to register for an AP class, students must either be recommended by a teacher or complete an AP application for review.

Students who request or who are recommended for 4 or more AP classes in a single academic year must meet with the Associate Principal and Dept Head of Guidance for approval. Expectations, time-commitments, and post-secondary plans will be discussed.

Dual Enrollment (DE)

Through affiliations with area colleges, students can participate in the Dual Enrollment Program. This program allows students to take college-level courses while enrolled at Durfee High School. Courses taken can be used to fulfill graduation requirements or be used as elective credit. Dual Enrollment courses are intended to provide advanced standing at their chosen college. All Dual Enrollment courses will be weighted the same as AP courses to indicate college coursework. All Dual Enrollment courses will appear on the student's high school transcript. Students must have a minimum high school GPA of 2.0 to participate. All students who meet the GPA requirement are eligible to participate upon recommendation of their counselor. For regular Dual Enrollment courses, priority for scholarships is given to students who are economically disadvantaged, but all students may request a scholarship through the application process. Some Dual Enrollment courses require a passing score on the Accuplacer placement test.

Early College @ Durfee High School

Early College at Durfee High School is a student-outcome driven pathway designed to increase post-secondary enrollment, persistence and graduation for all students including underserved populations in higher education. It promotes Equitable Access by targeting students from underserved populations, providing all students with access to free college courses, and by removing barriers of college such as minimum Accuplacer test scores, minimum GPA, transportation, or taking courses outside of the school day. It establishes Academic Pathways by providing students with between 18-30 transferable credits in foundational areas and major-based dual enrollment courses that will introduce students to specific career pathways. Currently Durfee is offering Early College Pathways in the following career areas: Health Science/Medical, Business, Education, Social Services, STEM, and Art with its partners Bristol Community College, Bridgewater State University, UMass Dartmouth.

Early College provides robust Student Support from the pre-placement stage through the dual enrollment coursework by providing concurrent tutoring and mentoring. Through partnerships with JFY Networks and OneGoal, students receive mandatory support on the days they do not take college classes. They stay with the same teacher/advisor and classmates throughout the Early College program, creating a learning community for support and encouragement.

For more information, visit the link below:

<https://www.fallriverschools.org/durfee/schoolcounseling/early-college>

SCHEDULE CHANGES

The B.M.C. Durfee High School Counseling Department works very hard during and after the registration process to ensure that all students are correctly placed in their classes. It is expected that when these course selections are made, the student will have the commitment to stick with their choices.

Families will receive their student's schedule in August, prior to the beginning of the school year. Students and families are required to contact their counselor prior to the start of the school year with any questions or requests about schedule changes. Schedule changes after the school year begins will only be made for errors, duplicate courses, intervention courses, needed graduation requirements, or pre-requisite elective issues. Students and parents can request changes to semester 2, quarter 3, or quarter 4 classes by contacting their guidance counselor prior to the beginning of quarter 3.

GRADING SYSTEM

Students are evaluated four times a year with a report card issued at the end of each term. In addition, students will receive progress reports from all teachers at the midpoint of each term. Students will receive a letter grade for their final grade in each course. The letter grades, along with the corresponding numerical grades, are listed below.

A+ (100-97)	A (96-93)	A- (92-90)
B+ (89-87)	B (86-83)	B- (82-80)
C+ (79-77)	C (76-73)	C- (72-70)
D (65-69)	F (64 and below)	

Grade Point Average (GPA), Course Weighting & Class Rank

Grade Point Average (GPA) is a tool used by Colleges and Universities to assist them in determining the potential success a student may have at their institution. It is also used as a threshold for admittance. **The system that Colleges and Universities use varies from one to the other and they have not adopted a standard for GPA. Please be advised that many colleges/universities recalculate GPA based on their own standards.**

B.M.C. Durfee HS utilizes a weighted GPA (Grade Point Average) system that is listed in the chart below. The particular weight a course holds reflects the rigor and expectations of the coursework and therefore, a course taken in the Honors/Pre-AP Level will have a higher weight than College Prep, and the Advanced Placement/Early College/Dual Enrollment Level will carry the highest weight. Class rank will be based upon the weighted GPA for all courses (except for courses that are Pass/Fail). Weighted GPA will be calculated from all classes with the exception of Durfee Discovery, Credit Recovery Classes, and other Pass/Fail courses.

Weighted GPA Scale			
Grade	College Preparation (CP)	Honors/Pre-AP	Advanced Placement/ Dual Enrollment
A+	4.3	4.8	5.3

A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D	1.0	1.5	2.0
F	0	0	0

NonWeighted GPA

Non-Weighted GPA is based upon the CP GPA scale above. This GPA is often required when a student applies to college. The Unweighted GPA gives a maximum point value of 4.3 for any course, regardless of level. Thus, an A+ is worth 4.3 points, an A is worth 4.0, and an A– is worth 3.7 points, in a CP, Pre-AP or AP class. This information is not used to determine Class Rank and is reported out upon request.

CREDIT RECOVERY OPTIONS AT DURFEE

Durfee High School offers a wide variety of grade recovery and credit recovery options that support on-time graduation for students. These options utilize various modes of learning, giving students the opportunity to demonstrate mastery of course content in various ways. Some of the modalities include face-to-face teacher lead instruction, courses offered through Edgenuity platform, courses offered through google classroom, MCAS-focused support cases aligned to power standards, and interdisciplinary project-based learning.

Durfee credit recovery / grade recovery options are embedded into the school day through academic support labs, offered after school, and offered during Summer School Programming. Students will be referred to one of the below credit recovery/acceleration programs by their school counselor.

Evolve (10-12)	Credit Recovery	Grade Recovery/MCAS Bootcamp	Accelerated MLL Pilot Program	Summer School
<i>Comprehensive Program for off track students based on the primary person model and “Doing High School Differently”</i>	<i>Intervention Program to promote on-time graduation – Uses Edgenuity Platform / Google Classroom</i>	Intervention Program designed to support real time academic achievement	<i>Program designed to reduce dropout rate of over-aged, under credited ELL’s</i>	<i>Programming in the summer allowing students to take up to 4 classes for credit recovery</i>

PROMOTION & GRADUATION REQUIREMENTS

The B.M.C. Durfee High School diploma is awarded in recognition of meeting local and statewide academic requirements. The diploma also signifies that the student has, in the opinion of the School Committee, met standards of conduct during the period up to and including the time of graduation.

Fall River Public Schools has endorsed MassCore requirements for all students and has embedded these requirements into the graduation requirements at B.M.C. Durfee High School. MassCore is a recommended, rigorous course of study based on standards in Massachusetts's curriculum frameworks that aligns high school coursework with college and career expectations. MassCore was developed to provide guidance for a course of study that will help provide students with the academic preparation required for success in postsecondary education and the workplace. Please refer to <http://www.doe.mass.edu/ccr/masscore/> for more information

To obtain a diploma from B.M.C. Durfee High School, each student must satisfy the following requirements in addition to acquiring the mandated passing scores of the Massachusetts Comprehensive Assessment System (MCAS) in ELA, Math and Science.

Minimum Course Graduation Requirements

English	4 Courses
Math	4 Courses
Science	3 Lab Science Courses
Social Science	4 Courses *
World Language	2 Courses of the same Language*
Wellness/Health	2 Health Courses
Wellness/Physical Education	3 Physical Education Courses*
Fine or Performing Arts	1 Course*

Social Studies Courses: Successful completion of AP European History, AP US History, AP Government, AP Human Geography, or a Dual Enrollment History Course, or two terms of Learn to Serve can waive their 4th senior history requirement

World Language Waiver Policy: Please contact your counselor and/or see student handbook

Physical Education Alternate Credit: All students who are currently participating in an MIAA interscholastic sport, marching band, or NJROTC will be granted alternative credit for a physical education requirement. Students in Chapter 74 CTE Pathways may have opportunities for alternative credit based on program alignment to Physical Education.

Fine or Performing Arts Waiver Policy: Students who complete 3 years of a Chapter 74 Program (Culinary Arts, Cosmetology, Construction, Health Assisting, Early Ed and Childcare, Engineering, Environmental Science Technology, Marketing, and Visual Design) are eligible for a waiver of Fine/Performing Arts requirements

Minimum Credits Needed for Promotion & Graduation

B.M.C. Durfee High School awards credits based on the amount of time students spend in class. In addition to specific course requirements, students need a specific number of minimum credits to be promoted to the next grade level and to satisfy graduation requirements. The following is the number of credits awarded per class:

Full Year, Everyday classes	5 Credits
Semester, Everyday classes	2.5 Credits
Quarter, Everyday classes	1.25 Credits

Credits needed to become a sophomore	21 Credits
Credits needed become a junior	45 credits
Credits needed to become a senior	70 credits
Credits needed to graduate	100 Credits

NCAA ACADEMIC REQUIREMENTS FOR STUDENT ATHLETES

For more information or questions on requirements, please contact your student's guidance counselor

Full Qualifier - Can practice and compete

College-bound student athletes may practice complete and receive athletic scholarship during their first year of enrollment at an NCAA Division 1 School

Division I Academic Redshirt - Students can practice with a team but cannot compete in games/events

College-bound student athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may not compete during their first year of enrollment.

Division II Partial Qualifier - Students can practice with a team but cannot compete in games/events College-bound student athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may not compete during their first year of enrollment. **Source:** NCAA Eligibility Center

Core Course Requirements	Division I Requirements	Division II Requirements
English	4 Courses	3 Courses
Math	3 Courses	2 Courses
Science	2 Courses	2 Courses
Social Science	2 Courses	2 Courses
Additional Math, English or Science	1 Courses	3 Courses
Additional English, Math, Science, Social Science, World Language, Philosophy, or Religion	4 Courses	4 Courses
Total required Core-Courses passed	16	16
Additional Requirements	Division I	Division II
Required core courses passed by the 7 th semester of high school	10 (Full Qualifier) None (Academic Redshirt)	None
Minimum Core-Course GPA	2.3 (Full Qualifier) 2.0 (Academic Redshirt)	2.2 (Full Qualifier) 2.0 (Partial Qualifier)
Minimum SAT/ACT* (See Link Below for Details) http://www.ncaa.org/student-athletes/future/test-scores	Sliding Scale based on GPA, the higher the GPA, the lower SAT/ACT score Requirement	Sliding Scale based on GPA, the higher the GPA, the lower ACT/SAT score Requirement
High School Diploma Required?	Yes	Yes

NOTATIONS & POLICIES

Final Course Offerings:

Courses are always offered subject to administrative approval, course enrollment requests, and budget. Students will indicate alternate electives during the course selection period. Students will be notified that they will be enrolled in their alternate choice if a class is canceled.

Summer School Regulations:

In the B.M.C. Durfee Secondary Summer School, students are able to take courses for original or credit recovery both with face-to-face instruction and via online Edgenuity platform. Not all courses are offered in summer school.

Early Graduation

Upon the written request of a student and with the approval of the student's parent/guardian, guidance counselor and appropriate grade administrator, a student may be considered for early graduation at the completion of his/her junior year. For consideration of early graduation to take place, a student must:

1. Write a personal statement outlining the rationale for early graduation
2. Set up a meeting with the principal to discuss post-secondary plans,
3. Have completed all requirements for graduation AND
4. Be accepted to an institution of higher learning, be enlisted in the military, or be employed full time.

If a junior meets the above criteria, the school may apply for Early Graduation to the Superintendent. The superintendent will review and forward for approval to the School Committee if appropriate. Upon recommendation of the Superintendent of Schools, the school committee may award the diploma early.

Fall River Public Schools Non-Discrimination Policy

The Fall River Public School System does not discriminate on the basis of sex in the educational programs or activities, which it operates and is required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of the study of such public schools on account of race, color, sex, religion, national origin, or disability.

Parental Notification Law

Massachusetts General Laws Chapter 71, Section 32A allows parents to exempt their children from any portion of the curriculum that primarily involves human sexuality or human sexuality issues through written notification from the parent/guardian to the high school principal. Before making a determination, parents can call the Health Education Office at 508-675-8430 to review instructional materials.

ENGLISH & LANGUAGE ARTS

The English Language Arts Department offers a wide selection of courses that all focus on building literacy skills. Literacy extends beyond the ability to read and write. While developing more sophisticated reading and writing skills, literacy also encompasses authentic communication through speaking and listening. Because the importance of communicating one's thoughts clearly, logically, and concisely is the foundation for academic and lifelong success, both core and elective English courses are designed to enhance these respective skills. Moreover, the Education Reform Act also requires students to pass the ELA Massachusetts Comprehensive Assessment System (MCAS) as a condition for receiving a high school diploma. The department's standards-based curriculum is aligned to the MA Common Core State Standards and promotes understanding of classic, contemporary/multicultural literature, and nonfiction.

English/Language Arts Core Course Offerings					
COURSE	TITLE	LEVEL	GRADES	OFFERED	CREDIT
09101F	Pre-AP English I	HON	9-10	YR	5
09102F	English I CP	CP	9	YR	5
09211	Pre-AP English II	HON	9-10	YR	5
09202	English II CP	CP	10	YR	5
09302	English III CP	CP	11	YR	5
09402	English IV CP	CP	12	YR	5
09402	Honors English IV: Projected Red & Black	HON	12	YR	5
09316	AP Seminar (English)	AP	10-12	YR	5
09311	AP Language and Composition	AP	11-12	YR	5
09411	AP Literature and Composition	AP	11-12	YR	5
09291	AP Research (English)	AP	11-12	YR	5
09444	ELA Strategies	CP	9-10	QR	1.25
09504	Intro to Media Studies: Inside True Crime Coverage	CP	10-12	QR	1.25
09824	Heroes and Villains	CP	9-12	QR	1.25
09892	The Art of Storytelling: Hip Hop/ R&B	CP	9-12	QR	1.25
09754	Freedom Writers	CP	10-12	QR	1.25
09822	Creative Writing	CP	9-12	QR	1.25
09531	Yearbook Independent Study	NON	11-12	SEM	2.5
09584	LGBTQ Studies	CP	11-12	QR	1.25
09774	Film Studies	CP	11-12	QR	1.25
09564	Slam Poetry	CP	9-12	QR	1.25
09874	Adulting 101: A Primer for Life after HS	CP	12	QR	1.25

09101F Pre-AP I English (HON)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

This course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences, building this foundational skill en route to more sophisticated, longer-form analyses.

09102F English I CP (CP)

Grade Level: 9

Length of Course: YEAR - 5 Credits

Prerequisite: None

English I is designed to expose students to the art of storytelling, the process behind conducting a research project, how to argue using apt evidence from a text, how to close read fiction and nonfiction works, and how to write clearly/coherently and appropriately to a task.

09211 Pre-AP II English (HON)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: Pre-AP I or grade 8 (GATE) teacher recommendation.

As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion.

09202 English II CP (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

English II is a standards-based yearlong course designed to expose students to rhetorical analysis, tracking an author's line of reasoning in informational text, slam poetry, dystopian/classic literature, related paired passages, and argumentative/narrative/expository writing

09302 English III CP (CP)

Grade Level: 11

Length of Course: YEAR - 5 Credits

Prerequisite: None

English III is a standards-based yearlong course designed to expose students to themes/ideas associated with race, class, and gender in classic and contemporary works. Major assessments include a well-developed critical analysis of a literary work, a guided research paper, an essay on symbolism, various Socratic seminars, and ongoing SAT prep.

09402 English IV CP (CP)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

English IV is a standards-based yearlong course designed to expose students to curated mentor texts including personal narrative essays, poems, topical nonfiction, classic literature, and commencement speeches.

09316 AP Seminar (English) (AP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students will learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral/visual presentations, both individually and as part of a team.

09311 AP Language & Composition (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher recommendation

Advanced Placement English Language & Composition prepares students to take the AP exam in English Language and Composition given in May. The course engages students in becoming excellent critical thinkers and readers through the use of fiction, nonfiction, poetry, and prose.

09411 AP Literature & Composition (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and Dean Approval

Advanced Placement Literature & Composition prepare students to take the AP exam in English Literature given in May. The course focuses on selected literary texts from each age, the ideas that impel their works, and the influences they have exerted upon their successors.

09291 AP Research (English) (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Passing grade in AP Seminar. Teacher and/or Dean recommendation

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. This class satisfies the fourth-year English graduation requirement.

ENGLISH & LANGUAGE ARTS ELECTIVES

09444 ELA Strategies

Grade Level: 9 & 10

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course is designed for students in need of reading comprehension and/or fluency support. The students in this class will be exposed to literacy strategies that will improve their reading and writing skills.

09504 Media Studies Inside True Crime Coverage (CP)

Grade Level: 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Media Studies: Inside True Crime Coverage" is designed for students who want to become more literate and critical consumers of media. The course looks at the functions and roles of media, the history of American media, and the institutions that help define the media's place in society, specifically within true crime cases. The course will take an in-depth look at the increase in media coverage of high-profile criminal cases and the significant role the media has played in these cases.

09824 Heroes & Villains (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Heroes & Villains is for all students interested in exploring myths from a variety of cultures in order to better understand the relevance of mythology to art and contemporary works. The class will cover old works, such as

epic poems and tales of fallen heroes, as well as new works, such as graphic novels and/or comic books.

09892 The Art of Storytelling: Hip-Hop/R&B (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course covers the inception of Hip-Hop and R&B tracing/correlating them to modern and classical writers roots. Students will analyze how artists formulate philosophical ideas and spark insightful conversations through mixed media, including modern day song writing, videography, fashion, and entrepreneurship

09754 Freedom Writers (CP)

Grade Level: 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

In this elective, students write stories about their lives. The curriculum poses mature questions of identity and explores real-world issues so that students can critically explore where they've been, who they're becoming, and how they will overcome any obstacles in their way.

09822 Creative Writing (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

In this elective, students develop an individual writing style and facility in written communication. Many of the writing assignments will stimulate discussion and ask students to incorporate their impressions and ideas of the world around them into their writing.

09531 Yearbook: Independent Study

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This course is open ONLY to students who hold leadership positions in Durfee's publications, including the Record Book.

09584 LGBTQ Studies (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

In LGBTQ Studies, students will explore LGBTQ arts, politics, histories, and cultures. The course has two aims: first, to empower LGBTQ students as individuals, as members of a community, and as activists by building their research and communication skills; and second, to cultivate empathy and ally ship across students of all genders and sexualities.

09774 Film Studies (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

In this elective, students are exposed to a variety of film genres and cinematic terminology, so that they may write about various film genres critically. Because students will occasionally be required to screen R-rated films, parents of enrollees are asked to sign a permission form at the beginning of the school year allowing their student to view these films within an educational context and under the supervision of the instructor

09564 Slam Poetry (CP)

Grade Level: 9-12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Slam Poetry is a quarter-long elective course for upperclassmen (grades 11 & 12) interested in fine tuning their poetic voice. Assignments will include weekly writing prompts, in-class open mic assessments, visiting artists (potentially former students/winners of the 10th grade Poetry Slam contest), vocal exercises, and an end-of-unit performance poetry slam.

09874 Adulting 101: A Primer for Life After High School (CP)

Grade Level: 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Flexible mastery-learning workshops based on student interest may include: cooking and safety; time management, organization and goal-setting; basic home repair; proper etiquette; how to interact with the police and basic civil rights; forming healthy relationships and boundaries; conflict resolution; house cleaning and laundry; budgeting; the basics of banking, checking, savings, and credit cards; staying fit after high school; career paths, job searching, resumes, cover letters, applications and interviewing; workers' rights; computer basics and cyber safety; how to access public services; tax preparation; seeking health insurance and medical treatment; applying to college after high school; scholarships and grants; what you need to know about renting an apartment.

MATHEMATICS & COMPUTER SCIENCE

The Mathematics Department offers a wide selection of courses that focus on the use of logical thinking skills. Studying Mathematics extends far beyond the practice of solving Math problems. Through Mathematics, students learn how to persevere when faced with a difficult problem. They increase their ability to reason while practicing how to construct a viable argument in a positive, productive manner. Through Math, students also learn how to attend to precision which helps their communication skills. All these skills can be used in any life situation inside and outside of the Math classroom. This is the reason that both core and elective Mathematics courses are designed to enhance these respective skills. Moreover, the Education Reform Act also requires students to pass the Mathematics Massachusetts Comprehensive Assessment System (MCAS) as a condition for receiving a high school diploma. The department's standards-based curriculum is aligned to the MA Common Core State Standards.

Math Core Course Offerings					
COURSE #	TITLE	LEVEL	GRADES	TERM	CREDIT
10101F	Pre-AP Algebra I	HON	9	YR	5
10192F	Algebra I CP	CP	9	YR	5
	Math Strategies	CP	9-10	QR	1.25
10241	Pre-AP Geometry w/Statistics	HON	9-10	YR	5
10212	Plane Geometry CP	CP	9-10	YR	5
10281	Pre-AP Algebra II	HON	10-12	YR	5
10152	Algebra II CP	CP	10-12	YR	5
10291	AP Precalculus	AP	10-12	YR	5
10472	Intro to Data Science CP	CP	9-12	SEM	2.5
10421	Trigonometry CP	CP	11-12	YR	5
10421	Honors Statistics: Project Red and Black	HON	12	YR	5
10503	Financial Algebra	CP	12	YR	5
10321	AP Calculus AB	AP	11-12	YR	5
10331	AP Calculus BC	AP	11-12	YR	5
10411	AP Statistics	AP	11-12	YR	5
10223	Intro to Computer Programming	CP	9-12	SEM	2.5
10431	Honors Computer Science Essentials (PLTW)	HON	9-12	SEM	2.5
10181	Honors Computer Science Cybersecurity (PLTW)	HON	10-12	SEM	2.5
10991	AP Computer Science Principles	AP	10-12	YR	5

10101F Pre AP-Algebra 1 (HON)

Grade Level: 9

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation

The Pre-AP Algebra 1 course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics.

10192F Algebra I CP (Fr) (CP)

Grade Level: 9

Length of Course: YEAR - 5 Credits

Prerequisite: None

Instructional time focuses on four critical areas: deepen and extend understanding of linear and exponential relationships; contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; extend the laws of exponents to square and cube roots; and apply linear models to data that exhibit a linear trend.

XXXXX Math Strategies (CP)

Grade Level: 9 & 10

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course is designed for students in need of problem solving comprehension and/or fluency support. The students in this class will be exposed to math strategies that will improve their problem solving skills.

10241 Pre-AP Geometry with Statistics (HON)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation

This course is designed to provide students with a meaningful conceptual bridge between algebra and geometry to deepen their understanding of mathematics. Students often struggle to see the connections among their mathematics courses. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy.

10212 Plane Geometry CP (CP)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

Instructional time focuses on six critical areas: establish criteria for congruence of triangles based on rigid motions; establish criteria for similarity of triangles based on dilations and proportional reasoning; informally develop explanations of circumference, area, and volume formulas; apply the Pythagorean Theorem to the coordinate plane; prove basic geometric theorems; and extend work with probability.

10281 Pre AP-Algebra II (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation

In this course students solidify and extend the understanding of functions and data analysis developed in prior courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course.

10152 Algebra II CP (CP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Instructional time focuses on four critical areas: relate arithmetic of rational expressions to arithmetic of rational numbers; expand understanding of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; relate data display, and summary statistics to probability and explore a variety of data collection methods.

10291 AP Pre-Calculus (AP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Algebra 11

In this course students solidify and extend the understanding of functions and data analysis developed in prior courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course.

10472 Intro to Data Science (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None but Introduction To Programming is recommended

Industries of all types are hiring data scientists to analyze and highlight the hidden patterns in data. This course equips students with the essential skills of a data scientist which include data collection, cleanup, transformation, analysis, and visualization. Students will write algorithms, tell data stories, and build statistical models using Python libraries. They will use the same tools that data scientists use to draw meaningful insights and solve organizational problems.

10542 Trigonometry (CP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Algebra II

Students will study relations, functions, graphs, trigonometry, polar coordinates, complex numbers, limits, and derivatives. The student will analyze and graph mathematical functions. There is an emphasis on verification of trigonometric identities using all of the basic trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

10503 Financial Algebra (CP)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

The course will address problem solving, finance, probability, geometry, statistics, and demographic studies. It is designed to support students' mathematical skills in order to support success in college level math in any post-secondary institution and/or practical math skills needed in the diverse 21st century labor market

10321 AP Calculus (AB) (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and Dean Approval

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This is a college level full year course

10331 AP Calculus (BC) (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and Dean Approval

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This is a college level full year course.

10411 AP Statistics (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and Dean Approval

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. There are four themes in the AP Statistics course: exploring data, sampling, and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This is a college level full year course.

COMPUTER SCIENCE ELECTIVES

0223 Intro to Computer Programming (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This is an introductory course for anyone interested in computing. This course offers a wide variety of beginning computer science concepts. Creative and innovative ideas are emphasized and discussed in the areas of human computer interaction, problem solving, web design (HTML, CSS, and PHP), and text-based programming in Python, Java, and C++.

10431 Honors Computer Science Essentials PLTW (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Computer Science Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text based programming as they are introduced to the Python® programming language.

10181 Honors Computer Science Cybersecurity PLTW (HON)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions

that allow people to share computing resources while protecting privacy. This course raises students' knowledge of and commitment to ethical computing behavior.

10991 AP Computer Science Principles (AP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and Dean Approval

The AP Computer Science Principles course is equivalent to a first-semester, college-level course in computer science. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. This is a full year course

SCIENCE

The Science Department offers a wide variety of courses which all focus on scientific, mathematical and literacy skills. Students are required to take a minimum of 3 lab sciences to meet the requirements for graduation, however they are encouraged to take a science course or a science elective each year. For students who are interested in the medical field we also offer a selection of Project Lead the Way courses in Biomedical Science. All of the science courses include “hands-on” and skills-based laboratory experiences. The Education Reform Act requires students to pass the Science Massachusetts Comprehensive Assessment System (MCAS) as a condition for receiving a high school diploma. The department’s standards-based curriculum is aligned to the Next Generation Science Standards which were designed to stimulate students’ interests in science and prepare them for college, careers, and citizenship.

Science Core Lab Course Offerings					
COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
15211	Pre-AP Biology w/Lab (HON)	HON	9 & 10	YR	5
15053	Integrated Science CP w/Lab (FR) (CP)	CP	9	YR	5
15402	Physics CP w/Lab (CP)	CP	10-12	YR	5
15311	Pre-AP Chemistry w/Lab (HON)	HON	10-12	YR	5
15302	Chemistry CP w/Lab (CP)	CP	10-12	YR	5
15241	Honors Marine Biology w/Lab (HON)	HON	11-12	SEM	2.5
15232	Marine Biology CP w/Lab (CP)	CP	11-12	SEM	2.5
15221	AP Biology (AP)	AP	10-12	YR	5
15321	AP Chemistry (AP)	AP	11-12	YR	5
15441	AP Physics I w/Lab (AP)	AP	10-12	YR	5
15451	AP Physics II (AP)	AP	10-12	YR	5
15501	AP Environmental Science (AP)	AP	11-12	YR	5
Project Lead the Way (PLTW)					
15291	Forensics through PLTW (HON)	HON	11-12	SEM	2.5
15731	PLTW PBS: Clinical Care (HON)	HON	9-12	SEM	2.5
15741	PLTW Human Body Sys: Brain Structures (HON)	HON	9-12	SEM	2.5
15751	PLTW Human Body Sys: Movement & Energy (HON)	HON	9-12	SEM	2.5
15761	PLTW Medical Int: Diagnosis of Diseases (HON)	HON	9-12	SEM	2.5

15771	PLTW Medical Int: Cancer & Organ Failure (HON)	HON	9-12	SEM	2.5
15781	PLTW Biomedical Innovation Capstone (HON)	HON	10-12	SEM	2.5
Science Elective Course Offerings					
COURSE #	TITLE	LEVEL	GRADES	TERM	CREDIT
15632	Astronomy, The Big Questions (CP)	CP	9-12	SEM	2.5
15722	Introduction to Forensics: Crime Analysis, Critical Thinking and Problem Solving based on Evidence (CP)	CP	9-12	TERM	1.25
15732	Rain, Rain Go Away: Understanding Weather, and Meteorology, from Heat Waves to Hurricanes (CP)	CP	9-12	TERM	1.25

15211 Pre-AP Biology w/Lab (HON)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. This course sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving.

15053 Integrated Science CP w/Lab (FR) (CP)

Grade Level: 9

Length of Course: YEAR - 5 Credits

Prerequisite: None

This is a full year course which introduces students to scientific skills and practices and cross cutting concepts in Life, Physical, Earth and Space Sciences. Through story lines and phenomena-based curriculum students will be given an opportunity for deeper exploration into foundational standards and hands-on applications with scientific practices.

15402 Physics CP w/Lab (CP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

This full year course covers topics such as: linear motion, dynamics, work-energy-momentum, heat, wave motion, and electromagnetism. Students will use problem solving skills in a laboratory setting to conduct real world experiments.

15311 Pre-AP Chemistry w/Lab (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. The Pre AP-Chemistry course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences

15302 Chemistry CP w/Lab (CP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

This full year course covers topics such as: properties of matter, atomic structure and periodicity, chemical bonding, chemical reactions, and the gas laws. Students will use problem solving skills in a laboratory setting to conduct real world experiments.

15241 Honors Marine Biology w/Lab (HON)**15232 Marine Biology CP w/Lab (CP)**

Grade Level: 11 & 12

Length of Course: Semester - 2.5 Credits

Prerequisite: Students taking this course must have passed their Science MCAS

This is an accelerated semester lab science course designed for students with a focused interest in marine biology and oceanography. This course provides a more intensive introduction to the study of the oceans and the organisms that inhabit it. Major concepts include the study of the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs.

15221 AP Biology (AP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Pre-AP Biology, Honors PLTW Biomedical Science or Biology CP.

Teacher recommendation and Dean's approval.

AP Biology is equivalent to a first semester college level Biology course and students are expected to complete work outside of class time on a regular basis. Topics covered include Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Evolution, and Ecology. This course is endorsed by the College Board, giving students the opportunity to take the AP Biology exam for college credit. This is a rigorous full year course.

15321 AP Chemistry (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Chemistry; Teacher recommendation and Dean's approval. AP

Chemistry is equivalent to a first semester Chemistry college level course and includes topics such as: thermodynamics, electrochemistry, acid/base equilibrium, and chemical kinetics. This course is endorsed by the College Board, giving students the opportunity to take the AP Chemistry exam for college credit. This is a rigorous full year course.

15441 AP Physics I w/Lab (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Physics CP or Honors Physics and Teacher recommendation and Dean's approval. AP Physics I is equivalent to a first semester Physics college level course and includes topics such as: mechanical waves and sound, Newtonian mechanics, work, energy, and power. This course is endorsed by the College Board, giving students the opportunity to take the AP Physics exam for college credit. This is a rigorous full year course.

15451 AP Physics II (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of AP Physics I or Honors Physics and Dean Approval.

AP Physics II is equivalent to a first semester Physics college level course and includes topics such as: fluid statics and dynamics, electromagnetism, electrical circuits with capacitors and magnetic fields. This course is endorsed by the College Board, giving students the opportunity to take the AP Physics II exam for college credit. This is a rigorous full year course.

15501 AP Environmental Science (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and Dean Approval

AP Environmental Science is equivalent to a first semester Environmental college level course and includes topics such as: earth's systems, ecosystems, populations, and pollution. This course is endorsed by the College Board, giving students the opportunity to take the AP Environmental Science exam for college credit. This is a rigorous full year course.

PROJECT LEAD THE WAY

15291 Forensics through PLTW (Hon)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This semester class in the PLTW Biomedical Science Program provides foundational knowledge and skills in the field of forensics. Students will engage in projects and problems to tackle real-world challenges that explore forensic science and medical examination while exploring careers in biological and forensic sciences. Specific units will include Medical Investigation through crime scene and detection systems associated with the functions of determining the causes of death and Emergency Responses to outbreaks, accidents, and natural disasters.)

15731 PLTW PBS: Clinical Care (Hon)

Grade Level: 9-12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This is a semester class in the PLTW Biomedical Science Program that provides foundational knowledge and skills in the fields of biology, anatomy & physiology, genetics and microbiology. Students will engage in projects and problems to tackle real-world challenges that explore Clinical Care and Biomedical Innovations. Specific units will include Clinical Care where students assume different roles of medical professionals in a family care clinic, and Innovation, Inc. where students will experience an incubator for innovation where science and engineering meet to solve the world's most pressing biomedical challenges.

15741 PLTW Human Body Sys: Brain Structures (Hon)

Grade Level: 9-12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This semester class in the PLTW Biomedical Science Program explores the human body's design in how it communicates within its systems and protects us from harm. Students will learn about the organization of the human body from molecules and cells, to tissues and systems. This class will specifically explore the brain with how it functions electrically and chemically to allow us to communicate with the outside world. It also considers how the human body is designed for protection from disease and injury in using its skin, bones, lymph, and blood cells to keep us healthy.

15751 PLTW Human Body Sys: Movement & Energy (Hon)

Grade Level: 9-12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This semester class in the PLTW Biomedical Science Program explores the human body in terms of its physiology and functions to survive in extreme environments. Students will explore processes that support the need for power and energy use, movement, and homeostasis in maintaining efficient habits and practices that support healthy, active lifestyles.

15761 PLTW Medical Int: Diagnosis of Diseases (Hon)

Grade Level: 9-12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This semester class in the PLTW Biomedical Science Program uses case studies to explore the diagnostic processes used in a variety of interventions to understand how the body fights infections and the use of genetic testing and screening can be used to make decisions for appropriate treatments and therapies that impact personal health.

15771 PLTW Medical Int: Cancer & Organ Failure (Hon)

Grade Level: 9-12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This semester class in the PLTW Biomedical Science Program explores how medical interventions are developed and used in conquering cancer and managing solutions for organ failure. Biotechnological and lifestyle approaches will be applied to solving problems through case studies in these areas.

15781 PLTW Biomedical Innovation Capstone (Hon)

Grade Level: 10-12

Length of Course: SEM - 2.5

Prerequisite: Students must take 1 other PLTW course before taking this one.

This semester class in the PLTW Biomedical Science Program affords opportunities to apply knowledge and skills obtained in previous PLTW courses to answer biomedical science questions through applied research projects in collaboration with other students, class instructors, and industry professionals. It is designed to provide a firsthand look into the biomedical world through connections with local biomedical employers in clinical, environmental, emergency response, and public health settings. It can be selected after participation in at least one other PLTW semester course.

SCIENCE ELECTIVES

15632 Astronomy, The Big Questions (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

In this semester long course students will begin to answer some of the big questions that astronomers have been working to answer for centuries: How do planets form? What will happen to our sun in 5 billion years? How did the universe begin?

15722 Introduction to Forensics: Crime Analysis, Critical Thinking and Problem Solving based on Evidence (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Are you interested in crime shows on TV? This one term forensic science course will introduce you to the Science seen on TV. Students will learn the basics of Forensic science and how evidence from crimes is collected, analyzed, and processed.

15732 Rain, Rain Go Away: Understanding Weather, and Meteorology, from Heat Waves to Hurricanes (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

In this elective course, students will explore topics in weather such as: global warming, extreme weather, thunder & lightning, hurricanes, blizzards, and tornadoes. Students will compile and analyze daily weather data, as well as explore any current extreme weather happenings going on in the world. Included in the course will also be, the basics of forecasting, weather patterns, and formation of storms.

SOCIAL STUDIES

Durfee High School is committed to offering a curriculum in History and Social Studies that will prepare students for success in the community, the world of work and/or further education. In our ever-changing world, we feel it is important to offer a curriculum that makes connections to our global society and provide a civics lens to show students that their voice matters, and they can influence positive change through their actions. Our curriculum is standards based using the 2018 Massachusetts Curriculum Framework as a guide to explore major historical themes and concepts, promote social justice, and encourage perspective-taking through historical thinking skills that will help students become more informed, involved, and active citizens. The Social Studies Department prides itself in offering instruction that is inquiry and skills based in approach to allow students to demonstrate creativity in thought and further develop effective communication, collaboration and use of technology. In addition, we are excited to offer civics and financial literacy curriculum to our students to prepare them for life beyond Durfee, as well as a robust variety of electives. Students are also reminded that a Civics Project is now a graduation requirement and can be satisfied in AP courses, Senior History, Project Red and Black and the Learn to Serve Program.

Social Science Core Course Offerings					
COURSE #	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
16251	Pre AP-History (HON)	HON	9	YR	5
16252	United States and World History I CP (CP)	CP	9	YR	5
16261	Honors United States and World History II (HON)	HON	10	YR	5
16262	United States and World History II CP (CP)	CP	10	YR	5
16271	Honors United States and World History III (HON)	HON	11	SEM	2.5
16272	United States and World History III CP (CP)	CP	11	SEM	2.5
16222	Senior History/Contemporary Issues CP (CP)	CP	12	SEM	2.5
16831	Honors Senior History/Contemporary Issues Project Red and Black (HON)	HON	12	YR	5
16281	AP African American Studies (AP)	AP	10-12	YR	5
16221	AP United States History (AP)	AP	10-12	YR	5
16201	AP Human Geography (AP)	AP	10-12	YR	5
16321	AP European History (AP)	AP	11-12	YR	5
16521	AP American Government and Politics (AP)	AP	11-12	YR	5
16291	AP Psychology (AP)	AP	11-12	YR	5
Social Science Elective Course Offerings					
16784	Sports in American Life	CP	9-12	TERM	1.25
16664	History of Fall River	CP	9-12	TERM	1.25
16404	Introduction to Sociology	CP	9-12	TERM	1.25

16544	Introduction to Law & Justice (CP)	CP	9-12	TERM	1.25
16922	The World We Live In (Current Events) (CP)	CP	9-12	TERM	1.25
16844	African American Studies (CP)	CP	10-12	TERM	1.25
16414	Psychology (CP)	CP	11-12	SEM	2.5
16514	Child & Developmental Psychology (CP)	CP	11-12	TERM	1.25
16442	Introduction to Government (CP)	CP	9-12	TERM	1.25

16251 Pre AP-History (HON)

Grade Level: 9

Length of Course: YEAR - 5 Credits

Prerequisite: None

Pre-AP History is an AP preparatory class for students that focuses on content and skills that support student growth in Historical Thinking and problem solving. The goal of this course is to prepare students to be able to write clearly, analyze documents and use historical context to create a foundation of using skills to acquire content knowledge. The initial focuses of the course are connected to World History and Geography with foundational US History content blending into later units of study.

16252 United States and World History I CP (CP)

Grade Level: 9

Length of Course: YEAR - 5 Credits

Prerequisite: None

US/World I synthesizes the History of the United States from the 1500's to 1800's with a survey of World History for this time period. Based on the Massachusetts History and Social Science Curriculum Framework Standards for United and World History, topics include the American Revolution, French Revolution, the Constitution, the American Civil War, and Reconstruction.

16261 Honors United States and World History II (HON)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

This course synthesizes the History of the United States and the World from 1850's to the 1950's. Based on the Massachusetts History and Social Science Curriculum Framework Standards for United States and World History, topics include Industrialization, Imperialism, World War I, the 1920's, the Great Depression, World War II, and China. Student competencies include strong reading and writing skills, critical thinking, and knowledge of basic research techniques.

16262 United States and World History II CP (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

This course synthesizes the History of the United States and the World from 1850's to the 1950's. Based on the Massachusetts History and Social Science Curriculum Framework Standards for United States and World History, topics include Industrialization, Imperialism, World War I, the 1920's, the Great Depression, World War II, and China. College Prep level courses are for the student who intends to attend college or further career training.

16271 Honors United States and World History III (HON)

Grade Level: 11

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Based on the Massachusetts History and Social Science Curriculum Framework Standards for US and World History, topics include the Cold War, Social Movements, the rise of Nationalism, and current issues. Student competencies include reading and writing above grade level, knowledge of basic research techniques, and use of critical thinking skills.

16272 United States and World History III CP (CP)

Grade Level: 11

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Based on the Massachusetts History and Social Science Curriculum Framework Standards for US and World History, topics include the Cold War, Social Movements, the rise of Nationalism, and current issues. College Prep level courses are for the student who intends to attend college and still wants a rigorous course. Student competencies should include reading and writing at grade level and knowledge of basic research techniques. Independent work and the ability to complete outside assignments on time are critical to success.

16222 Senior History/Contemporary Issues CP (CP)

Grade Level: 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This course encompasses practical skills and topical content and concepts including financial literacy, global issues, and active citizenship. Students will engage in a state required Civics Project as part of the class; this project is also a graduation requirement. Waiver of Senior History Requirement: (1) Success completion of or enrollment in AP Research, AP Human Geography, AP European History, AP US History, AP Government. (2) Successful completion of an approved Dual Enrollment History course with a minimum grade of B. (3) Enrollment in two semesters of Learn to Serve with a minimum 40 hours of community service, completion of EverFi Financial Literacy program through Learn to Serve, (4) Enrollment in Project Red & Black.

16281 AP African American Studies (AP)

Grade Level: 10,11, & 12

Length of Course: YEAR - 5 Credits

This interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. Explore how African Americans have shaped America, its history, laws, institutions, culture and arts, and even the current practice of American democracy, sharpens all knowledge about our nation. Grades 10-12

16221 AP United States History (AP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher recommendation and Dean's approval.

This standards-based course is designed for students seeking the highest level of academic rigor with emphasis upon research and independent learning. This course prepares students for college work by making demands upon them equivalent to those made by full-year introductory college courses focusing on the scope of US History from its inception to the present. This course fulfills part of the history requirement for graduation and

can be taken instead of US/World History II AND Senior History

16201 AP Human Geography (AP)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher recommendation and Dean's approval.

This AP level course studies the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The AP Human Geography course is organized around seven major topics: Geography: Its Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development and Cities and Urban Land Use.

16321 AP European History (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher recommendation and Dean's approval.

The course is designed for students interested in European History and is seeking the highest level of academic rigor with an emphasis on research and independent learning. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. Topics include Intellectual and Cultural History, Political and Diplomatic History and Social and Economic History. Students enrolled in this course are expected to take the AP exam in the spring. This course fulfills part of the history requirement for graduation and can be taken instead of US/World III AND Senior History.

16521 AP American Government and Politics (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher recommendation and Dean's approval.

The course includes a study of background and events leading up to the creation of the American Republic and will analyze the political, social, and economic factors that have shaped the American Federal system of government from colonial times to the present. Topics studied will include Age of the Enlightenment, U.S. Government and Constitution, Federalism and the U.S. Congress, the Presidency and the Executive Branch, the Judicial Branch and the U.S. Legal System, Government and Economic Policy, Foreign Policy and National Security, Fundamental Freedoms and Individual Rights, Civil Rights and the Civil Rights Movement, Public Opinion and Interest Groups, Political Parties and the Electoral Process, and State Government. This course fulfills part of the history requirement for graduation and can be taken instead of US/World History III AND Senior History.

16291 AP Psychology (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Grades 11-12 (Grade 12 for grad requirement).

SOCIAL STUDIES ELECTIVES

16784 Sports & American Life (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course will examine the rise of sport in American life, stressing its cultural, social, and economic impact since the Civil War. Heroes and villains in sports will be examined in the context of their place in history. Spectator involvement in sport as well as the racial and ethnic integration of sports will be analyzed. The rise of the business of sport will be investigated. Students will study the role of the media in sports throughout history, especially as it relates to expanding technologies. This is a term course

16664 History of Fall River (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This is an elective survey course, which focuses on the history of the United States through the lens of our city. It will examine how Fall River has served as an example of typical colonial development, expansion to an urban setting, and an essential location for economic development in the post-Civil War period. Students will also learn about how the Great Depression affected the city as well as well-known tragedies and natural disasters that have occurred here. Lastly, students will look at Fall River today.

16404 Introduction to Sociology (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Sociology is the study of human relationships. The emphasis in this course is on race, minority groups, gender roles, social mobility and stratification, crime, world population and man's adaptation to social change. Through the study of sociology, students will develop a broader perspective of how people relate in the world with an emphasis on critical thinking.

16544 Introduction to Law & Justice (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Welcome to law and justice. You are invited to be an active participant in this project-based class as we are preparing to embark on the exciting process of discovering how the law and justice works. This course is designed for students who are interested in studying the laws we live under and our legal system. This course, for students in grades 11 and 12, examines the law and how it affects our lives. Some of the topics included are how laws are made, how laws are enforced, how laws are changed, the consequences of law infractions, trial procedures, the roles of people involved in court cases, the role of the media, defense strategies, system collapse, interpretation of the law, ethics and values, and jury service.

16922 The World We Live In (Current Events) (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course will examine current issues and events that are impactful to you and the world you live in. The class will make connections to politics, pop culture, foreign affairs, social issues, government, and world-wide events, in real-time. This class is discussion and research based exploring how issues impact and effect you and why you should care about staying up to date in the society you live in.

16844 African American Studies (CP)

Grade Level: 10, 11, 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

A survey of African American History that follows the triumphs and tragedies of black peoples from the roots of slavery in Africa to the prominent roles and influences developed in the United States and beyond. The course will build upon the concepts of social justice, reform, equity, and perspective.

16414 Psychology (CP)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This course is designed for students in Grade 11 and 12 who are especially interested in studying human development through the lifespan, biological influences on behavior, personality formation, intelligence, perception and sensation, frustration and stress and mental health/illness. This rigorous elective is especially suited for students seeking a post-secondary education in a number of fields including, education, medical, social work or any other in which knowledge of human development is an asset.

16514 Child & Developmental Psychology (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course is designed for students in Grade 11 and 12 who are especially interested in studying human development through childhood, adolescence, and adulthood, biological influences on behavior, personality formation, intelligence, perception and sensation, frustration and stress and mental health/illness. This rigorous elective is especially suited for students seeking a post-secondary education in a number of fields including, education, medical, social work or any other in which knowledge of human development is an asset.

16442 Introduction to Government (CP)

Grade Level: 9-12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

The course includes a study of background and events leading up to the creation of the American Republic and will analyze the political, social, and economic factors that have shaped the American Federal system of government from colonial times to the present. The course surveys the impact of the American Government, its obligation to its citizens, and how individuals interact with the institution as part of their everyday lives.

WORLD LANGUAGES

The World Language Department offers a variety of language courses and levels to meet every student's interests. Offering courses in Arabic, French, Portuguese, and Spanish, students have the opportunity to engage in all four domains of linguistic proficiency in a language other than English. In addition to building linguistic competence, the department offers elective courses, enhancing cultural awareness. The department's standards-based curriculum is aligned to the Massachusetts World Languages Curriculum Framework and the American Council on the Teaching of Foreign Languages (ACTFL) guidelines. All students enrolled in a World Language course have the opportunity to earn the Seal of Biliteracy during their junior and senior year by demonstrating proficiency in the STAMP assessment, coupled with their ELA MCAS score. All students must demonstrate mastery of a minimum of 2 years of the same language for graduation. Any student considering applying to a four-year college and wishing to attain a practical degree of proficiency should take a minimum of three years of the same language.

World Language Courses					
COURSE #	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
11101	French I Honors	HON	9-12	YR	5
11102	French I CP	CP	9-12	YR	5
11111	French II Honors	HON	10-12	YR	5
11112	French II CP	CP	10-12	SEM	2.5
11121	French III Honors	HON	11-12	YR	5
11131	French IV Honors	HON	11-12	YR	5
11201	Portuguese I Honors	HON	9-12	YR	5
11202	Portuguese I CP	CP	9-12	YR	5
11211	Portuguese II Honors	HON	10-12	YR	5
11212	Portuguese II CP	CP	10-12	SEM	2.5
11221	Portuguese III Honors	HON	11-12	YR	5
11231	Portuguese IV Honors	HON	11-12	YR	5
11261	Advanced Portuguese	HON	11-12	YR	5
11301	Spanish I Honors	HON	9-12	YR	5
11302	Spanish I CP	CP	9-12	YR	5
11311	Spanish II Honors	HON	9-12	YR	5
11312	Spanish II CP	CP	9-12	SEM	2.5
11321	Spanish III Honors	HON	11-12	YR	5
11331	Spanish IV Honors	HON	11-12	YR	5
11351	AP Spanish	AP	11-12	YR	5
11382	Spanish I for Heritage Lang. Learners	HON	9-12	YR	5
11362	Spanish II for Heritage Lang. Learners	HON	10-12	YR	5
11482	Arabic I	CP	9-12	SEM	2.5
11522	Arabic II	CP	9-12	SEM	2.5
World Language Elective Courses					
11392	Introduction to World Cultures (CP)	CP	9-12	TERM	1.25
11254	Global Citizenship (CP)	CP	9-12	SEM	2.5
11354	Latino Studies (CP)	CP	9-12	SEM	2.5

SPANISH

11301 Honors Spanish I (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the Spanish language and culture using all domains of language acquisition at an accelerated pace.

11302 Spanish I CP (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the Spanish language and culture using all domains of language acquisition.

11311 Honors Spanish II (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Spanish I or Spanish I CP.

Students will receive a continuation of studying the Spanish language and culture using all domains of language acquisition at a very high level and at an accelerated pace.

11312 Spanish II CP (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Honors Spanish I or Spanish I CP.

Students will receive a continuation of studying the Spanish language and culture using all domains of language acquisition. Students opting to enroll in Spanish II CP will not be eligible to enroll in Honors Spanish III.

11321 Honors Spanish III (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Spanish II.

Students will receive a continuation of studying the Spanish language and culture using all domains of language acquisition at a very high level and at an accelerated pace.

11331 Honors Spanish IV (HON)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Spanish III.

Students will receive a continuation of studying the Spanish language and culture in-depth through literature, using all domains of language acquisition at a very high level and at an accelerated pace.

11382 Honors Spanish I HLL (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Basic Spanish-speaking and listening skills.

Conducted entirely in Spanish, this is a study of the Spanish language and culture for native Spanish speakers to improve academic and literacy skills through Spanish literature at an accelerated pace.

11362 Honors Spanish II HLL (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Intermediate Speaking-speaking and listening skills.

Conducted entirely in Spanish, this is a continuation of studying the Spanish language and culture for native Spanish speakers to improve academic and literacy skills through Spanish literature at an accelerated pace.

11351 AP Spanish (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher Recommendation and/or Dean Approval. Students must apply for an AP course through Google Form AP Application.

Conducted entirely in Spanish, this is a continuation of studying the Spanish language, culture, and history at an intensive and accelerated pace using all domains of language acquisition to prepare for the AP exam in Spanish.

PORTUGUESE

11201 Honors Portuguese I (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the Portuguese language and culture using all domains of language acquisition at an accelerated pace.

11202 Portuguese I CP (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the Portuguese language and culture using all domains of language acquisition.

11211 Honors Portuguese II (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Portuguese I or Portuguese I CP.

Students will receive a continuation of studying the Portuguese language and culture using all domains of language acquisition at an accelerated pace.

11212 Portuguese II CP (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Honors Portuguese I or Portuguese I CP.

Students will receive a continuation of studying the Portuguese language and culture using all domains of language acquisition. Students opting to enroll in Portuguese II CP will not be eligible to enroll in Honors Portuguese III.

11221 Honors Portuguese III (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Portuguese II.

Students will receive a continuation of studying the Portuguese language and culture using all domains of language acquisition at a very high level and at an accelerated pace.

11231 Honors Portuguese IV (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Portuguese III.

Conducted entirely in Portuguese this is a continuation of studying the Portuguese language and culture in-depth through literature, using all domains of language acquisition at a very high level and at an accelerated pace.

11261 Advanced Portuguese (HON)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors Portuguese IV.

Conducted entirely in Portuguese, this is a continuation of studying the Portuguese language, culture, and history at an intensive and accelerated pace using all domains of language acquisition

FRENCH

11101 Honors French I (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the French language and culture using all domains of language acquisition at an accelerated pace.

11102 French I CP (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the French language and culture using all domains of language acquisition.

11111 Honors French II (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors French I or French I CP.

Students will receive a continuation of studying the French language and culture using all domains of language acquisition at an accelerated pace.

11112 French II CP (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Honors French I or French I CP.

Students will receive a continuation of studying the French language and culture using all domains of language acquisition. Students opting to enroll in French II CP will not be eligible to enroll in Honors French III.

11121 Honors French III (HON)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors French II.

Students will receive a continuation of studying the French language and culture using all domains of language acquisition at a very high level and at an accelerated pace.

11131 Honors French IV (HON)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful completion of Honors French III.

Students will receive a continuation of studying the French language and culture in-depth through literature, using all domains of language acquisition at a very high level and at an accelerated pace.

11482 Arabic I (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Students will receive an introduction to the basic concepts of the Arabic language and culture using all domains of language acquisition.

11552 Arabic II (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Arabic I.

Description: Students will receive a continuation of studying the Arabic language and culture using all domains of language acquisition. Students who successfully complete Arabic I and II will fulfill the World Language requirement.

WORLD LANGUAGE ELECTIVES

11392 Introduction to World Cultures (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Conducted in English, this elective class introduces students to cultures celebrated throughout the world, with a focus either Arabic, French, Portuguese, or Spanish culture. Students will explore Arabic, French, Portuguese, or Spanish culture through sports, music, food, traditions, and history, as well as additional topics as determined by students' interests. This course does not fulfill the World Language requirement.

11254 Global Citizenship (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Must be able to speak & understand Portuguese. Basic Portuguese-reading skills are encouraged.

Conducted entirely in Portuguese, this is an exploration of the United Nations' seventeen sustainability goals, drawing comparisons of the United States and the Lusophone world. This course does not fulfill the World Language requirement.

11354 Latino Studies (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Conducted in English, this is an exploration of Latino/a arts, politics, histories, and cultures. This course does not fulfill the World Language requirement.

MULTILINGUAL LEARNERS

By law, all school-aged Multilingual Learners (MLLs) are eligible for English as a Second Language (ESL) courses. These classes provide systematic, explicit, and sustained English language instruction that prepares students for success in general education by focusing on academic language. The Multilingual Learners (MLL) Program is for students whose first language is not English. These students are developing the necessary English skills to be successful in the core content classes of math, science, and history. The MLL program is offered in grades nine through twelve and works to prepare students for college and careers. Placement and length of time in the MLL program will be determined by English Language Development (ELD) proficiency levels, ACCESS, and MCAS scores. Students in ESL classes will take core content classes with SEI (Sheltered English Immersion)- endorsed teachers.

MLL Courses					
COURSE #	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
51902	ESL/ELA Level 1: Entering for grades 9 & 10	CP	9-10	YR	10
51842	ESL/ELA Level 1: Entering for Grades 11 & 12	CP	11-12	YR	10
51942	ESL/ELA Level 2: Emerging for grades 9 & 10	CP	9-10	YR	10
51742	ESL/ELA Level 2: Emerging for grades 11 & 12	CP	11-12	YR	10
51862	ESL/ELA Level 3: Developing for grades 9 & 10	CP	9-10	YR	5
51642	ESL/ELA Level 3: Developing for grades 11 & 12	CP	11-12	YR	5
519932	ESL/ELA Level 4: Expanding 9 & 10 (CP)	CP	9-10	YR	5
519933	ESL/ELA Level 4: Expanding 11 & 12 (CP)	CP	11-12	YR	5
51802	SLIFE/Literacy Support	CP	9-12	TERM	1.25

51902 ESL/ELA Level 1: Entering for Grades 9 & 10 (CP)

Grade Level: 9 & 10 Length of Course: YEAR - 10 Credits

Prerequisite: None

ESL Tier A focuses on teaching basic English listening, writing, speaking, and reading for beginning ESL students. This class develops the social and academic language needed for the core classes of math, science, and history and focuses on the Massachusetts Curriculum Frameworks for ELA. This class is for students whose ELD is level 1+; it is a full year course.

51842 ESL/ELA Level 1: Entering for Grades 11 & 12 (CP)

Grade Level: 11 & 12

Length of Course: YEAR - 10 Credits

Prerequisite: None

ESL Tier A focuses on teaching basic English listening, writing, speaking, and reading for beginning ESL students. This class develops the social and academic language needed for the core classes of math, science, and history and focuses on the Massachusetts Curriculum Frameworks for ELA. This class is for students whose ELD is level 1+; it is a full year course.

51942 ESL/ELA Level 2: Emerging for Grades 9 & 10 (CP)

Grade Level: 9 & 10

Length of Course: YEAR - 10 Credits

Prerequisite: None

ESL Tier B focuses on teaching English listening, writing, speaking, and reading for intermediate ESL students. This class continues developing the social and academic language needed for the core classes of math, science, and history and focuses on the Massachusetts Curriculum Frameworks for ELA. This class is for students whose ELD is level 2+; it is a full year course.

51742 ESL/ELA Level 2: Emerging for Grades 11 & 12 (CP)

Grade Level: 11 & 12

Length of Course: YEAR - 10 Credits

Prerequisite: None

ESL Tier B focuses on teaching English listening, writing, speaking, and reading for intermediate ESL students. This class continues developing the social and academic language needed for the core classes of math, science, and history and focuses on the Massachusetts Curriculum Frameworks for ELA. This class is for students whose ELD is level 2+; it is a full year course.

15862 ESL/ELA Level 3: Developing for Grades 9 & 10 (CP)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

ESL Tier C focuses on teaching English listening, writing, speaking, and reading for advanced ESL students. This class develops the social and academic language needed for the core classes of math, science, and history and focuses on the Massachusetts Curriculum Frameworks for ELA. This class is for students whose ELD is level 3+; it is a full year course.

51642 ESL/ELA Level 3: Developing for Grades 11 & 12 (CP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

ESL Tier C focuses on teaching English listening, writing, speaking, and reading for advanced ESL students. This class develops the social and academic language needed for the core classes of math, science, and history and focuses on the Massachusetts Curriculum Frameworks for ELA. This class is for students whose ELD is level 3+; it is a full year course.

519932 ESL/ELA Level 4: Expanding 9/10 (CP)

Grade Level: 9 & 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

ESL/ ELA Bridging 9/10 develops students' literacy skills and prepares them for college and careers. Students will read, write, and speak grade-level appropriate English via a survey of literature. Students' progress will be monitored based on WIDA standards. This is a year-long course.

51933 ESL/ELA Level 4: Expanding 11/12 (CP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

ESL/ ELA Bridging 11/12 develops students' literacy skills and prepares them for college and careers. Students will read, write, and speak grade-level appropriate English via a survey of literature. Students' progress will be monitored based on WIDA standards. This is a year-long course.

51802 SLIFE/Literacy Support (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This class has a focus on both academic and social language used in educational settings. Students will also become familiar with cultural norms and low-level language skills. This class will promote academic skills and routines necessary to succeed in a United States High School. This is a semester course.

SPECIAL EDUCATION

The Special Education programs are designed to provide an appropriate course of studies for students who have been identified as students with special education needs. Students receive this instruction in the least restrictive environment in order to meet the needs of each student. When students are found eligible for special education, the IEP Team will recommend the appropriate setting where the specified modifications/instruction will be implemented.

63032CB English

Students in this class will receive instruction based on their individualized needs to improve functional reading and written expression skills necessary for daily living activities.

63432CB Social Studies

In this class, students will continue to work on their functional reading, comprehension, and written expression skills while making connections to our global society and our civic responsibilities.

63362CB- Science

Students in this course will have the opportunity to improve their inquiry thinking skills by exploring topics in science that affect how the world works around them.

63452CB Math

This course will address functional numerical, calculation, and calculator skills necessary for further conceptual development in mathematics as well as how these concepts are necessary for everyday life.

63004- Reading

In this class, students will receive a variety of approaches and interventions designed to meet the needs of students who are reading below grade level. Students will receive direct instruction related to their reading skill levels and needs.

63564A Social Skills

Students in this course will develop skills in order to navigate social situations and conversations that they may encounter in and out of school.

63612 Life Skills (Full or half year course)

Throughout this class, students will work on activities of daily living, community/home safety and communication skills necessary to prepare them for independent living.

Young Adult Program

This program is designed to address deficits in skills for adult living and employment for students ages 18-22, who have not received a diploma. The focus is for each student to reach their full potential and become members of the community to the best of their ability. Services are provided based on students' needs and interests. Areas of focus include: independent living, career exploration, job readiness, community, and life skills as needed.

63574S Career Exploration/Job Skills

This course will develop the skills needed for students to transition into the workforce. Students will explore a variety of working situations such as: applying for jobs, interviewing, working with others, work based experiences, taking directions, and instruction on self-advocacy.

63564A Social Skills

This course will address students' goals and objectives in the area of social development. Students in this course will develop skills in order to navigate social situations and conversations that they may encounter in and out of school.

63612 Life Skills

Based on a student's IEP, participants may take this course for a semester or full year. During this class, students will work on such topics as safe community exploration/access and healthy daily living skills, which are necessary to prepare them for independent living.

63432CB The World We Live In

This course will examine current issues and events that are impactful to you and the world you live in. The class will make connections to politics, pop culture, foreign affairs, social issues, government, and world-wide events, in real time. This class is discussion and research based, exploring how issues impact and effect you and why you should care about staying up to date in the society you live in.

63032CB English

Students in this class will receive instruction based on their individualized needs outlined in their goals and objectives. This course will address functional comprehension and written expression skills necessary for daily living activities.

63452CB Financial Algebra

The course will address problem solving and finance related to functional daily living and employment. It is designed to allow students to practice targeted mathematical skills in order to support the development and application of mathematical concepts to real-world independent and adult living situations.

VISUAL ARTS

The Visual Arts Department offers all students a variety of art experiences derived from the National Core Arts Standards, framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes, and creative practices, via anchor and performance standards. Tasks are designed to engage students in creating, presenting, responding, and connecting to art. Our courses provide a diverse, comprehensive, and sequential curriculum that challenges students to develop skills in visual communication and aesthetics and collaborate with others, gaining an understanding and appreciation of the arts in the world around them. Our goal is to enhance the lives of our students by making them more involved, motivated, aware, focused, creative, and responsible citizens. Durfee visual arts courses prepare students for employment and further arts studies at the collegiate level.

Visual Arts Course Offerings					
COURSE	TITLE	Level	GRADES	TERM	CREDITS
53114	Honors Art I	HON	9-12	SEM	2.5
53214	Ceramics I	CP	9-12	SEM	2.5
53221	Honors Ceramics II	HON	10-12	SEM	2.5
53231	Honors Ceramics III	HON	12	SEM	2.5
53264	Sculpture I	CP	10-12	SEM	2.5
53264	Honors Sculpture II	HON	10-12	SEM	2.5
53145	Foundations of Drawing (CP)	CP	9-12	TERM	1.25
53844	Foundations of Painting (CP)	CP	9-12	TERM	1.25
53310	Fashion Illustration and History	CP	9-12	TERM	1.25
53312	Fashion Textile Design	CP	9-12	TERM	1.25
53314	Intro to Fashion Design (CP)	CP	10-12	SEM	2.5
53185	Advanced Fashion Design (CP)	CP	10-12	SEM	2.5
53344	Studio Art Lab (CP)	CP	10-12	SEM	2.5
53944	Mixed Media (CP)	CP	9-12	SEM	2.5
53132	Pre-AP Art	HON	10-12	YR	5
53411	AP Studio Art 2-D Design	AP	12	YR	5
53133	AP Studio Art 3-D Design	AP	12	YR	5

53114 Honors Art I (HON)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Honors Art I is designed for students who wish to continue onto the Visual Arts pathway for college, working with a variety of media to build the skills and knowledge necessary for mastery of concepts in a variety of formats, solving visual challenges through creative and expressive thinking with a variety of media.

53214 Ceramics I (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Ceramics I explore basic clay processes while fostering individual creativity and self-expression. Students will create a range of functional and sculptural forms using basic hand-building methods of pinch, coil, and slab, engaging in art production, history, criticism, and aesthetic experiences unique to ceramics and clay media.

*Fingernails should be cut (necessary for working with clay) short.

53221 Honors Ceramics II (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Ceramics I.

Honors Ceramics II is a continuation of Ceramics I, with further exploration of the theme-based concepts, an expansion of knowledge and experience in construction, glazing, surface enhancement, and firing techniques. Students continue to engage in art production, history, criticism, and aesthetic experiences unique to ceramics. Students experience an in-depth introduction to the potter's wheel.

53231 Honors Ceramics III (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Ceramics II.

Honors Ceramics III designed for students who have successfully met the requirements of ceramics I & II. This accelerated course focuses on advanced methods, materials, and techniques. Students participate in art production, history, criticism, and aesthetic activities in clay media. Students are challenged to creatively express themselves, create self-directed goals, use advanced critical and analytical thinking skills, explore challenging concepts and ideas and demonstrate high level craftsmanship and technical skill.

53264 Sculpture I (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Sculpture I introduce the Elements and Principles of Design via three-dimensional form while fostering individual creativity and self-expression through 3-D sculptural design and construction. The design process is used in the creative cycle, as students' problem solve through sculptural tasks. Students will actively engage in art production, history, criticism, and aesthetic experiences unique to sculpture. Students will develop and apply technical knowledge and skills, critical thinking skills and creative problem-solving skills.

53264 Honors Sculpture II (HON)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Sculpture I.

Honors Sculpture II is a continuation of Sculpture, where projects are based thematically, with tasks and concepts that are more advanced in skill and construction technique. The Design Process is used in this course to help students create innovative and original ideas that will be expressed in a 3D form. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

53145 Foundations of Drawing (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Foundations of Drawing is an introductory term course for beginning level students, both rigorous and rewarding. Whether students are looking to broaden their interest in drawing or are preparing to continue a trajectory in fine arts, students will develop fundamental drawing skills as they explore self-expression through mark making and drawing. Students will develop fundamental drawing skills as they sample different drawing mediums, styles, put color theory into practice and learn how to “see” 3D objects as interpreted on a 2D surface.

53844 Foundations of Painting (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Foundations of Painting is an introductory term course for students looking to fulfill the fine arts graduation requirement or are on the path toward advanced fine arts classes. Foundations of Painting focuses on the history of artists who have used painting as a means of communication and artistic expression. Students will develop fundamental painting skills as they sample painting styles, put color theory into action and experiment with different types of painting mediums such as Acrylic, Watercolor, Gouache, and Ink. These skills will enable students to discover their own sense of aesthetics and artistic voice.

53310 Fashion Illustration and History

Grade level 9, 10,11,12

Length of Course: TERM

Fashion Illustration/ Fashion History is designed for the student that would like to explore the world of Fashion Design through the eyes of fashion designers that have paved the way throughout history in a variety of cultures and time periods that will inspire and develop individuality as a fashion illustrator. Students will also explore the fashion industry, trends and careers. Students will apply design skills associated with fashion illustration, and historical research to create and develop a personal style with a variety of mediums used in the fashion illustration field .

53312 Fashion Textile Design

Grade level 9, 10,11,12

Length of Course: TERM

This course will focus on the elements and principles of design bridging 2D and 3D design as it relates to fashion and clothing; fibers and fabrics. The class will teach students about the history of fashion, the fashion cycles, textiles, apparel design, and fashion trends historically and contemporary. This course will also introduce students to the rich historical and contemporary textile industry in Fall River. Students will be introduced to textile design past and present ,printmaking, fabric design, hand sewing techniques/ hand embroidery, and fabric painting.

53314 Fashion Design (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite:

This course is perfect for students who would like to explore the possibilities in pursuing fashion in the future but also for those who are seeking a creative outlet through fashion. Taking this course allows all students to work both independently and collaboratively in a design environment with peers, as well as getting to explore the various realms and careers that the field of fashion has to offer through independent research, student/ teacher-led discussions. Students will be expected to become independent thinkers and learners and apply design skills associated with construction, illustration, and historical research inspired by the fashion Industry within their designs. Students will develop their personal style while developing skills in all areas of fashion design. Sewing machines and an introduction pattern making will be used to construct garments, and multiple media available to create fashion illustrations. No previous drawing or sewing skills are necessary but a high level work ethic in the fashion design studio setting is required by each student.

53185 Advanced Fashion Design (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Fashion Design (SEM) course.

Advanced Fashion is designed for the highly motivated fashion design student that would like to deepen their exploration of the elements and principles of design in their work to create innovative products for the consumer in the design field, through sewing and fashion illustration. Students will be introduced to advanced construction techniques, learn how to use and interpret more difficult pattern instructions, and learn how to handle fibers and fabrics that require special handling, such as silk, organza, tulle, overlock knits and plaids. Students will explore recycled materials for deconstructive and reconstructive methods to create unique garments. Students will be expected to become independent thinkers and learners in the Fashion Lab working environment. A final portfolio and collection board created in this class can be used for college admissions, and future endeavors in the field of fashion design, or move onto other available job opportunities with skills learned during this course.

53344 Studio Art Lab (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

The Studio Art Lab is a semester of studio artwork, usually used when a student needs additional time to produce artwork for portfolio submission.

53944 MIXED MEDIA: (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Through this course students will explore Mixed Media art that bridges both 2D and 3D design. This course will offer an entry level exploration of the techniques and ways to see, use and manipulate images and found objects to create new meaning in art. Students will create multi-dimensional compositions with a variety of materials including paint, prints, ephemera, photography, found objects, and drawings. Techniques will include collage, monotype printing, drawing, painting, assemblage, cutting, and pasting, clay modeling and digital manipulation. This term course can be used to fulfill the high school art requirement or combined with an additional term art course to launch directly into Honors Art 2, should students wish to pursue a path toward AP 2D art and Design in their senior year.

53132 Pre-AP Art (HON)

Grade Level: 10-12

Length of Course: SEM - 2.5 Credits

Prerequisite: (1) Recommendation of Director OR Successful Completion of Honors Art I. Pre-AP Art is a personalized study of art and design for students who are seriously considering a career in art and who are planning to continue their education in art beyond high school. The objective of this course is to help students develop their own personal mode of artistic expression as well as a portfolio for admission to art school. This course is recommended for students interested in moving on to AP 2D Design or a college portfolio and will have a direct focus on the principles of design.

53411 AP Studio Art 2-D Design (AP)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: Recommendation of instructor

AP Studio Art- 2D is a full year course designed for students who wish to develop a mastery of concept, composition, and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. This is a highly rigorous course that will include many hours of independent study as well as a completion of summer assignments. Portfolios are sent digitally to a national panel for judgment and graded on an AP scale. Students are expected to take the AP exam in May.

53133 AP Studio Art 3-D Design (AP)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: Recommendation of instructor.

AP Studio Art- 3D is a full year course designed for students who are committed to the exploration of a particular concept or idea in 3D. Students must show a mastery of technique and a strong development of craftsmanship in any 3D sculpture material or media. Extensive work outside of class time is a requirement. This full year college level advanced placement course emphasizes the development of a 3D portfolio. The Design Process, research, reflective writing, and group critiques are integral to this course; Portfolios are sent digitally to a national panel for judgment and graded on an AP scale. Students are expected to take the AP exam in May.

PERFORMING ARTS

The Performing Arts Department offers high quality courses that challenge students in their musical and theatrical pursuits, through a variety of experiences derived from the National Core Arts Standards, framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes, and creative practices, via anchor and performance standards. Ensembles include Theatre, Band, Orchestra, Chorus and expanded experiences in audio technology, technical theater, percussion, piano, guitar, and world musical genres are also available for students. We challenge our students to become life-long learners who understand and appreciate the power of music through performance arts education, and the impact of music on society, both today and throughout history. Our comprehensive, sequential courses prepare students for employment and further performing arts studies at the collegiate level.

Performing Arts Courses					
COURSE	TITLE	Level	Grades	Term	Credit
56104	Intro to Acting	CP	9-12	TERM	1.25
56114	Acting I	CP	9-12	SEM	2.5
56124	Acting II	CP	10-12	SEM	2.5
56135	Honors Acting III/Performance Techniques	CP	10-12	SEM	2.5
56111	Honors Acting IV	HON	11-12	SEM	2.5
56134	Musical Theatre	CP	10-12	SEM	2.5
56662	Dance	CP	9-12	SEM	2.5
56534	Music Production	CP	9-12	SEM	2.5
56544	Advanced Music and Audio Production	CP	10-12	SEM	2.5
56224	Concert Band	CP	9-10	YR	5
56211	Honors Concert Band	HON	10-12	YR	5
56324	Orchestra	CP	9-12	YR	5
56311	Honors Orchestra	HON	10-12	YR	5
56424	Mixed Chorus	CP	9-12	YR	5
56421	Honors Chorus	HON	10-12	YR	5
56294	Introduction to Drum/Percussion	CP	9-12	TERM	1.25
56295	Advanced Drum/Percussion	CP	10-12	SEM	2.5
56714	Introduction to Piano Lab & Music Theory	CP	9-12	SEM	2.5
56103	Advanced Piano Lab & Music Theory	CP	10-12	SEM	2.5
56744	Introduction to Guitar/ Songwriting	CP	9-12	SEM	2.5
56764	Advanced Guitar/Songwriting	CP	10-12	SEM	2.5
56944	Music from Around the World	CP	9-12	TERM	1.25
56150	Pre-AP Music (Song Writing)	HON	10-12	YR	5
56634	AP Music Theory	AP	10-12	YR	5

	Musical Themes	CP	9-12	YR	5
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56104 Introduction to Acting (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Intro to Acting is a term course providing opportunities for students that are interested in learning basic theater skills and techniques including pantomime, improvisation, vocal production, scenes, and stage geography and terminology. Students will learn the fundamentals of theater through projects including the creation and performance of short scenes and ensemble acting. Additional studies will include theater critique.

56114 Acting I (Semester) (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Acting I provide opportunities for students that are interested in learning basic theater skills and techniques including pantomime, improvisation, vocal production, scenes, and stage geography and terminology. Students will learn the fundamentals of theater through projects including the creation and performance of short scenes and ensemble acting. Additional studies will include theater critique. *This is a more in-depth acting course than the Intro to Acting term elective.

56124 Acting II (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Acting I

Acting II is for the student who has developed a deeper interest in drama. In this semester course, students will spend more time collaboratively on scene work, monologues, and makeup technique. They will also learn more of historical eras and styles of drama and acting. Since this is an advanced class, students will be required to do additional work as they concentrate on studying drama in greater depth.

56134 Musical Theatre (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Musical Theatre combines both performance and written work in investigating the history, styles, and examples of musical theater in America. Students will study the development of the musical and will learn and perform scenes and songs from various shows. Acting, song, dance, and stage movement will all be incorporated into this class.

56135 Honors Acting III (HON)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Acting II

Acting III/Performance Techniques is a semester class that advances all theater techniques developed and established in Acting I & II. Students will explore in depth characterization, movement, and historical repertoire. Focus will be placed on audition techniques, including resumes, headshots, and presentation. Students will be required to memorize monologues and scenes.

56111 Honors Acting IV (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Acting III

Honors Acting IV is intended for juniors and seniors who want to study acting and directing on an advanced and in-depth level. It is geared toward developing the young actor's tools through scene study projects, improvisation, and directing projects. Memorization and performance are regular aspects of this class. On this advanced level, there will be written reports on relevant topics such as: plays, playwrights, and related subjects. Students will be required to direct a scene or one-act play that will be performed for an audience.

56662 Dance

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This semester course will introduce students to a variety of dance styles to learn how to work with space, time and energy to communicate artistic expression through dance. Dance students will use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Students will also use artistic criteria to determine what makes an effective performance, considering content, context, genre, style, or cultural movement practice to comprehend artistic expression. No dance experience is required, but students should expect to be moving, stretching and learning daily (comfortable clothes/shoes a must).

56534 Music Production (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Music Production is intended for students who want to compose music and explore fundamental concepts in audio engineering. Students will use various digital audio workstations (DAWs) and incorporate musical elements while adding mixing and audio editing techniques.

56544 Advanced Music Production (HON)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Music Production

Advanced Music Production is intended for those students who want to further their study in music production and audio engineering. Students will work on developing a personal demo portfolio of original compositions, soundtrack music, and Foley production techniques. Students will also explore various live audio applications and their most common uses in various career paths (news/media, public events, audio engineering for studio or live recording, etc). This course may be repeated for credit.

56224 Concert Band (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Minimum 2 years recent playing experience on one of the band instruments listed below.

This full year course is open to students who have played at least one of the following instruments for at least 2 years: flute, clarinet, oboe, bassoon, saxophone, trumpet, french horn, trombone, baritone, tuba, drums/percussion. This is a performance based class, with the majority of the grade being determined by students' preparation for and participation in all mandatory rehearsals and performances during and after the school day. It is recommended that students practice individually at home to improve their class participation and performance. The band performs several

concerts, parades, and other community events throughout the year that are all required and graded. This course may be repeated for credit.

56211 Honors Concert Band (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher or Director Recommendation Only

This full year course is open to sophomores, juniors, and seniors who actively participated and received all A's in 56224 Concert Band for at least one year. Students will participate in researched based projects including class presentations and written reports. Ensemble playing and auditions for an adjudicated competition is required. Students will be expected to take on leadership roles within the class as designated by the teacher. See course description for: 56224 Band. This course may be repeated for credit.

56324 Orchestra (CP)

Grade Level: 9, 10, 11 & 12 Length of Course: YEAR - 5 Credits

Prerequisite: None

Orchestra is a full year course intended for students who play the violin, viola, cello, or string bass. Students will study and perform orchestral music encompassing classical to contemporary genres. Musicians will further develop ensemble playing skills and string technique through performance. Students are required to attend all after school rehearsals and performances. It is recommended that students practice individually at home to improve their class performance. This course can be repeated for credit.

56311 Honors Orchestra (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher or Director Recommendation Only

This full year course is open to juniors and seniors who have successfully participated in Orchestra class. Students will be expected to take on leadership roles within the class as designated by the teacher. Students will participate in researched based projects including class presentations and written reports. Ensemble playing and audition for an adjudicated competition is required. See course description for: 56314 Orchestra. This course may be repeated for credit.

56424 Mixed Chorus (CP)

Grade Level: 9, 10, 11 & 12 Length
of Course: YEAR - 5 Credits

Prerequisite: None

Mixed Chorus is a full year course for students who want to sing in a large group and perform a variety of styles of choral music. Students sing in 3 or 4 voice parts and are graded heavily on effort and participation within the class. Students are required to attend all performances. This course may be repeated for credit.

56421 Honors Chorus (HON)

Grade Level: 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Teacher or Director Recommendation Only

This full year course is open to juniors and seniors who have successfully participated in Mixed Chorus class. Students are to take on leadership roles within the class as designated by the teacher. They will participate in research-based projects including class presentations and written reports. Ensemble performing and audition for an adjudicated competition is required. See course description for Mixed Chorus. This course may be repeated for credit.

56103 Advanced Piano Lab/ Music Theory (HON)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Intro to Piano or teacher recommendation.

Advanced Piano is for the experienced piano student. Students will be focused on more complex pieces, individualized choice of repertoire, and individual performances, both during classroom time and after school where students will perform what they have learned. Daily lesson focus will be on improvement of sight reading, technique and performance skills.

56295 Advanced Drum/Percussion (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of Introduction to Drums/Percussion (56294) or teacher recommendation.

The Drum/Percussion semester class is designed for students to continue to explore a variety of percussion instruments and performance techniques. Students will participate through performing existing music and creating, improvising, and developing their own music. The course will cover a variety of percussion instruments including mallet percussion instruments such as the xylophone, bells, and marimba, and concert percussion, and the drum set.

56714 Introduction to Piano Lab & Music Theory (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Piano Lab is a semester course intended for any student who is interested in developing musical keyboard skills while developing an understanding of music theory, melody, and harmony. Students will learn to play on digital pianos in a state of the art Piano Lab with access to an electric baby grand piano and Concert Grand Piano for in class or after school performances. No experience is necessary.

56744 Introduction to Guitar/Songwriting (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Intro. to Guitar and Songwriting is for the beginner guitar student. Content includes reading tablature, exposure to basic music theory, playing basic chords and strumming patterns, and learning popular songs on the acoustic guitar, the electric guitar, and on the ukulele. Students will also learn the basics of harmony, melody, and song form.

56764 Advanced Guitar/Songwriting (HON)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Successful completion of guitar/songwriting or recommendation of teacher

Advanced Guitar and Songwriting is for the experienced guitar student. Students will learn more complex guitar tablature, chords, and rhythms. Students will focus on music theory, playing various styles of music, including the blues and classical music, and may work on individual, personalized, musical studies.

56294 Introduction to Drum/Percussion (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite:None

This Drum/Percussion term class is designed for students to explore a variety of percussion instruments and performance techniques. Students will participate through performing existing music and creating, improvising, and developing their own music. The course will focus on snare drum, bass drum, and drum-set but also introduce students to a variety of percussion instruments including mallet percussion instruments such as the xylophone, bells, and marimba, Latin percussion instruments, like Congas, Timbales, and concert percussion. No drumming experience is necessary.

56944 Music from Around the World (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Music from Around the World is a term course open to any student that explores musical traditions of various world cultures with respect to their historical, social, and cultural backgrounds towards music. Explore different approaches to musical organization, musical practice, and the aspects of style and genre within a world music setting. The intent is to give students an understanding of the world around them and how other cultures express themselves through music and dance. Students will practice and perform music from other cultures.

56150 Pre-AP Music (Song Writing) (HON)

Grade 10, 11, 12

Length of Course: YEAR-5 Credits

Prerequisite: One year of middle school or high school instrumental/vocal ensemble or Intro to Piano/Guitar
Students are introduced to major and minor scales, scale degree, and tonic, before experimenting with constructing major and minor scales. Students investigate repetition, sequencing, arranging, and sampling in music through analysis of mixed repertoire of works, research, and in-class experimentation. Students compose and present/perform an original melodic/harmonic idea of their choosing in groups of mixed instruments (depending on what instruments are in the class).

56634 AP Music Theory (AP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: One year of high school instrumental/vocal ensemble or Advanced Piano/Guitar

Musicianship, theory, and musical procedures are an important part of this year-long AP course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Students will be asked to do some singing to match pitch, sing intervals, and sight singing.

Students learn advanced musical concepts and terminology by listening, taking dictation and performing a wide variety of music. Standard Notational skills, speed, accuracy and fluency are emphasized.

XXXXX Musical Themes

Grade Level: 9, 10, 11 & 12

Length of Course: Year - 5 Credits

Musical Themes is a modified music education class that focuses on celebrating the diversity of musical genres with a focus on weekly musical themes. Students participate in group activities such as playing Boomwhackers with play along videos, sing-alongs, dance parties, and other engaging activities.

WELLNESS

HEALTH & PHYSICAL EDUCATION

The Wellness Department offers Durfee students a variety of nationally aligned standards-based curricula and instruction in Health and Physical Education. The Wellness program offers students robust active learning opportunities with the use of our newly redesigned and upgraded classrooms, fitness center, field house, outdoor fields, and the pool facilities. Health and Physical Education instruction is designed to increase student's physical competence, motor and gross skills, health-related fitness, self-responsibility and regulation, emotional intelligence, decision making, health promotion, risk reduction, physical fitness, stress management, reproductive health, communication, and social skills. The overall goal and focus are to develop physically literate students that have the knowledge, skills, and confidence to enjoy a lifetime of healthful practices resulting in more productive, active, and successful lives.

Health Courses					
COURSE	TITLE	Level	Grades	Term	Credit
57394	Health I	CP	9-10	TERM	1.25
57024	Health II	CP	11-12	TERM	1.25
57234	Management in Health Issues	CP	11-12	TERM	1.25
57121	Honors Sports Medicine	HON	11-12	SEM	2.5
57844	Honors Anatomy in Sports	HON	11-12	SEM	2.5
Physical Education Courses					
57355	Competitive Sports & Games	CP	9-12	TERM	1.25
57395	Recreational Sports & Lifetime Activities	CP	9-12	TERM	1.25
57094	Walking for Fitness	CP	9-12	TERM	1.25
57254	Fitness Concepts	CP	10-12	TERM	1.25
57274	Effective Coaching	CP	10-12	TERM	1.25
57894	Basketball Class	CP	9-12	TERM	1.25
57265	Yoga & Stress Management	CP	9-12	TERM	1.25
Physical Education POOL Courses					

57374	CPR/First Aid/Lifeguard Training	CP	11-12	TERM	1.25
57375	Swimming for Fitness	CP	9-12	TERM	1.25
57654	Aquatic Team Sports and Activities	CP	9-12	TERM	1.25

57394 Health I (CP)

Grade Level: 9

Length of Course: TERM - 1.25 Credits

Prerequisite: This course meets one of the two Health graduation requirements.

This course is required for freshmen or sophomores; it is designed to provide basic health concepts necessary for the achievement of optimal health. Topics discussed will include nutrition and weight management concepts, mental health, substance abuse, reproductive health, and maintaining healthy body systems.

57204 Health II (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Health I

This course meets one of the two Health graduation requirement courses.

This course is required for Juniors or Seniors and is designed to provide basic health concepts necessary for the achievement of optimal health. Topics discussed will include nutrition and weight management concepts, mental health, substance abuse, reproductive health, and maintaining healthy body systems.

57234 Management in Health Issues (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Health I

This course meets one of the two Health graduation requirement courses.

This project-based course is for juniors and seniors and is focused on health topics students are currently faced with as well as those they will experience later in life. Students are involved in the selection of various health topics to study such as: substance abuse, body modification, grief/loss, stress management, weight management, mental health, family life and finances

57094 Walking for Fitness (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course is designed to facilitate the development and maintenance of physical fitness by using walking as the chosen fitness activity. Students will learn how to use walking as a means of exercise to maintain a healthy lifestyle. Students will demonstrate and assess their level of physical fitness by measuring heart rate and target zones to determine physical fitness levels and exertion during exercise.

57395 Recreational Sports & Lifetime Activities (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Students will have the opportunity to participate in basic and intermediate skill units in individual sports. Individual activities will include the following badminton, archery, golf, tennis, project adventure and pickleball.

57355 Competitive Sports & Games (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

Students will have the opportunity to participate in basic and intermediate skill units in team sports. Team activities will include traditional team sports such as football, basketball, baseball, soccer, as well as some nontraditional sports such as dodgeball, mat ball, volleyball, and ultimate sports.

57254 Fitness Concepts (CP)

Grade Level: 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Team Sports, Individual Sports, or Walking for Fitness. Open to Grades 10-12, one-time enrollment. This course is designed for those students that are serious about learning and engaging in physical fitness activities. The intent of the program is for students to understand the benefits to being physically fit and how to be fit by developing their own fitness plan. This class will meet 3 days in the fitness center and two days in the classroom.

57274 Effective Coaching (CP)

Grade Level: 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Team Sports, Individual Sports, or Walking for Fitness. Open to Grades 10-12, one-time enrollment. This course is designed to help students who want to or are already coaching sports. Students develop their coaching philosophies; improve their communication, teaching, and management skills; and understand their responsibilities as a coach.

57894 Basketball Class (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course is for students who love the game of basketball. Students will develop and improve their fundamental basketball skills and knowledge of the game. Students will be able to put their skill practice into play by participating in skill games and 3 vs 3-or 5 vs 5 games.

57265 Yoga & Stress Management (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: None

This course is designed to provide the student with the principles and methods necessary to develop a personal stress management plan as well as experience various means of stress reduction and relaxation. Students will be required to take part in various stress assessing and stress reducing activities within the classroom.

57844 Honors Anatomy in Sports (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Preferred: Advanced Science coursework

This is a semester course that does not meet the health graduation requirements

Honors Anatomy in Sports students will investigate gross anatomy and structures of the muscular and skeletal systems and the changes experienced when engaged in sports. The overall goal is for students to learn skills that can be transferred and applied in advance education of athletic training, OT/PT, sports medicine, coaching or within their own participation/training in sports.

57121 Honors Sports Medicine (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite preferred: Honors Human Anatomy OR PLTW Biomedical Course OR Advanced Science coursework This is a semester course that does not meet the health graduation requirements

Sports medicine is a multidisciplinary approach to health care for those seriously involved in exercise and sports. The topics of sports medicine covers a variety of subjects including sports medicine careers, ethics in sports, athlete nutrition, rehabilitation and preseason conditioning, and the treatment and prevention of injuries related to sports and exercise.

57333 PE Buddies Through Learn to Serve (CP)

Grade Level: 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Students must be a senior and approved by the Learn to Serve Coordinator, Guidance Counselor and Wellness Director.

This course is a collaboration between the Learn to Serve Program and the Wellness Dept. It is designed to provide students the opportunity to work with high school students with special needs in Physical Education or Adapted Physical Education Classes. Students will assist the adapted physical education teacher and the physical education teachers in implementing the program and will also learn how to work with students who have varied physical and/or cognitive special needs.

57375 Swimming for Fitness (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Prerequisite: Know how to swim and students are required to be in the pool. This course is designed to provide students with the resources to develop skills in a swimming environment and the necessary knowledge for safety in and around the water (recreational pool, home, beach, etc.). Course guidelines will follow those set by the American Red Cross Learn to Swim Program. Students will be required to actively participate in the water.

57374 CPR/First Aid/Lifeguard Training (CP)

Grade Level: 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Students must be at least 15 years old and be proficient swimmers. Successful Completion of Team Sports, Individual Sports, or Walking for Fitness.

This semester course enables junior and senior students the opportunity to receive certification in CPR and First Aid and meet the requirements of Lifeguard Training required for all surf and non-surf lifeguards. Students will also learn to be proficient in the use of Automated External Defibrillators.

57654 Aquatic Team Sports and Activities (CP)

Grade Level: 10, 11 & 12

Length of Course: TERM - 1.25 Credits

Prerequisite: Students need to be able to swim.

This is a course designed for students who are interested in aquatic activities and team sports, but with a twist as most of the team sports will be played in the pool. Students will learn to develop and enhance their swimming skills/technique and play team sports in and out of water. Team sports would include volleyball, polo, basketball, football etc.

CAREER & VOCATIONAL TECHNICAL EDUCATION

A Career and Vocational Technical Education Program (CTE) is offered to all students who wish to obtain a technical certificate in addition to being able to meet their high school diploma requirements. The Career and Vocational Technical Education Program is designed to provide students with the highest quality of instruction available. Students will gain knowledge in a wide variety of career and educational opportunities. Options will include, but not be limited to the following:

1. Apprenticeship, Internship, Work Study
2. Licensing where required
3. Employment at entry level and above
4. Admission to post-secondary technical institutes
5. Admission to both two- and four-year colleges and universities

Students enrolled in the Career and Vocational Technical Education Program completing the high school academic requirements, including MCAS as well as their CTE program requirements will receive both a High School Diploma and a Career and Vocational Technical Education Certificate from B.M.C. Durfee High School.

Requirements to obtain a Massachusetts Vocational Technical Education Certificate:

1. Pass the related theory component of the program in grades 10, 11 and 12.
2. Pass the specialized shop component of the program in grades 10, 11 and 12.
3. Obtained a Safety Certification as determined by the program enrolled.

Requirements to remain in the CTE Program: Earn the required credits each year to be promoted to the next grade level.

CTE EXPLORATORY PROGRAM

02334 Durfee Discovery (CP)

Grade Level: 9

Length of Course: 3-Terms - 3.75

Credits Prerequisite: None

The Career and Technical Education Program is a four-year experience designed to develop an extensive skill set in one of nine career and technical areas. During grade nine, students explore ten career pathway options in a course called **Durfee Discovery**. Upon completion of Durfee Discovery, students will have the opportunity to evaluate and request placement into one of their top three program choices. In their remaining years, students will concentrate on gaining in-depth experience and knowledge within their chosen field, including potential access to the newly added cooperative education program. Throughout the entire program, the major importance of safety procedures, employability skills, entrepreneurship, and achieving competencies will be stressed. All Vocational Technical Programs follow the Massachusetts State Curriculum Frameworks. Note: Not every student enrolled in Durfee Discovery will have the required qualifying score to be placed in a CTE Program. If a student is not placed in a CTE Program directly from Durfee Discovery, they may reapply to a CTE program as a 10th grader if there is an opening in a specific program.

Students accepted into the Durfee Discovery Program will rotate through each of the programs and pathways throughout the year. Students will explore all of the Career & Technical Education programs and be assessed using a universal grading rubric. Students will be required to complete a safety training course (OSHA 10). Students accepted into the Durfee Discovery Program at Durfee High School will be expected to choose a CTE Pathway from one of the following career technical education programs during the fourth term. Career Technical Programs (CTE) at Durfee South High School include: • Construction Craft Laborer • Cosmetology • Culinary • Early Education & Care • Engineering • Environmental Science Tech • Health Assisting • Marketing • Visual Design Communications

CONSTRUCTION CRAFT LABORER CTE PROGRAM

Construction Craft Laborer Career Tree

The Construction Craft Laborers Program prepares our students for careers in the construction and building industry. The construction industry has a multitude of career pathways from the Department of Transportation, Residential and Commercial Construction, Environmental Restoration, pipe laying and trenching to demolition projects. Our students receive training and knowledge of craft skills and handling of hazardous materials, students gain a broad knowledge of the construction industry. Students enrolled in the Construction Craft Laborer program will earn a variety of industry recognized certifications and training that will prepare and create a viable pathway for future employment in the construction industry, as well as the opportunity to continue into local construction unions.

08244 Construction Technology 2 (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students entering into the Construction Craft Laborer (CCL) program will ALL go through an OSHA 10 safety course. Students will learn all about shop and work site safety. The students will all learn how to correctly measure, marking, cut, boring, and fastening tools to advance their knowledge in shop practices. Portable power tools such as drills, impacts, circular saws, sawzall, etc. Machine operations include the miter saw, table saw, band saw, drill press, and sanders. Selection of materials, fasteners and hardware are learned. Work assignments include Scaffold Building, Welding Simulators, Line & Grade, Concrete Forms, Blueprint reading etc. Shop safety and safe operation of tools and equipment continue to be a priority.

08254 Construction Technology 3 (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Construction Technology 2

This is an advanced level course in the Construction Craft Laborer Program and moves toward mastery of the CCL Frameworks and competency attainment with hand/power tools, blueprint reading, and an introduction to concrete and building related materials. Students are also introduced to welding, torching hoisting/rigging and weatherization, trenching/excavation, pipe fusion, "Heavy Equipment" simulators. The student will identify and observe shop rules and demonstrate proper construction safety practices AT ALL TIMES, especially in the introduction to the outside building project. Students will have the opportunity to do "Field Work" at other Fall River Schools.

08264 Construction Technology 4 (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Construction Technology 3

This is an advanced level course in the Construction Craft Laborer Program and moves toward mastery of the CCL Frameworks and competency attainment while earning a variety of certifications like, OSHA 30, Scaffold Competent Person, CPR/First Aid, Hot Work, this will prepare them for future employment as a laborer or in the construction field as a whole. Students will have the opportunity to operate Heavy Equipment under Instructors Supervision. CCL's heavy equipment includes a Skid Steer, Excavator and a Telehandler. Students will also have opportunities for job-shadowing and internships. Program topics include but are not limited to trade vocabulary, job safety, shop rules and procedures. The student learns to demonstrate advanced operations on machines and tools. Job site safety and safe operation of tools and equipment are stressed.

Construction Craft Laborer: Internship/Co-Op (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Permission from the CTE Director

Internships allow students to gain valuable real-life experiences that will connect academics to the real world.

COSMETOLOGY CTE PROGRAM

Cosmetology Career Tree

02284 Cosmetology 2 (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students are introduced to the general sciences of cosmetology. These include infection control, nail, scalp and skin properties, disorders, and diseases. Non-chemical service activities including makeup, hair removal and hairstyling are part of the clinic procedures that meet state requirements and vocational technical frameworks. Students will develop skills in professionalism and positive self-image.

02382 Cosmetology 3 (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Cosmetology 2

Students will be introduced to general sciences including anatomy, physiology, chemistry, and electricity. Students who have accumulated 400 hours are trained in chemical service theory and hands-on application. Texturizing, hair coloring and haircutting are part of the clinical procedures that meet the state requirements and vocational technical frameworks. Students must be able to problem solve by customizing and formulating chemicals to enhance the client's appearance and requests. The major project required for junior students incorporates science, math, and computer skills as well as creativity and critical thinking.

02482 Cosmetology 4 (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Cosmetology 3

During the senior year students are expected to master the skills in all phases of cosmetology mandated by the Massachusetts State Board of Cosmetology as well as the vocational technical frameworks. Students are required to have industry entry level employability skills. These are attained through various projects, field trips and management of the clinic floor. After the completion of 1000 Hours a written and practical state exam must be passed for state licensure. Students who qualify will acquire skills to accept apprenticeships in the industry utilizing the vocational technical frameworks. Demonstrations and guest speakers from the industry visit periodically to enhance the real salon experience. A senior project and portfolio are required for all students in their senior year of cosmetology.

Cosmetology Internship/Co-Op (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Permission from the CTE Director

Internships allow students to gain valuable real-life experiences that will connect academics to the real world.

CRIMINAL JUSTICE CTE PROGRAM

04874 Criminal Justice I (CP)

Length of Course: Semester - 2.5 Credits

The *Criminal Justice* program introduces students to a variety of careers including police officer, firefighter, emergency medical technician (EMT), or FBI agent. Students participate in law enforcement activities including trips and exercises with Fall River Police, Massachusetts Department Of Corrections, Fall River District Court, Fall River Fire Department, U.S. Customs and many other agencies. *Criminal Justice* students work closely with the Fall River Police Department to better understand the human and legal aspects of these demanding careers. Speakers from many law-related careers give students an inside view of Criminal Justice careers. *During Protective Services 2 or 3, students will prepare to pass the National Academies of Emergency Dispatch 911 certification exam. Students leave this program with a resumé and their own portfolio for application to college, training programs, or employment.*

CULINARY ARTS CTE PROGRAM

Culinary Career Tree

02274 Culinary Arts 2 (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

Students will confirm prior knowledge of safety and sanitation procedures. Students will enhance their knowledge on tools and equipment identification and use. Serve Safe Certification will be attained as an industry standard. Students will increase their independence in preparing basic recipes. Basic culinary math which includes fractions, decimals and percentages are introduced. Basic bakery items and cakes are introduced with emphasis on recipe comprehension. Cooking methods are introduced on both hotline and coldline. Introduction to customer service is experienced through the front of the house operations.

02372 Culinary Arts 3 (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Culinary Arts 2

Students will learn CPR and abdominal thrust as part of our health and safety plan. Students will execute menu items to be served to the general public and patrons in our building. This includes meat fabrication, seafood identification and handling. American table service is taught and used as well as buffet service. Food identification is emphasized to accurately execute menu items. Proper cleaning and sanitation of the entire facility is done on a daily basis. Basic nutrition, portion control, balanced plating and food cost are introduced with an emphasis on diet and nutrition. Cake decorating is expanded as well as pastry production.

02472 Culinary Arts 4 (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Culinary Arts 3

Seniors will demonstrate a safety and sanitation conscious attitude. Proper use of all fire equipment is expected. They will work towards attaining a proficient status on the culinary arts frameworks with an emphasis on menu creation, food cost analysis, pricing, and descriptive writing. Opportunities are available to those who qualify for cooperative education. They will engage in management roles in the front of the house as well as the kitchen and bakery. Life skills are emphasized to include, resume writing, interview skills, workforce readiness and professionalism. Students will be able to showcase their acquired skills of cake decorating, food plating and service. A senior project and/or portfolio

are required for all students in their last year of Culinary.

Culinary Arts Internship/Co-Op (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Permission from the CTE Director

Internships allow students to gain valuable real-life experiences that will connect academics to the real world.

EARLY EDUCATION & CARE CTE PROGRAM

Early Education & Care Career Tree

02234 Early Ed & Care 2 (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

The sophomores will learn more about children and their development by working in Durfee's preschool. Students will create and participate in activities for infants, toddlers, preschoolers and study the child development of four- and five-year-olds. Students will also explore careers in childcare and the various early childhood programs available to families. In addition, they learn behavioral management, children's literature and learning centers.

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02232 Early Ed 3: Pre-School and Internship (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Early Ed & Care 2

The 3rd year course in the Early Ed Pathway --- this course promotes a further understanding of the Physical, Social, Emotional, and Intellectual Development of the child from Birth to age 5. Students will learn every phase of operating and working directly in our quality preschool. Such essential topics as behavioral management, safety, first aid, parent/teacher relationships and staff training will be addressed. Students will be taught to develop and implement curriculum appropriate for preschoolers. Students will be responsible for developing a year-long portfolio project for a preschool child.

02432 Early Ed 4: Pre-School and Internship (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Early Ed & Care 3

Students will further develop their knowledge of teaching and working directly in the Durfee preschool, infant and toddler room. They will participate in supervisory and administrative tasks, such as planning, preparing, and evaluating developmentally appropriate activities, which they present in our preschool. Seniors have the opportunity to participate in an internship at a Fall River Public Elementary School or a private preschool to further their educational experience. The students will be responsible for a senior portfolio consisting of developmentally appropriate lesson plans containing all aspects of the preschool curriculum, a resume, cover letter and a career plan.

Early Education: Internship & Pre-School (NONE)

Grade Level: 11 & 12

Length of Course: YEAR - 2.5 Credits

Prerequisite: Permission from the CTE Director

Internships allow students to gain valuable real-life experiences that will connect academics to the real world.

ENGINEERING CTE PROGRAM

Engineering Career Tree

The Engineering Program is a Project Lead the Way (PLTW) pathway which provides activity, project, and problem-based (APB) instructional design that helps students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended engineering design problem.

Students are provided with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. Problem-solving, critical and creative thinking, collaboration, and communication – that students will use both in school and for the rest of their lives, on any career path they take. The students will engage in this pathway in a professional engineering classroom environment with access to a fully outfitted MakerSpace and Engineering Lab.

40084 Honors Engineering 2: Project Lead the Way (HON)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

Project Lead the Way (PLTW) Intro to Engineering Pathways

This year-long PLTW foundation course provides the student with basic technical knowledge and studies in the Engineering area. Students explore the engineering design process, applying math, science, and engineering standards to hands-on projects. They will learn about the multiple career opportunities that await them in the engineering field. 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.

40004 Honors Engineering 3: Project Lead the Way (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Honors Engineering 2: Project Lead the Way

Includes topics from Project Lead the Way (PLTW) Principles of Engineering (POE) and Digital Electronics (DE)

This year explores different types of engineering, including electrical, mechanical, materials engineering and computer software including hardware and sensors. Each of these topics requires the engineer to understand user needs from a technical and personal perspective. Students work both individually and in teams to create and design the best solutions for problems introduced to them using evidence from their research. Students will review basic electronics concepts and dive deeper into analog and digital circuitry. They design digital combinational and sequential circuits with logic gates and use industry circuit design tools. Students learn the scientific principles that make a circuit work and explore circuit design, simulation, and soldering.

40091 Honors Engineering 4: Project Lead the Way (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Honors Engineering 2: Project Lead the Way

Includes topics from Project Lead the Way (PLTW) Civil Engineering and Architecture and Engineering Design and Development.

This course is the capstone experience for PLTW Engineering students.

Students have the opportunity to drive their own learning by selecting a problem they want to solve through a research method. Students hone their skills at the core of becoming a strong engineer by devoting the time, dedication, and ingenuity needed to create a new product that truly meets their user's needs. Once students select the problem to

solve, students research their needs, develop the theory of how to create the solution, and use all they have learned in the PLTW Engineering pathway to create a product, ultimately presenting their capstone project to a panel of engineers and at the Student Senior Showcase. This course is designed to explore careers in civil engineering and architecture. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects. They document their work using 3-D architectural design software and build prototypes of their models. Students have the opportunity to drive their own learning by selecting a problem they want to solve through a research method. Students practice the skills core to being a strong engineer by devoting the time, dedication, and ingenuity needed to create a new product that truly meets their user's needs. Once they select the problem to solve, students research needs, develop the theory of how to create the solution, and use all they have learned in PLTW Engineering to create a product, ultimately presenting their final solution to a panel of engineers.

Engineering: Internship & Pre-School (HON)

Grade Level: 11 & 12

Length of Course: YEAR - 2.5 Credits

Prerequisite: Permission from the CTE Director

Internships allow students to gain valuable real-life experiences that will connect academics to the real world.

ENVIRONMENTAL SCIENCE & TECH CTE PROGRAM

Environmental Science Tech Career Tree

40304 Environmental Tech 1: Fundamentals of Ecology in our Environment (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

First year Course in the Environmental Science & Technology Pathway - students develop an understanding of the natural and man-made environment through activities relating to populations, Communities, Ecosystems, Biomes, Humans and Sustainability. Class meets standards for a MassCore lab science.

02105 Environmental Sustainability (PLTW) (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: 40304 Environmental Tech 1: Fundamentals of Ecology in our Environment

Science background, OR permission from the CTE Director. In this PLTW course, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations; students research and design potential solutions to these true-to-life challenges. This is an Honors level course meeting for a full year and counts as a MassCore lab science.

02106 Honors Environmental Science Capstone (HON)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: Environmental Sustainability OR permission from the CTE Director

In this senior-class capstone, students concentrate on fieldwork in environmental engineering/consulting, natural resource management and land-use planning. Water treatment sciences are also the main focus of study as students visit local treatment plants and study the terminology and methodology of water treatment in preparation for the Massachusetts Grade-2M Wastewater Operator's License exam, qualifying them for entry-level positions in local facilities. There are also opportunities for articulated credit with Bristol Community College and job shadowing opportunities. This is a full year Honors level course and counts as a MassCore lab science.

Environmental Science & Technology: Internship/Co-Op (NONE)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Permission from the CTE Director

Internships allow students to gain valuable real-life experiences that will connect academics to the real world.

HEALTH ASSISTING CTE PROGRAM

Health Assisting Career Tree

The Health Assistant program is a standards based program that provides students an opportunity to explore the world of work in the area of health care. At this time nursing is a competitive career, requiring that students be prepared to focus on positive work habits, have the ability to problem solve, and demonstrate respect for individual and cultural diversity. Upon completion of this program students are eligible to take the state certification exam to become a *Certified Nursing Assistant (CNA)*. Additional certifications acquired through this program are *Home Health Aide*, *American Red Cross First Aid* and *Basic Life Support*, and *OSHA 10*

02254 Health Assisting 2 (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

The Health Assistant II course is an introductory course that begins in tenth grade for one period and is a full year course. This program is a standard based approved program designed to give students an opportunity to explore career pathways in the Healthcare field. During this course students will also begin the preparatory work to attain a Nursing Assistant Certification (CNA).

02352 Health Assisting 3: Seminar and Internship (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Health Assisting 1 or permission from the CTE Director

Health Assistant III is an honors level course that utilizes two periods per day for a full year. Students need to master information regarding human anatomy, disease processes, the human aging process, and acquire the nursing care skills needed to become eligible to participate in the clinical area at a long-term care facility during their senior year. Students will also learn to adapt their acquired nursing skills in the home health environment.

02452 Health Assisting 4: Seminar and Internship (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Health Assisting 3

Health Assistant IV is an honors level course that meets three periods per day and is a year in length. Once students are First Aid and BLS Certified, students apply their knowledge and skills in a long-term and acute care settings with elderly residents and acutely ill patients. Students will acquire clinical skills and explore health related fields in the ancillary departments. Students are responsible for purchasing uniforms, have a yearly physical exam, Tuberculin test, proof of health insurance, and transportation to the clinical site for their clinical experience. Transportation from the clinical site to B.M.C. Durfee High School will be provided. Note: Students will be required to have a program specific uniform that is approved by the Program Lead. ***Students may also be required to follow any Department of Public Health mandates as it applies to vaccinations.***

Health Assisting: Internship/Co-Op (NONE)

Grade Level: 11 & 12

Length of Course: YEAR - 2.5 Credits

Prerequisite: Permission from the CTE Director

Health Assisting internships allows students to gain valuable real-life experience that will connect academics to the real world. In a health assisting internship, students will develop organizational, interdisciplinary and leadership skills in a professional setting under the guidance of their health assisting pathway instructor.

MARKETING CTE PROGRAM

08554 Marketing 2: Introduction to Business & Marketing (CP)

Grade Level: 10 & 11

Length of Course: YEAR - 5 Credits

Prerequisite: None

Through a combination of lecture, interactive course work and textbooks, this first year course provides students with a broad view of marketing, business, and ethics and its far-reaching presence throughout the economy and the world as a whole. Valuable presentation and interpersonal skills are learned and developed. Students may also participate in marketing competitions against other schools via DECA, a co-curricular international student marketing organization. Marketing is a specialized field of study with a broad range of applications. The skills acquired through marketing can be applied to any industry therefore does not limit students to career options. The program works closely in conjunction with DECA and is designed to inspire intrinsic motivation through differentiated learning. In Marketing, students gain knowledge of business plan development, market research, communications, public relations, advertising, interpersonal skills, and business etiquette. Students acquire these skills through hands-on projects such as event planning, school wide promotions, town wide public relation projects, and developing advertising campaigns. Students create in-depth, comprehensive projects in varied aspects of marketing and have the opportunity to compete with these projects at the State and International DECA Marketing Competitions. The rigor of this program is designed for students who plan on furthering their education beyond high school.

08544 Marketing 3: DECA Activities (HON)

Grade Level: 11 & 12

Length of Course: YEAR - 10 Credits

Prerequisite: Marketing 2 or Permission of CTE Director

This course is required for juniors enrolled in the Marketing Education Technical Studies program. This second-year course delves into more specific areas of marketing such as sales, promotion, merchandising, advertising, distribution, purchasing, inventory control and pricing. Using textbooks, trade publications, and other media, students are able to relate theory to practice so as to reinforce the concepts learned. DECA is once again offered for those who wish to participate. Marketing is a specialized field of study with a broad range of applications. The skills acquired through marketing can be applied to any industry therefore does not limit students to career options. The program works closely in conjunction with DECA and is designed to inspire intrinsic motivation through differentiated learning. In Marketing, students gain knowledge of business plan development, market research, communications, public relations, advertising, interpersonal skills, and business etiquette. Students acquire these skills through hands-on projects such as event planning, school wide promotions, town wide public relation projects, and developing advertising campaigns. Students create in-depth, comprehensive projects in varied aspects of marketing and have the opportunity to compete with these projects at the State and International DECA Marketing Competitions. The rigor of this program is designed for students who plan on furthering their education beyond high school.

08584 Marketing 4: Senior Capstone (HON)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: Marketing 3 or Permission of CTE Director

In this capstone course for the Marketing Pathway, students will work on a culminating project derived from previous marketing activities while also focusing on more complex DECA Activities as well as Entrepreneurship. There will also be opportunities for job shadowing in local businesses. Marketing is a specialized field of study with a broad range of applications. The skills acquired through marketing can be applied to any industry therefore does not limit students to career options

VISUAL DESIGN CTE PROGRAM

Visual Design Career Tree

02214 Visual Design 2 (CP)

Grade Level: 10

Length of Course: YEAR - 5 Credits

Prerequisite: None

The Visual Design program prepares students for a career or post-secondary education in multimedia arts. Students enrolled in this course will explore many creative projects that cover the fundamentals of graphic design, photography, video production, and animation using the industry standard Adobe Creative Suite in a state-of-the-art iMac Lab. Students will also work hands-on in a well appointed drawing and photography studio creating portfolio quality work to prepare them for any creative path after high school.

02312 Visual Design 3 (HON)

Grade Level: 11

Length of Course: YEAR - 10 Credits

Prerequisite: Visual Design 2 or Permission of CTE Director

Visual Design III students take the foundational knowledge they acquired the previous year and build upon it to complete intermediate level projects/competencies of moderate and increasing complexity. There is a strong emphasis on learning advanced skills in Digital Photography including DSLR camera operation, composition skills, interior & exterior lighting techniques and advanced photo editing. Students also receive focused training in Video Production and Animated Motion Graphics as well as continued knowledge growth in page layout, and graphic design. Students also begin development of their drawing portfolio to prepare for admission to any art school or college/university.

02412 Honors Visual Design 4 (HON)

Grade Level: 12

Length of Course: YEAR - 15 Credits

Prerequisite: Visual Design 3 or Permission of CTE Director

Visual Design IV is a continuation of desktop publishing, graphic design, photography, and video production training with a very strong concentration on preparing a college admissions level drawing & painting portfolio and mastering industry level competencies. This course also emphasizes critical thinking, concept development, as well as research skills giving students the ability to develop a unique personal voice through projects that are geared towards the students' individual interests and competency mastery. All students will end their training with a personal online website portfolio to showcase their work to clients, employers, or college institutions. Graduates of the program that carry a GPA of 3.0 or above will also be qualified to receive a total of four college credits from Bristol Community College, through an articulation agreement, if they choose to attend after high school.

Visual Design: Internship/Co-Op (NONE)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Permission of CTE Director

This course handles the many real world/outside jobs that come into the shop. Students create school flyers, posters, logos, and apparel designs. Students produce work in large format printing and mounting as well as vinyl lettering sign making systems. Students also have an opportunity to leave school to get an industry related job in the field or use the extra time to develop their multimedia portfolio.

FRED TV: TELEVISION PRODUCTION

62284 TV 1: Basics of Television Production SEM (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

Students gain hands-on experience in many areas of the communication industry. All phases of video and audio production will be covered as well as the integration of technology. Students will learn producing, scriptwriting, voice over techniques, digital videography, shot composition, multimedia pre- and post-production, editing, graphics, in-studio production acting and how to become on air talent. Students will gain experience using Adobe Premiere editing, Adobe After Effects, Prelude, Garageband and more. (This is a term course that meets every day and a full year course that meets every day).

62104 TV 1: Basics of Television Production YR (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: None

This course gives the student hands-on experience in many areas of the communication industry. All phases of video and audio production will be covered as well as the integration of technology. Students will learn producing, scriptwriting, voice-over techniques, digital videography, shot composition, multimedia pre- and post-production, editing, graphics, in-studio production acting and how to become on-air talent. Students will gain experience using Adobe Premiere editing, Adobe After Effects, Prelude, Garageband and more.

62434 TV2: Broadcast Journalism & News Documentaries SEM (CP)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Passing grade of C or better in TV1 is required.

This course refines multimedia production skills to prepare students for their future, with special concentration on the Broadcast Journalism Industry. Students are responsible for and will learn how to put together an actual television newscast. We will take students through the pre-production stages of news, which include research, broadcast scriptwriting, and producing; the "production" stage of news which includes filming using state-of-the-art Sony HD cameras and editing using Adobe Premiere software for Mac; then complete the final stage of news, which is the actual newscast in our television studio. Here students will be taught how to Direct, Produce, operate in-studio cameras, adjust lighting, record audio, operate a teleprompter and perform as a News Anchor. Students will also work in groups on producing documentaries and how to compare the two types of news, as well as several other fun projects including individual creative videos and movie trailers.

62214 TV2: Broadcast Journalism and News Documentaries YR (CP)

Grade Level: 11 & 12

Length of Course: YEAR - 5 Credits

Prerequisite: Passing grade of C or better in TV1 is required.

This course refines multimedia production skills to prepare students for their future, with special concentration on the Broadcast Journalism Industry. Students are responsible for and will learn how to put together an actual television newscast. We will take students through the pre-production stages of news, which include research, broadcast scriptwriting, and producing; the “production” stage of news which includes filming using state-of-the-art Sony HD cameras and editing using Adobe Premiere software for Mac; then complete the final stage of news, which is the actual newscast in our television studio. Here students will be taught how to Direct, Produce, operate in-studio cameras, adjust lighting, record audio, operate a teleprompter and perform as a News Anchor. Students will also work in groups on producing documentaries and how to compare the two types of news, as well as several other fun projects including individual creative videos and movie trailers.

62224 TV3: Advanced Television, Movies, and Music Videos (CP)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: Passing grade of C or better in TV2 is required.

This course refines multimedia production skills to prepare students for post-secondary education or entry-level employment in the multimedia technology industry. Students are responsible for the entire production of Durfee High School’s Video Yearbook, a cover letter and resume, interview techniques, a client music video for original artists (some of these artists are signed), individual creative projects, a demo reel for employment or college entrance, and several monthly genre-related movie shorts. Students will also participate in the 48 Hour Film Festival in Boston where they will compete against professional filmmakers. We prepare you for a career in this industry. Students will work as professionals in teams and as individuals to perfect their crafts.

62454 TV Studio Independent Study (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: Managing FRED TV Instructor approval is required; Students who have completed Radio & Television Broadcasting I, II, or III.

Students will be required to assist the instructors and staff at FRED-TV and will be assigned job responsibilities and tasks for the successful operation of FRED-TV, Channel 9. Students must have a good working knowledge of the equipment and technical skills needed to work effectively. (Maximum 4 students per period) This study can be 5 days per week, 4 days per week, 3 days per week or twice weekly and is for a semester.

U.S. NAVAL JUNIOR ROTC

The United States Naval Junior Reserve Officer Training Corps (NJROTC) Naval Science Program is offered to all B.M.C. Durfee High School students who meet the following criteria:

- Enrolled as a regular student in B.M.C. Durfee High School
- Physically fit (Eligible to participate in Physical Education Program at B.M.C. Durfee High School)
- Are willing to wear the NJROTC uniform and abide by the regulations.

® NJROTC is a one to four-year program combining a broadly-based Naval Science curriculum and the total development of management and leadership abilities. *Students have the option to take the NJROTC class in lieu of Physical Education in order to meet the graduation requirements or a combination of these classes by having NJROTC as an elective class. Each year in NJROTC will count for one year of Physical Education. NJROTC Durfee Discovery does not satisfy this requirement*

® The NJROTC mission is to: acquaint students with the naval science age; develop leadership skills; strengthen character; and promote an improved understanding of the roles and responsibilities of citizenship in our democratic society. People who are successful in life, those who succeed in business, industry, and education, have often developed strong self-discipline, an ability to lead and motivate others, and well-rounded character.

75104 JROTC Leadership (VE) (NONE)

Grade Level: 9

Length of Course: HALF TERM - 0.625 Credits

Prerequisite: None

A Freshman Durfee Discovery Exploratory offering, students are introduced to the NJROTC program offerings at Durfee through activities such as drill marching, military customs and courtesies, and physical training.

75114 JROTC - Leadership I (CP)

Grade Level: 9, 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: None

This course is open to students in any grade. This is a course primarily on "citizenship." It provides an introduction to military principles and drill, the heritage and traditions of America, elements of leadership and teamwork. This is a semester course meeting.

75122 JROTC - Leadership II (CP)

Grade Level: 10, 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: A passing grade in Naval Science 1.

This course expands upon 75114 and includes an introduction to maritime history and nautical sciences. Leadership principles are more strongly emphasized. This is a semester course.

75131 Honors JROTC Leadership III (HON)

Grade Level: 11 & 12

Length of Course: SEM - 2.5 Credits

Prerequisite: A passing grade in Naval Science 2

This course is primarily the same as 75132 with additional responsibilities for special projects to demonstrate the concepts and knowledge learned. Cadets increase leadership skills in company and staff positions. This is a semester.

75141 Honors JROTC - Leadership IV (HON)

Grade Level: 12

Length of Course: SEM - 2.5 Credits

Prerequisite: A passing grade in Naval Science 3

This is a unique course in leadership and management. Cadets will examine leadership by learning about human behavior and group dynamics. Numerous autobiographical and biographical studies will be used to examine leadership styles. Cadets will be involved in independent study and provide leadership for NS 1 cadets. This is a semester course.

LEARN TO SERVE

Learn to Serve is a community service-based class where students are required to complete site-based community service hours at Durfee High School and/or in the Fall River Community. Students are required to complete a minimum of 20 hours each term to stay in the program and complete a capstone at the end of their experience.

Students who are accepted into a post-secondary educational institution and complete at least 100 community service hours will be eligible to apply for a community service scholarship and will be publicly recognized at commencement with a community service cord.

04475 Learn to Serve (NONE)

Grade Level: 11 & 12

Length of Course: TERM - 1.25

Credits Prerequisite: None

This class will meet one day per week with class projects linking school and service, enabling students to see connections between academics and real-life situations. Students will be able to leave early or come in late or have a directed study (senior privilege) to complete their service projects the other 4 days. The course requirement is a minimum of 20 hours per term of community service which must be performed within Durfee or in the Fall River Community. Within those 20 hours, at least 5 should be completed at Durfee HS. Students who wish to use Learn to serve as their senior history requirement, must take a minimum of two terms and also complete a capstone project at the end of the semester. The class will focus on the identification of community needs and service opportunities and monitoring of progress and sharing of ideas. Students will also work on a final in-class presentation about their experience. Note: This is a Pass/Fail course and does not affect class rank

04476 Learn to Serve: Senior History (NON)

Grade Level: 12

Length of Course: Semester -2.5 Credits

04476 Learn to Serve: Senior History (NON)

Grade Level: 12

Length of Course: Semester -2.5 Credits

Prerequisite: None

This class will meet one day per week with class projects linking school and service, enabling students to see connections between academics and real-life situations. Students will be able to leave early or come in late or have a directed study (senior privilege) to complete their service projects the other 4 days. The course requirement is a minimum of 20 hours per term of community service which must be performed within Durfee or in the Fall River Community. Within those 20 hours, at least 5 should be completed at Durfee HS. Students who wish to use Learn to serve as their senior history requirement, must take a minimum of two terms and also complete a capstone project at the end of the semester. The class will focus on the identification of community needs and service opportunities and monitoring of progress and sharing of ideas. Students will also work on a final in-class presentation about their experience. Note: This is a Pass/Fail course and does not affect class rank

Notes: Community Service is open to senior students by application only. Accepted students must fill out a community service contract prior to beginning the community service project. To fulfill their contract, students must complete a minimum of 40 hours of community service and be on track to graduate. Students who complete more than 40 hours will be granted additional credit based on the sliding scale above.

SCHOOL TO CAREER

School to Career is a program designed to provide a structure for school and businesses to close the gap between classroom learning and the skills necessary for career success. Durfee students are encouraged to participate in school to career internships as part of the program. Internships involve a student being placed at a particular work site that matches his/her interests and career goals. Upon completion of their internship, School to Career students should be better prepared for the world of work when they graduate from B.M.C. Durfee High School and/or college. They will be exposed to the workplace competencies developed through the Massachusetts Work-Based Learning Plan. These requirements should better help students understand what is required to have a successful career by promoting positive self-development, confidence, and self-esteem through goal setting, working with others, and improving their work skills.

04434 STC Internship & Seminar (S1) (NONE)

Grade Level: 12

Length of Course: SEM - 2.5 Credits

Prerequisite: An application must be completed and submitted to the School to Career office. Students must be an eligible junior or senior and have a signed agreement from a parent/guardian.

This Semester work experience course will provide the opportunity for students to apply their academics.

Internships may be paid or unpaid work experiences

04454 STC Internship (S2) (NONE)

Grade Level: 12

Length of Course: SEM - 2.5 Credits

Prerequisite: An application must be completed and submitted to the School to Career office. Students must be an eligible junior or senior and have a signed agreement from a parent/guardian.

This Semester work experience course will provide the opportunity for students to apply their academics.

Internships may be paid or unpaid work experiences

EARLY COLLEGE PATHWAYS

The Early College program at B.M.C. Durfee High School is intended to increase rates of college enrollment, persistence, and graduation for students from underserved populations. It has been designed using the principles put forth for the Massachusetts Early College Initiative: It promotes Equitable Access by targeting students from underserved populations in a designated Gateway City and providing them with access to college courses. It establishes Academic Pathways by providing students with a minimum of twelve transferable credits in foundational areas and elective courses that will introduce students to career pathways in education and social services. It provides robust Student Support from the preplacement stage through the dual enrollment coursework by providing concurrent tutoring and mentoring. It also incorporates individual college and career planning through Naviance and other experiential career development services for all students participating in the program.

B.M.C. Durfee High School's Early College Program will create and maintain partnerships connecting Fall River Public Schools to our state's colleges in order for our students, especially first-generation college goers, access to college completion and career success. Through Early College, students have the opportunity to take courses that count as both high school graduation requirements and college graduation requirements completely free of charge to families.

B.M.C. Durfee High School currently has partnerships with Bristol Community College, UMASS Dartmouth, and Bridgewater State University. Between the two schools we offer six guided pathways including Health Sciences, Business, STEM, Art, Social Services, and Education.

Students can apply for entrance into one of the guided academic pathways beginning at the end of their freshman year. Students admitted will go through pre-placement exploration and academic support during sophomore year to prepare them for college level coursework. In 11th/12th grade, students will take courses that will lead to college and high school credit. Students will take a combination of MASS-Transfer eligible General Ed classes (e.g., ENG 101, Com 101, PSY 101) and Mass-Transfer pathway specific courses (e.g., ELED 120, SPED 202, HTH 116). For specific course offerings, please see your counselor or visit Durfee's Early College website.

BMC DURFEE HS Early College Program						
General College Success/Academic Support						
CAMPUS	DESCRIPTION	LEVEL	Grade	TERM	DURFEE CREDITS	COLLEGE CREDITS
Durfee	Early College Seminar	CP	10	TERM	1.25	NA
Durfee	One Goal (Junior)	CP	11	YR	5	NA
Durfee	One Goal (Senior)	CP	12	YR	5	NA

BSU/BCC/UMass -Dartmouth	College Courses - following guided pathway offerings	AP	11/12	SEMESTER	5	Y
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Early College Seminar

Grade Level: 10

Length of Course: Term - 1.25 Credits

Prerequisite: Enrolled in Early College

The Early College Seminar will serve as prerequisites to onramp to college coursework. Themes of the course will include My Personal Values, My Growth Mindset Mantra(s), My Goals - Short & Long Term, My Working Habits (How I Work Best), My Study Strategies, My "Go-To" People - The People I Can Reach Out To For Help. In addition, literacy strategies needed for success in college will be weaved in throughout the course

04624 ONE GOAL – Year I (CP)

Grade Level: 11

Length of Course: YEAR - 5 Credits

Prerequisite: Recommended by Counselor and/or One Goal Program Director

The One Goal Year One (Y1) course curriculum provides juniors in high school opportunities and resources to explore college as a realistic, attainable post-high school option. The daily course places a strong emphasis on personal and collective goal setting with an intensive college awareness curriculum, along with SAT test preparation, to maximize potential and open up the doors of possibility for students' futures. During Y1, students demonstrate their commitment to the three-year One Goal Fellowship. As individuals and as a cohort, the students develop accountability with respect to their goals while embodying Five Leadership Principles: Professionalism, Ambition, Integrity, Resilience and Resourcefulness.

09544 ONE GOAL – Year II (CP)

Grade Level: 12

Length of Course: YEAR - 5 Credits

Prerequisite: Successful Completion of One Goal - Year 1 as a Junior

The One Goal Year Two (Y2) course curriculum provides seniors in high school opportunities and resources to explore college as a realistic, attainable post-high school option. The daily course places a strong emphasis on preparing students for college academically, financially, and socially to maximize college choice and persistence through college graduation. During Y2, students apply to Match, Overmatch, and Undermatch colleges with special attention to One Goal partner institutions. Students apply for financial aid by completing their FAFSA and scholarships, as well as increase their financial literacy. In the class, students also explore their own identities and those of their peers as they begin to plan for navigating life in college. Finally, students and their teacher prepare for continuing their relationship through the summer and Y3 of the program - a year of remote mentorship between the teacher and student to assist with their freshman year of college.

EVOLVE ACADEMY

Evolve Academy builds on the individual strengths and passions of our scholars. We empower youth to develop the mindsets and skills to succeed in high school and achieve their goals for post-secondary education and employment. We build a culture of holistic support, promote rigorous, scholar-centered academics, and facilitate real world opportunities to learn and serve in the community.

Evolve Core Values

Self-Awareness- The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management- The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Responsible Decision-Making- The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Social Awareness-The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Relationship Skills-The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Mastery-Based Grading System

Evolve Academy is a competency based pathway in Durfee High School. Students are expected to demonstrate mastery of a set of competencies prior to graduation. Each "Transformative Learning Experience" (TLE) course that students take at Evolve Academy is aligned to mastery of specific competencies. All TLEs are term-long courses. Students will be graded as "EXCEEDS," "MEETS," "APPROACHING", or "NOT YET," for competency aligned TLE courses. Students will also receive a letter grade that corresponds to the level of competency met, which are as follows:

Competency Mastery Level	Grade Equivalency
Exceeds	A (90-100)
Meets	B (80-89)
Approaching	C (70-79)
Not Yet	IN (Incomplete, lower than 70)

Students who earn a grade of "NOT YET" meeting competency will have multiple opportunities to revise their work and obtain small group and/or individualized support. Grades of "NOT YET" or "APPROACHING" will be changed to "MEETS" or "EXCEEDS" when the student's work is revised to demonstrate mastery of the competency.

Durfee Graduation Requirements through Evolve

(Minimum Standards)

A Fall River Public Schools diploma is awarded in recognition of meeting local and statewide academic requirements. The diploma also signifies that the student has, in the opinion of the School Committee, met standards of conduct during the period up to and including the time of graduation.

For a student in Evolve Academy to obtain a Durfee High School diploma, they must satisfy the following course requirements in addition to acquiring the mandated passing scores of the Massachusetts Comprehensive Assessment System (MCAS) in ELA, Math and Science. Each course is equivalent to the corresponding Durfee graduation requirement in the chart below.

	Transformative Learning Experience (TLE) Courses Required	Minimum Durfee Course Requirements
English	If Entering during Sophomore Year 6 TLEs If Entering during Junior year 4 TLEs *Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	4 Durfee Courses
Math	If Entering during Sophomore Year 6 TLEs If Entering during Junior year 4 TLEs *Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	4 Durfee Courses
Science	If Entering during Sophomore Year 4 TLEs If Entering during Junior year 2 TLEs *Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	3 Durfee Courses
Social Studies	If Entering during Sophomore Year 6 TLEs If Entering during Junior year 4 TLEs *Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	4 Durfee Courses

Health / PACT**	2 Courses	2 Courses
Advisory	2 Courses	Not applicable
Physical Education/Wellness	3 Courses (or equivalent)	3 courses or equivalent
Evolve Capstone*	Capstone	Not applicable
MCAS	Meets ELA, Math, Science MCAS or Modified CD Requirement	Meets ELA, Math, Science MCAS or Modified CD Requirement
Total	100 Credits / 16 TLEs if onboarded as junior/ 24 TLEs if onboarded as sophomore Equivalent of 4 English Classes Equivalent of 4 Math classes Equivalent of 3 Science classes Equivalent of 4 Social Studies classes 3 PE/Wellness classes 2 Health Classes through PACT 1 Art Class or waiver*** 1 Capstone* 2 Advisory classes	100 Credits 4 English Classes 4 Math Classes 3 Science Classes 4 Social Studies Classes 3 PE/Wellness classes 2 Health Classes 1 Art Class*** 2 World Language classes**

All graduates from Evolve Academy will be required to complete an Evolve Capstone. The Capstone requires a presentation of Competencies that students have mastered, a civics project, and successful completion of a post-secondary transition plan.

TRANSFORMING THE LEARNING EXPERIENCE (TLEs)

Evolve Academy's competency-based courses, called TLEs, are transformative learning experiences that are informed by a number of factors. Topics are selected based on student interest and grounded in a "Standards Crosswalk" for each academic discipline that analyzes the overlay of CCSS, NGSS, state standards and the most frequently assessed items on the MCAS to identify "power standards" that will guide unit design. Further, each TLE undergoes a phased design process with multiple check-points for feedback, revision and vetting with Springpoint, our partner in curriculum design and implementation.

- Find the standards crosswalk documents here –

- [Math Standards Crosswalk](#)
- [ELA Standards Crosswalk](#)
- [Science Standards Crosswalk](#)
- [History Standards Crosswalk](#)

ENGLISH & LANGUAGE ARTS TLEs

SLAM POETRY (English)

Driving Question: **How can you use the techniques of Slam Poetry to move your audience such that they understand and feel some part of your experience, point of view, or perspective?**

Slam Poetry is a course for students interested in learning more about what slam poetry is, experimenting with creative writing, and learning the techniques for delivering effective slam poetry. Assignments will include daily writing prompts, analyzing slam poem videos and an end-of-unit performance poetry slam.

Competency Alignment: Present and Academic Discourse

DEHUMANIZING HATE (English)

Driving Question: **How do we stop and prevent dehumanization of communities and cultures?**

Dehumanizing Hate is a course for students exploring communities that have been dehumanized in society. We will then look at stories that show those communities' humanity and discuss how to humanize communities and people groups and what makes us all human. Students will read excerpts from many different texts including *Night* and *A Long Way from Home* and finish the unit with a project that explores a community of their choice, the way that community has been dehumanized, and stories and/or visuals that show that communities' humanity.

Competency Alignment: Present and Academic Discourse

COMIC-PROSE (English)

Driving Question: **How can you use the literary and artistic techniques of comics and graphic novels to engage your audience and tell a narrative?**

Comic-Prose is a course for students focused on reading and analyzing a selection of comics and graphic novels. Students will trace themes, analyze dialogue, and learn more about the literary techniques deployed by authors of these works. The students will finish the unit by creating a short comic and writing about why they made the choices they made in their comics.

Competency Alignment: Present, Argue, and Academic Discourse

MY POV (English)

Driving Question: **Who am I? Who am I becoming? Who do I want to be?**

My POV is a course for students focused on narrative writing and memoir. Students will be writing personal

college essay style narratives. They will also be exploring memoirs and analyzing storytelling elements and techniques.

Competency Alignment: Present and Academic Discourse

DYSTOPIAN LIT (English)

Driving Question: **How can we use dystopian literature to critique our world?**

Dystopian Literature is a course for students focused on reading a selection of dystopian short stories and analyzing how these stories are used to provide real-world social commentary. After studying a number of works of dystopian literature, students will finish the unit by creating a dystopian short story of their own, and identifying the social commentary used in their stories.

Competency Alignment: Present, Argue, Discern, and Academic Discourse

HORROR STORY (English)

Driving Question: **How can we use literary conventions found in horror to create an impactful short story?**

Horror story is a course for students focused on reading and analyzing various horror stories, and identifying how the popular conventions of the genre help create an effective and impactful story. After studying various horror stories, students will finish the unit by creating their own horror story that incorporates popular conventions and themes in the genre, and reflecting on how successful they were in adding these elements to their stories.

Competency Alignment: Present, Argue, and Discern.

SCRIPTED (English)

Driving Question: **How do authors utilize the elements of theater to get across their message?**

Scripted is a course for students focused on reading a selection of plays, and analyzing how authors use different theatrical elements to convey their message. Students will finish the unit by writing and performing their own 5 minute play that incorporates a variety of theatrical elements.

Competency Alignment: Present, Argue, and Academic Discourse

MATHEMATICS TLEs

YOU AUTO KNOW (Mathematics)

Driving Question: **What makes a good car deal? How can we use math to inform major financial decisions?**

Students will apply their understanding of rates, ratios and proportions to present a set of recommendations to a client looking to purchase a car. Recommendations will account for factors such as buyer preference, gas mileage, insurance rates, estimated repairs, etc.

Competency Alignment: Present

X MARKS THE SPOT (Mathematics)

Driving Question: **How can we employ mathematics to specify a location and create a rudimentary GPS?**

Students will apply their knowledge of writing and graphing linear equations and basic trig functions to design a scavenger hunt that they will then exchange and participate in with their peers.

Competency Alignment: Argue, Discern and Communicate

TO RAISE OR NOT TO RAISE? (Mathematics)

Driving Question: **How should businesses determine how much to pay their employees?**

Applying their knowledge of systems of linear equations, students serve as consultants to businesses and/or government officials to make an informed and reasoned recommendation on how workers should be paid. Students meet with their “clients” (business owners, public officials, etc.) to share their recommendation reports.

Competency Alignment: Argue and Investigate

DOES COLLEGE MAKE SENSE? (Mathematics)

Driving Question: **Do the benefits of a college degree outweigh the costs/loans?**

Using systems of equations and statistical models, students will compare the time and financial costs of college with the increased salary and job opportunity benefits.

Competency Alignment: Argue

PAYDAY LOANS (Mathematics)

Driving Question: **Are payday loans a scam?**

How can understanding algebra topics help us avoid getting ripped off? Students will apply their understanding of linear and exponential functions to design a financial literacy app that responds to the challenges of the payday loan industry.

Competency Alignment: Argue and Discern

CATAPULT (Mathematics)

Driving Question: **How can we design and build an accurate catapult?**

How can functions help predict where a catapult can land? In this unit, students will design, build, and analyze catapults. During the unit, students will run controlled experiments to test the relationships between variables in their catapult. The unit will culminate in a festival where students compete by launching their projectiles toward a specific location. Students will improve their understanding of functional relationships by identifying the variables that impact distance traveled and then testing those relationships empirically. Students will also prototype catapult designs and use functions to accurately predict how and where projectiles will land.

Competency Alignment: Argue and Present

SCIENCE TLEs

PLANT POWER w/Lab (Science)

Driving Question: **How can students use their understanding of plant cells and plant functions, as well as biodiversity, to design an experiment that will test various growing conditions required by plants, allowing them to create a living wall at their school that provides aesthetic beauty and herbs for the school cafe?**

In “Living Wall,” students will use their knowledge of botany, the carbon cycle, plant biology, and the scientific method in order to create and design an experimental greenhouse in order to test various growing conditions to measure the effects that various environmental pressures have on plant growth. This TLE will culminate in the students designing, building, installing, and tending to a living wall in their school building.

Competency Alignment: Argue and Investigate

FEEDING THE FUTURE w/Lab (Science)

Driving Question: **How can students design a meal that addresses the growing challenges that humanity currently faces of sustainable agriculture, accessible nutrition, and a changing climate?**

In “Feeding the Future,” students apply understanding that their food choices have a meaningful impact on their environment and their health. Hands-on cooking lessons and lab experiments connect ingredients to ideas and give students the skills they need to prepare an environmentally mindful and healthy meal.

Competency Alignments: Argue and Investigate

THE EVOLUTION MUSEUM w/Lab (Science)

Driving Question: **How can students design and create a virtual museum exhibit that displays the evolutionary history and adaptations of a selected animal?**

In “The Evolution Museum,” students employ their knowledge of evolution, natural selection, environmental pressures, and methods of speciation to create and present a virtual museum exhibit detailing the evolutionary past and speculated future of a selected animal.

Competency Alignment: Discern, Present

THE CHEMISTRY OF ART w/Lab (Science)

Driving Question: **How can you utilize and implement your knowledge of chemistry and materials science to create and present a unique and original piece of art?**

The Chemistry of Art is aimed at empowering and informing students with an interest in art, materials chemistry, and the connection between the two. Students participating in this unit will be introduced to basic, organic, and parts of inorganic chemistry through the use of hands-on chemistry labs, art supply implementation and techniques of traditional art, and academic discourse centered around chemistry labs and traditional artistic techniques.

Competency Alignment: Academic Discourse, Present

INVASIVE SPECIES w/Lab (Science)

Driving Question: **What are invasive species, how have they impacted our local ecosystems around Fall River, and what can we do about them?**

In this unit, students will learn the fundamentals of ecology, with a focus on the impact created by invasive organisms on local systems. Students begin the unit by learning about ecology and natural selection, focusing on how organisms are best suited to where they live. As the unit progresses, students will be introduced to the concept of invasive species, why they succeed where they do, the history of human interaction with invasive organisms, and preventative/restorative measures that we've taken to deal with invasive species. Students will then, using all of their background knowledge and research from the unit, select an invasive species and create a profile document on that plant/animal/etc detailing its biology, history, and impact, as well as a management report with a detailed strategy on how to best prevent/eradicate that organism in a selected sample area and why that plan is important.

Competency Alignment: Argue, Communicate

IMMIGRATION AND DATA SCIENCE w/Lab (Science)

Driving Question: **What are the biggest challenges facing immigrants in our community and how can we apply data science practices to advocate for ways to address these challenges?**

This TLE is designed to guide students through the data analysis cycle through the lens of immigration. Using a data-driven, research-based approach, students will explore the power of big data sets and develop a data story that is compelling, persuasive, and has the potential to bring about real positive change in the lives of people in their community. Students will have to think critically to define a problem and hypothesize a potential solution. They will engage in an iterative process where their initial assumptions may be tested through their access to data, the results of their analysis, and the feasibility of the problem that they are attempting to tackle.

Competency Alignment: Investigate, Communicate

PSYCHOLOGY OF HAPPINESS w/Lab (Science)

Driving Question: **What is happiness to me? How might psychology support or complicate my understanding of happiness?**

The purpose of this unit is twofold. First and foremost, this unit introduces students to psychological thinking and research. Students will explore how psychologists ask and answer questions by learning how to discern and evaluate information from existing psychological studies and by conducting their own experiments. This unit also encourages students to consider how psychology and cognitive science may provide new ways of thinking about and perhaps even some tools for living a happier and more fulfilling life. Through an exploration of what psychological science can teach us about happiness, students apply and create scientifically-validated strategies to enhance their own well-being and the well-being of others.

Competency Alignment: Discern, Argue, Collaborate

GREATER-ADE w/Lab (Science)

Driving Question: **Is Gatorade better than water at quenching our thirst? Why or why not? Can we make a better gatorade?**

This unit asks students to research and explore the various qualities that Gatorade claims to possess and design their own superior version of a sports drink, market it, and defend what makes it better than store-brand Gatorade, all through their knowledge of chemistry and nutrition.

Competency Alignment: Communicate, Argue, Present

SOCIAL STUDIES TLEs

UNLOCKING CAMPAIGN ADVERTISEMENTS (Social Studies)

Driving Question: **How do political campaign ads try to influence your thoughts and feelings? Why do you need to know? And how can you tell others?**

This course uses video analysis to build an understanding of current and historical political divisions and values using current events and political campaigns.

Competency Alignment: Argue and Academic Discourse

COMBATING THE OPIOID EPIDEMIC (Social Studies)

Driving Question: **In what ways has the opioid crisis impacted your community? What are the specific causes in your community that are driving this crisis? What is the best solution?**

Students will research the history of drugs and the government's role in regulating pharmaceuticals, evaluate the causes and effects of the current opioid epidemic, and write a position paper arguing the best way to address the crisis.

Competency Alignment: Investigate and Argue

FAKE NEWS (Social Studies)

Driving Question: **How should people evaluate information for accuracy, bias, and validity in the current information media climate?**

Students will examine examples of inaccurate, biased and invalid information from various eras of American History and create a step by step method for evaluating information and apply that method to an example of news (informational) media created in the last year.

Competency Alignment: Communicate and Academic Discourse

PROTESTS AND RIOTS (Social Studies)

Driving Question: **How have protests and riots influenced the course of US history? What is the difference between protests and riots? Are protests and riots expressions of popular opinion or do they shape popular opinion?**

Students will examine the causes and effects of Non violent and violent (riots) protests and evaluate the effectiveness of each approach. Students will choose a protest, violent or nonviolent that occurred in the last few years and create a cause and effect chart for the protest as well as evaluate the protest(riots) effectiveness as an instrument for change.

Competency Alignment: Communicate and Academic Discourse

FALL RIVER TRAIL (Social Studies)

Driving Question: **Who decides how an area's history is presented? How can a city's history be presented without omitting marginalized populations and controversial topics?**

Students will analyze the History of the Liberty Trail in Boston including what is included and why. They will develop at least one Historical stop, focusing on a marginalized population or a controversial event, that could be included in the Liberty Trail. Students will then as a group create a Fall River trail historical walk that represents the History of the city with special emphasis on including marginalized populations or controversial events.

Competency Alignment: Communicate

STUDENTS AND THE LAW (Social Studies)

Driving Question: **Why does the Constitution provide protection for "freedom of speech" (1st Amendment) and protection "against unreasonable search and seizure" (4th Amendment) and do those rights apply to students at public schools?**

Students will examine the rights in the first and fourth amendment through the examination of Supreme Court cases. Students will also examine how and if those rights apply to students in public schools. Students will demonstrate their knowledge of the cases, the laws and the precedents by writing arguments and judicial opinions. Students will also perform Moot Courts that simulate the Supreme Court in order to demonstrate competencies.

Competency Alignment: Collaborate and Argue

EVOLVE PACT

PACT- Year 1

In PACT-Year 1, students learn to understand and manage themselves as people and build the socio-emotional strength they need in order to thrive, not only at Evolve, but in college and life. They learn to apply a “growth mindset” and build the skills they need in order to manage life’s opportunities and challenges and to be a highly active member of their school and community. Students do this through conversation in PACT where they are encouraged to speak not only with educators but with peers.

Competency Alignment: Academic Discourse

PACT- Year 2

In PACT-Year 2, emphasis will be to revisit the topics explored in PACT- Year 1 and deepen students’ understanding of how to incorporate SEL skills discussed into everyday life. It is also hoped that this 2nd year of PACT can strengthen application of those topics as they relate to various settings and future experiences they will encounter in college, career, and beyond.

Competency Alignment: Academic Discourse

EVOLVE ADVISORY

ADVISORY Year 1 and 2

In Advisory, which occurs daily for Evolve scholars, advisors support students on both an individual and whole group basis in reaching their goals for college, career, and beyond. Advisors connect advisees to wraparound supports, engage students in academic case conferencing to meet short and long term goals, and serve as the scholars’ primary person. The advisor also supports students with their capstone development throughout their time in Evolve Academy.

Competency Alignment: Collaborate

EVOLVE CAPSTONE

EVOLVE CAPSTONE

In Capstone, students will create a post-secondary plan, complete a competency review of all of the competencies they have successfully mastered during their time at Evolve, complete a civics-based project, and compile real-world resources (e.g. resume, cover letter, etc.). This culminates in a comprehensive portfolio of student work that highlights mastery of the required competencies and final projects they have completed.

EVOLVE CAREER INTERNSHIP

School-to-Career is a program designed to provide a structure for school and businesses to close the gap between classroom learning and the skills necessary for career success. Durfee students are encouraged to participate in school to career internships as part of the program. Internships involve a student being placed at a particular work site that matches his/her interests and career goals. Upon completion of their internship, School to Career students should be better prepared for the world of work when they graduate from Evolve Academy and/or college. They will be exposed to the workplace competencies developed through the Massachusetts Work-Based Learning Plan. These requirements should better help students understand what is required to have a successful career by promoting positive self-development, confidence and self-esteem through goal setting, working with others and improving their work skills.

SCHOOL TO CAREER - SEMINAR & INTERNSHIP

Prerequisite: An application must be completed and submitted to the School to Career office. Students must be an eligible junior or senior and have a signed agreement from a parent/guardian.

This Semester work experience course will provide the opportunity for students to apply their academics. Students will be required to attend one work readiness skills Internships may be paid or unpaid work experiences. Students

can take more than one semester.

B.M.C. DURFEE HIGH SCHOOL CAREER & TECHNICAL EDUCATION POLICY



ADMISSIONS POLICY/GUIDELINES FOR STUDENT ACCEPTANCE INTO THE COLLEGE, CAREER & TECHNICAL EDUCATION PROGRAM

I. INTRODUCTION

An admission process is necessary in vocational technical programs where space is a limiting factor. Career & Technical Education programs are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such shops lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process has been developed. All applicants to grades 9-12 will be evaluated using the selection criteria contained in this Admissions Policy.

This policy includes the process for application to participate in the Grade 9 chapter 74 exploratory program called “Durfee Discovery” that operates at B.M.C. Durfee High School.

All students who are residents of Fall River have the right to apply to participate in this grade 9 chapter 74 exploratory program “Durfee Discovery.”

This policy also includes the process for program placement following participation in the chapter 74 exploratory program “Durfee Discovery” at B.M.C. Durfee High School. Section X pertains specifically to the program placement for those students who participate in the grade 9 chapter 74 exploratory program “Durfee Discovery.”

II. EQUAL EDUCATIONAL OPPORTUNITY

Fall River Public School admits students and makes available to them it’s advantages, privileges, and course of study without regard to race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

If there is a student with limited English proficiency, a qualified representative from Fall River Public Schools will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect his or her admission to the Career & Technical Education Exploratory Program “Durfee Discovery” at B.M.C. Durfee High School.

III. ELIGIBILITY

Any eighth, ninth, tenth or eleventh grade student who expects to be promoted to the grade they seek to enter by their current school and who **resides** in Fall River is eligible to apply for fall admission or admission during the school year subject to the availability of openings in the Career & Technical Education Exploratory Program “Durfee Discovery” at B.M.C. Durfee High School.

A. Home School

Students who are formally being home-schooled may apply for admission to the Career & Technical Education, provided all admission policy criteria are followed. The home-schooled student's parent(s)/guardian(s) must submit a copy of the Home School Approval Letter from the local school superintendent. Home schooled students will be accepted to the CTE program according to the selection criteria contained in this admission policy. Please refer to Section VI. Application Process for additional information regarding selection criteria.

B. Homeless

Students who are homeless may be accepted to The Career & Technical Education Program according to the selection criteria contained in this admission policy.

C. Transfer Students

Transfer students from other Chapter 74 State approved Career & Technical Education programs and now reside in Fall River are eligible to apply for fall admission or admission during the school year to grades 9-12 provided they expect to be promoted to the grade they seek to enter by their current school. Transfer student’s applications will be evaluated using the criteria contained in this Admission Policy.

IV. ORGANIZATIONAL STRUCTURE

The Fall River district contains seven middle schools, Edmund P. Talbot Middle School, James Madison Morton Middle School, Matthew J. Kuss Middle School, John J. Doran Community School, Stone K-12 School, R.L.M. Resilience Preparatory Academy, and Henry Lord Community School. All students from these schools are eligible to apply for enrollment in the Career & Technical Education programs at B.M.C. Durfee High School. Students who live in Fall River and attend private or charter schools are also eligible to apply for admission.

The Career & Technical Education Department is housed within B.M.C. Durfee High School, which is a fully comprehensive vocational-technical/academic high school in the City of Fall River. B.M.C. Durfee High School operates nine Chapter 74 approved Vocational Technical Education Programs with an Exploratory Program. B.M.C. Durfee High School and its Career & Technical Programs are accredited by the New England Association of Schools and Colleges.

The Director of College, Career & Technical Education is responsible for the management of the program, as well as the administration of the policies and procedures set forth in this admissions policy. He/she reports directly to the Principal of B.M.C. Durfee High School. He/she is responsible for disseminating information about Career & Technical Education through local school assemblies and press releases, and for collecting applications from the local schools.

B.M.C. Durfee Career & Technical Program has an admissions committee appointed by the College, Career & Technical Education Director, which includes him or herself, the specific CTE Program Counselors, Director of Guidance and an Assistant/Associate Principal. Responsibilities of the admissions committee include:

- Determination of standards for admission
- Development and implementation of admission procedures
- Processing of applications
- Rank ordering of students
- Acceptance of students according to the procedures and criteria in the admission policy

- The establishment and maintenance of a waiting list of qualified candidates

V. RECRUITMENT PROCESS

The district will provide published information on the Chapter 74 Career & Technical Education programs available at B.M.C. Durfee High School. The Director of Career & Technical Education is responsible for disseminating information about the technical education program through a variety of methods.

- Program of Education publications describing the offerings in CTE at B.M.C. Durfee High School and are distributed to all eighth grade students along with a winter presentation to all grade 7 and 8 students at B.M.C. Durfee High School.
- Seventh and eighth grade middle school visit by the CTE Director and CTE Leadership Team to share information about the nine CTE Programs at B.M.C. Durfee High School.
- An interactive tour of the nine CTE programs at B.M.C. Durfee is held each year, spotlighting student work and demonstrations from all technical areas.
- Parents and students are invited to tour B.M.C. Durfee during the annual fall Open House and the annual Freshman Orientation Program in August.
- Parents of prospective students may also schedule an individual visit at a mutually convenient time.

VI APPLICATION PROCESS

A. Fall Admission – All Grades

Fall River residents interested in applying to the Career & Technical Education Program for Fall admission to the ninth, tenth, or eleventh grade must complete the Admissions Application.

For application to Grade 9 Exploratory “Durfee Discovery” the average of grades earned in English language arts or its equivalent, math, science and social studies from Grade 7 and the first semester of Grade 8 is required.

For applications to Grades 10, 11 & 12 the average of grades earned in English language arts or its equivalent, math, science and social studies from the previous year(s) and from the current school year to the date of the application.

For application to Grade 9 Exploratory “Durfee Discovery,” the number of unexcused absences from Grade 7 and the first semester of Grade 8 are required.

For application to Grades 10, 11 & 12 the number of unexcused absences from the previous school year(s) and from the current school year to the date of the application is required.

For application to Grade 9 Exploratory “Durfee Discovery,” the Grade 7 & 8 suspension record from Grade 7 and the first semester of Grade 8 is required.

For applications to Grades 10, 11 & 12 the suspension record from the previous school year(s) and from the current school year to the date of the application is required.

All application packages contain a rubric driven recommendation from the students current School Counselor. (see section v11)

If accepted, students will complete a high school course selection sheet indicating their

choice of Career & Technical Education course of study as part of their school's regular scheduling process in the spring. This sheet must be signed by the student, current counselor, and a parent or guardian.

It is the responsibility of the student to ensure the signed course selection sheet is returned to his/her current School Counselor so that it and the Student Rating Sheet may be forwarded to the Career & Technical Education Director.

B. Current School Year Admissions - All Grades

Students interested in applying to the Career & Technical Education Program at B.M.C. Durfee for admission during the current school year must obtain an Admissions Application from their School Counselor or from the Career & Technical Education Office and return the completed application form (signed by a parent or guardian) to their current School Counselor. It is the responsibility of the student to ensure the signed application is returned to his/her current School Counselor so that it and the Student Rating Sheet can be forwarded to the Career & Technical Education Office in a timely manner.

It is the responsibility of the student's School Counselor to complete the Student Rating Sheet and forward it and the completed application package to the Career & Technical Education Office. The application package must include the completed application form (including required signatures), a copy of the student's transcript showing grades earned in English language arts, or its equivalent, social studies, math and science from previous school year(s), and either the most recent report card or a form indicating grades-to-date of application, and the Student Rating Sheet. The Student Rating Sheet must include the suspension record from the previous school year(s) and from the current year to the date of the application, and/or the recommendation of the current School Counselor.

If an incomplete application is received, the Career & Technical Education Office will inform the School Counselor responsible for submitting the application which items are missing. The applicant's parent(s)/guardian(s) will be notified in the event that the problem is not resolved by the local school School Counselor. If the application package remains incomplete for ten school days thereafter, the application will be voided.

C. Home School

Students who are formally being home schooled may apply for admission to B.M.C. Durfee High School including admission during the school year, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent and if grades are not available a representative sample or portfolio of the student's body of work in English language arts or its equivalent, math, science, and social studies. Home-schooled students will be ranked on their portfolio/grades (50%) and recommendation (50%).

D. Late Applications

Applications received after the deadline (as noted on the application) will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

E. Transfer Students

Applications from students who are enrolled in a state-approved (Chapter 74) vocational

technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at B.M.C. Durfee High School. Their applications will be evaluated according to the provisions of this Admissions Policy.

F. Withdrawn Students

Students who withdraw from B.M.C. Durfee High School's Career & Technical Education Program and who are attending or not attending another high school may reapply to Career & Technical Education following the procedures contained in this admission policy and will be evaluated using the criteria contained in this admissions policy.

VII. SELECTION CRITERIA

The following numerical ranking system will be utilized to select students and to develop a waiting list, if necessary. Each category carries equal weight. After points are given in each area, the points are totaled for each applicant. A maximum total of 20 points can be earned.

A. Scholastic Achievement (5 points maximum)

For application to Grade 9 Career & Technical Education Programs the average of grades earned in English language arts or its equivalent, math, science and social studies from Grade 7 and the first semester of Grade 8.

For applications to Grades 10, 11 & 12 the average of grades earned in English language arts or its equivalent, math, science and social studies from the previous year(s) and from the current school year to the date of the application.

<i>Grade Average</i>	<i>Points</i>
A+	5.0
A	4.7
A-	4.3
B+	4.0
B	3.7
<i>Grade Average</i>	<i>Points</i>
B-	3.3
C+	3.0
C	2.7
C-	2.3
D+	2.0
D	1.7
D-	1.5

B. Attendance (5 points maximum)

For application to Grade 9 College, Career & Technical Education Programs, the number of unexcused absences from Grade 7 and the first semester of Grade 8.

For application to Grades 10, 11 & 12 the number of unexcused absences from the previous school year(s) and from the current school year to the date of the application.

<u>Unexcused Absences</u>	<u>Points</u>
0-5	5
6-10	4
11-15	3
16-20	2
21 +	0

C. School Discipline/Suspension Rating (5 points Maximum)

For application to Grade 9 College, Career & Technical Education Programs, the Grade 7 & 8 suspension record from Grade 7 and the first semester of Grade 8.

For applications to Grades 10, 11 & 12 the suspension record from the previous school year(s) and from the current school year to the date of the application.

Conduct	Criteria	Points
Excellent	0 Suspensions	5
Good	1 Suspension	4
Fair/Average	2 Suspensions	3
Below Average	3 Suspensions	2
Not Recommended	3+ Suspensions	0

D. Counselor Recommendation (5 points Maximum)

For all applicants a recommendation will be submitted from the student's current School Counselor using a rubric that focuses on effort and responsibility.

<u>Recommendation</u>	<u>Points</u>
Outstanding	5
Above Average	4
Average	3
Below Average	2
Not Recommended	0

VIII. SELECTION PROCESS

The Career & Technical Education Admissions Committee considers academic achievement, attendance, school behavior, and recommendation from the student's current School Counselor. Applications are reviewed, processed and assigned points

by grade level. After a point total for each resident applicant has been determined, all resident applicants are ranked ordered by their “point total.” Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on until all seats are filled. All resident applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting resident applicants from the waiting list.

These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

Applications received after the application deadline (noted on the application) will be evaluated using the above criteria and their composite scores will be rank ordered at the end of the established waiting list.

IX. ENROLLMENT

In order to enroll in the B.M.C. Durfee High School’s Career & Technical Education Program for the fall, applicants must have been promoted to the grade they wish to enter by their current school. In addition, they must have passing grades in English language arts or the equivalent and mathematics for the school year immediately preceding their enrollment in Career & Technical Education.

X. COLLEGE, CAREER & TECHNICAL EDUCATION PROGRAM PLACEMENT

All ninth graders who enroll in the Career & Technical Education Program at B.M.C. Durfee High School participates in the Exploratory Program “Durfee Discovery” designed to help them learn about their talents and interests relative to a variety of CTE programs. Students initially explore each CTE program for approximately 7/8 days for each program rotation. Students are evaluated and graded by each CTE Program teacher during Exploratory “Durfee Discovery” using a comprehensive grading rubric. At the end of the fourth marking term, each student selects his/her program of choice, as well as a second and third choice for the following school year and continues exploring through Durfee Discovery until the last day of the school year. If the number of students seeking a placement into a particular program for the following school year exceeds the number of openings, the grades received by all students considering that program will be ranked to determine who is placed in that CTE Program. If a program is filled and a student does not get his/her/their first choice, the School Counselor and student will meet to assign the student to his/her/their second or third choice, pending space availability.

Students who enroll in the Career & Technical Education Program after grade nine do not participate in a formal exploratory program but they may “shadow” one or more programs for a day, if they so desire, before making a program selection. If the number of enrollees seeking a particular program exceeds the number of openings, the selection criteria used for admission to the program as described above will be used to rank order the students.

Students who wish to transfer from one program to another during the school year may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested programs. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

XI. REVIEW

The applicant’s parent/guardian, upon receipt of a letter from the College, Career & Technical Education Director indicating that the applicant was not accepted for admission

into the College, Career & Technical Education Program and/or placed on a waiting list, may request a review of the decision by sending a letter requesting such a review to the applicants' current Building Principal within ten days of the receipt of the school's letter. The Building Principal will conduct a review of the applicant's records. He/she/they may also request a parent/student conference. The Building Principal will respond in writing with the results of the review within ten days of the initial request for review.

If after the review, the parent/guardian wishes to appeal the findings of the review, they may do so by sending a letter requesting such an appeal to the Superintendent of Schools. The Superintendent will respond in writing within ten days of the receipt of the letter to the parent/guardian with a scheduled date for an appeal hearing. The Superintendent will respond in writing with his/her/they decision on the appeal within ten days of the appeal hearing.

The Fall River Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs and activities.

