

B.M.C. DURFEE HIGH SCHOOL



PROGRAM OF STUDIES 2025-2026

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Translations available:

- **If you need any version of this document translated, please contact the principal's office.**
- **Para 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 *2025 - 2026 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 *2025 - 2026 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.

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 *2024-2025 Program of Studies* as a roadmap to guide you and that you will contact us with any questions about the course selection process.

Sincerely,
Dr. Jessica Stephens
Principal
B.M.C. Durfee High School

Sincerely,
Andrew Woodward
Director of School Counseling
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 High School

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 contribute to the global community.

All Hilltoppers have Durfee **PRIDE**:

- PURPOSE:** Students will demonstrate academic achievement through the core academic pillars of higher order questioning, evidence based writing, academic conversation, and close observation and analysis.
- RESPONSIBILITY:** Students will demonstrate their ability to make caring and constructive choices through ownership of personal behavior, social interactions, and dependability across diverse situations.
- INNOVATION:** Students will demonstrate their ability to generate new ideas and demonstrate creative problem-solving.
- DILIGENCE:** Students will demonstrate their ability to be self-aware and socially mindful of how emotions, thoughts, and behaviors impact outcomes, and be able to empathize with others, including those from diverse backgrounds, cultures, and contexts.
- EMPOWERMENT:** Students will demonstrate their ability to set goals for themselves and take realistic steps to achieve them using the Durfee Way.

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 counselors (guidance) 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(Guidance) 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 access to vetted best practices and bold approaches that will help them deeply regard the world they live in.

We also believe that every student at Durfee High School deserves an opportunity to access complex ideas and a tiered support system that will equip them with the tools they need to open new doors and seek out opportunities for themselves that they never even imagined.

That’s why we’ve decided to adopt a common set of SEL competencies and academic strategies that will empower our students to become emotionally and socially aware, while thinking critically about the world in which they live. Adopting “The Durfee Way” will help us teach the skills and strategies that students will need to be successful after high school, no matter which path they choose and regardless of whatever life circumstances they are dealt.

That’s why, throughout their time here at Durfee, our students will learn how to apply these shared academic principles and SEL competencies on their own:

Academic Principles

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/Technical Conversations	How to explore, challenge and refine an idea by having a dialogue with others.

SEL Strategies

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.
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
Relationship Skills	The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
Responsible Decision Making	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

ACADEMIC ADVISING RESOURCES

The student's classroom teacher has in-depth knowledge of the content of various courses taught within their 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 school counselor has a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, the school 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 school counselor can be to advocate for the student's academic, personal/social and career/college needs. The school counselor advises students and families about academic pathways and courses that will align with their post-high school plans. A student/parent conference about these choices can be arranged by contacting the student's school counselor (guidance). 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 (guidance) 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 or complete the work assigned on said Saturday sessions if unable to attend in person** in preparation for the AP examination. 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 Department 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 Dual Enrollment courses. This program allows students to take college-level courses while enrolled at Durfee High School for free or reduced cost. Courses taken can be used to fulfill graduation requirements or be used as elective credit. 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, some opportunities for scholarship, and priority is given to students who are economically disadvantaged. 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 program designed to increase post-secondary enrollment, persistence and graduation for all students, including underserved populations in higher education. The Early College Program promotes Equitable Access by targeting students from underserved populations, and removing barriers of college such as minimum Accuplacer test scores, minimum GPA, transportation, or taking courses outside of the school day, providing all students with access to free college courses. All Early College courses will be weighted the same as AP courses to indicate college coursework. Early College 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, Criminal Justice, STEM, Art/fashion design, and medical interpretation (pilot) with its partners Bristol Community College, Bridgewater State University, UMass Dartmouth.

Early College provides robust Student Support and experiential learning from the pre-placement stage through the dual enrollment coursework by providing concurrent tutoring, mentoring, academic support and post-secondary planning. 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 2, quarter 3, or quarter 4 classes by contacting their school 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, including transfer 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

Unweighted GPA

Unweighted GPA is based upon the CP GPA scale above. This GPA is sometimes 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 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.

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 teacher or school counselor (guidance).

Durfee High School reviews its students academic progress, attendance, and behavioral data formally during grading periods and throughout the year through student support meetings. Students are identified for our alternative pathways during these times as well as throughout the year during student support meetings.

If you would like your student to participate in any of the following credit / grade recovery programs or pathways or if you have any concerns about your students progress in school please reach out to your student's school counselor or their House Student Support office below to get more information. The House Office support team will partner with you to support your student on their pathway to graduation.

Student Support House Office	Contact Number
Freshman Academy	508-675-8100 ext:42400
Brown House	508-675-8100 ext: 43410
Lima House	508-675-8100 ext:43400
Gray House	508-675-8100 ext: 42410
Evolve Pathway	774-488-9294

Alternative Pathway	Program Description	When does Program meet?	How do students earn credit?
Unit/Grade Recovery Grades 9-12 Nov-June	Students receive the opportunity to complete additional assignments and/or missing assignments to earn a higher grade in a proceeding term.	Independent work completed by students with as needed support by teachers	Once work is completed - teachers submit a grade change form and Term 1,2 or 3 grade is changed , giving students a better opportunity to have a passing final grade

<p>In-School Edgenuity Credit Recovery Labs Grades 11-12 Sept-June</p>	<p>Intervention program used to promote on-time graduation – Uses Edgenuity Platform/ Google Classroom. Student can work on course during the assigned period and at Home 24/27</p>	<p>Periods 1-6, takes place of an elective</p>	<p>After finishing an edgenuity credit recovery course, students earn appropriate credit for the class they previously failed</p>
<p>After School Credit Recovery Lab Grades 11-12 November-June</p>	<p>Intervention program used to promote on-time graduation – Uses Edgenuity Platform/Google Classroom. Students can work on course during the assigned period and at Home 24/27.</p>	<p>Monday-Thursday; Periods 3-5, Students commit to attend 2 of 4 days</p>	<p>After finishing an edgenuity credit recovery course, students earn appropriate credit for the class they previously failed</p>
<p>Credit Recovery Through Coursework Grades 11-12 Sept-June</p>	<p>Students take identified term classes <i>Thrillers and Chillers (English)</i> or <i>Intro to American Government (Social Studies)</i> credit during the school day. These courses are linked to Power Standards and aligned to curriculum frameworks of course English and Social Studies classes</p>	<p>Course during Durfee High School school day</p>	<p>After successfully completing the <i>Thrillers and Chillers</i> course, students will receive credit for English 1 or English II.</p> <p>After successfully completed the <i>Intro to American Government</i> course, students will earn credit US & World History 1 or US & World History II</p>
<p>Evolve Pathway Students in grades 10 and above who are off-track towards graduation. Sept--June</p>	<p>Choice-based competency pathway in Durfee High School for off-track students featuring the primary person support model and small class size.</p> <p>Students in Evolve earn credit by demonstrating mastery of a set of competencies through “Transformative Learning Experience” (TLE)project-based courses</p>	<p>Monday-Friday; 8:55-2:55</p>	<p>Students earn credit by demonstrating mastery of competencies through project based learning. For more information, see page 88 of this document or</p> <p>https://www.fallriverschools.org/durfee/student-life/evolve-academy</p>
<p>Accelerated MLL Pathway Students aged 17-21 Sept--June</p>	<p>Accelerated Pathway for older Newcomer MLL students who have interrupted education or cannot provide written transcripts of educational record due to hardship in home country</p>	<p>Opportunity built into school day through demonstration of mastery</p>	<p>Demonstration of mastery of course standards; Cumulative Grade of 75 or higher is needed in subject area to be eligible and competency determination is approved by Dept Head</p>

Summer School Grade 9-12 July & Aug	Programming in the summer that allows students to participate in credit recovery for up to 4 classes previously failed	Monday-Thursday in the Summer, usually in the morning hours	At the conclusion of the summer session students receive a grade of Pass and earn credits if they complete the summer school course requirements
Senior Spring Credit Recovery May & June Grade 12	Programming in the pre-summer months that allows students to participate in credit recovery for up to 4 classes previously failed. The goal is to keep seniors connected earlier than the July summer school option. Students can access this safety net if they have made active attempts to recover recredit via one or more of the options above	Senior Summer School is alternative credit recovery programming during the normal school day	At the conclusion of the pre-summer session students receive a grade of Pass and earn credits if they complete the summer school course requirements; students who earn enough credits to graduate will be invited to attend summer graduation ceremonies

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:

Minimum Course Graduation Requirements

English	4 Courses
Math	4 Courses (including completion of algebra II or equivalent coursework)*
Science	3 Lab Science Courses
Social Studies	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*****
Electives	add at least 22 credits of electives to total 100 credits to graduate

Math and English Courses: Students must enroll in a core English and Math course each year of high school.

Senior Year - Students will need to earn a minimum of **15 credits** during their senior year, including earning credit in core academic Math and English courses.

* **Math Courses:** Students may substitute 1 unit of Project Lead the Way (PLTW) or Advanced Placement (AP) Computer Science for a Math requirement

** **Social Studies Courses:** Successful completion of AP European History, AP US History, AP Government, AP Human Geography, AP A.A. studies, or a Dual Enrollment History Course, or a semester of Learn to Serve can waive their 4th senior history requirement. All students need to complete the Civics project.

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

**** **Physical Education Alternate Credit:** All students who are currently enrolled in NJROTC and other academic programs may 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 Career & Technical Program are eligible for a waiver of the Fine/Performing Arts requirement.

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
Term, Everyday classes	1.25 Credits

Credits needed to become a Sophomore	21 Credits
Credits needed to become a Junior	45 Credits
Credits needed to become a Senior	70 Credits

Credits needed to Graduate	100 Credits
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NCAA ACADEMIC REQUIREMENTS FOR STUDENT ATHLETES

For more information or questions on requirements, please contact your student's school counselor (Guidance).

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	Division II
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 Courses	16 Courses

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 that they have previously failed through both face-to-face instruction and via the 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, school counselor (guidance) and appropriate 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 actively employed.

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, gender identity, homelessness, 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. 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 Course Offerings

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
09101F	Pre-AP English I	HON	9	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
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	9-12	TERM	1.25
09504	Intro to Media Studies: Inside True Crime Coverage	CP	10-12	TERM	1.25
09534	Thrillers & Chillers: Slasher Girls and Monster Boys	CP	9-12	TERM	1.25
09824	Heroes and Villains	CP	9 - 12	TERM	1.25
09754	Freedom Writers	CP	10-12	TERM	1.25
09822	Creative Writing	CP	9-12	TERM	1.25
09531	Yearbook Internship	NONE	11-12	SEM	2.5
09584	LGBTQ Studies	CP	11-12	TERM	1.25
09774	Film Studies	CP	11-12	TERM	1.25
09564	Slam Poetry	CP	9-12	TERM	1.25
09874	Adulting 101: A Primer for Life after HS	CP	11-12	TERM	1.25

ENGLISH & LANGUAGE ARTS CORE COURSES

09101F Pre-AP I English (HON)

Grade Level: 9

Credits: 5

Full Year

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

Credits: 5

Full Year

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.

ENGLISH & LANGUAGE ARTS ELECTIVES

[Click for link to video clips](#)

09444 ELA Strategies **Grade Level: 9-12** **Credits: 1.25** **Term**

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: 10-12** **Credits: 1.25** **Term**

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.

09534 Thrillers & Chillers:

Slasher Girls and Monster Boys (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**

Prerequisite: None

Note: *This course may also be used for Credit Recovery to recover English I or English II credit*

Thrillers & Chillers: Slasher Girls and Monster Boys dives into the supernatural, horrific, and fantastical, including ghosts, aliens, psychic powers, natural disasters, and insanity. This class includes a variety of genres, such as short stories, poetry, and films and provides you an opportunity to write a short piece of your own.

09824 Heroes & Villains (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**

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.

09754 Freedom Writers (CP) **Grade Level: 10-12** **Credits: 1.25** **Term**

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: 9-12** **Credits: 1.25** **Term**

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: Internship (NONE) **Grade Level: 11-12** **Credits: 2.5** **Semester**

Prerequisite: Yearbook Instructor Recommendation

This course is open ONLY to students who hold leadership positions in Durfee's publications, including the Record Book. It is taken 5 days a week under the supervision of the Yearbook advisor and is graded as a Pass/Fail course.

09584 LGBTQ Studies (CP) **Grade Level: 11-12** **Credits: 1.25** **Term**

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** **Credits: 1.25** **Term**

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** **Credits: 1.25** **Term**

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: 11-12** **Credits: 1.25** **Term**

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. The department's standards-based curriculum is aligned to the MA Common Core State Standards.

Math Course Offerings

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
10192F	Algebra I CP	CP	9	YR	5
10101F	Pre-AP Algebra 1	Pre-AP	9	YR	5
10964	Math Strategies	CP	9-10	TERM	1.25
10241	Pre-AP Geometry w/Statistics	HON	10	YR	5
10212	Plane Geometry CP	CP	10	YR	5
10281	Pre-AP Algebra II	HON	10-12	YR	5
10152	Algebra II CP	CP	10-12	YR	5
10182	Algebra II + Data 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	SEM	2.5
10187	Principles of Algebra and Geometry CP	CP	12	SEM	2.5
10503	Financial Algebra CP	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
10872	Statistical Reasoning In Sports and Life	CP	12	YR	5
10223	Intro to Computer Programming CP	CP	9-10	SEM	2.5
10431	Honors Computer Science Essentials (PLTW)	HON	9-12	SEM	2.5
10016	Honors Computer Science Cybersecurity (PLTW)	HON	10-12	SEM	2.5
10991	AP Computer Science Principles	AP	10-12	YR	5

10192F Algebra I CP (Fr) (CP)

Grade Level: 9

Credits: 5

Full Year

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.

10101F Pre-AP Algebra I (HON)

Grade Level: 9

Credits: 5

Full Year

Prerequisite: Teacher Recommendation

This honors level course 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. In addition, this course explores

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.

10872 Statistical Reasoning in Sports (CP) **Grade Level: 12** **Credits: 5** **Full Year**

Prerequisite: None

This course offers a unique and powerful way to introduce the principles of statistical reasoning and makes statistics exciting with high interest sports and life examples that show how statistics is a part of everyday life. This course examines the fascinating questions about sports and life by investigating the underlying statistical questions and creating a fun atmosphere in the classroom.

COMPUTER SCIENCE ELECTIVES

[Click for link to video clips](#)

10223 Intro to Computer Programming (CP) **Grade Level: 9 & 10** **Credits: 2.5** **Semester**

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 **Grade Level: 9-12** **Credits: 2.5** **Semester**
PLTW (HON)

Prerequisite: None *Meets Math Graduation Requirement*

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.

10016 Honors Computer Science Cybersecurity **Grade Level: 10-12** **Credits: 2.5** **Semester**
PLTW (HON)

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: 10-12** **Credits: 5** **Full Year**

Prerequisite: Teacher Recommendation and Dean Approval *Meets Math Graduation Requirement*

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.

SCIENCE

The Science Department offers a wide variety of courses which include applied learning opportunities for hands-on, skills-based laboratory experiences focused on scientific, mathematical, and literacy skills. A minimum of 3 lab sciences are required to meet graduation requirements. The department's high quality, applied learning offerings are aligned with the 2016 Massachusetts Science, Technology, and Engineering Curriculum Frameworks and the DESE Educational Vision, designed to stimulate students' interests in science while preparing them for college, careers, and informed citizenship. Students must take full year lab-based science courses in their freshman and sophomore years with options for semester, or year long classes in junior and senior year to fulfill core science and elective graduation requirements. **All sophomore students will take the MCAS in grade 10 and be scheduled for a year-long core life science or physics course outlined in the Grade Options list below.** Students are encouraged to take science electives to meet graduation requirements for both core science and elective credits each year. For students who are interested in healthcare, public health, forensics, applied engineering, and biomedical fields, Project Lead the Way (PLTW) Biomedical Science courses are offered as terms or full-year options

Science Core Lab Course Offerings

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
15211	Pre-AP Biology I with Showcase (HON)	Pre AP	9	YR	5
15053	Biology I (CP)	CP	9	YR	5
15221	AP Biology (AP)	AP	10-12	YR	5
15202	Biology II (CP)	CP	10	YR	5
15851	Honors PLTW Principles of Biomedical Sciences (PBS)	HON	10-12	YR	5
15311	Pre-AP Chemistry (HON)	Pre-AP	10-12	YR	5
15441	AP Physics I (AP)	AP	10-12	YR	5
15402	Physics (CP)	CP	10-12	YR	5
15501	AP Environmental Science (AP)	AP	11-12	YR	5
15451	AP Physics II (AP)	AP	11-12	YR	5
15321	AP Chemistry (AP)	AP	11-12	YR	5
15302	Chemistry (CP)	CP	11-12	YR	5
15632	Astronomy, The Big Questions (CP)	CP	11-12	SEM	2.5
15232	Marine Biology (CP)	CP	11-12	SEM	2.5

Project Lead the Way (PLTW) Course Offerings

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
15851	Honors PLTW Principles in Biomedical Science	HON	10-12	YR	5
15291	Honors PLTW Biomedical Science I: Forensics and Medical Response	HON	9-12	SEM	2.5
15731	Honors PLTW Biomedical Science II: Clinical Care	HON	9-12	SEM	2.5
15801	Honors PLTW Human Body Systems 1: Road to Rehabilitation	HON	9-12	SEM	2.5
15821	Honors PLTW Human Body Systems 2: Adventure Awaits & Patient Perspectives	HON	9-12	SEM	2.5
15761	Honors PLTW Medical Interventions 1:	HON	11-12	SEM	2.5

	Fighting Infection & Screening Genes (Diagnosis of Diseases)				
15771	Honors PLTW Medical Interventions 2: Conquering Cancer & Organ Failure	HON	11-12	SEM	2.5
15781	Honors PLTW Biomedical Innovation Capstone (HON)	HON	11-12	SEM	2.5

Science Course Offerings

[click for links to elective video clips](#)

Students may select from our variety of lab course offerings listed in the Science Core Lab Courses and Project Lead the Way groupings as electives to enrich their experiences in science. All offerings in the Science Department include applied learning opportunities through hands-on, skills-based, laboratory experiences with real-world connections that build transferable skills for success in any pursuit beyond graduation.

15211 Pre-AP Biology I with Showcase (HON) **Grade Level: 9** **Credits: 5** **Full Year**

Prerequisite: None

This course explores the four main areas of Biology content specified in the 2016 Massachusetts Science, Technology, and Engineering Curriculum Frameworks : 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity as it emphasizes the integration of content with science practices and powerful analytical reasoning tools that support students in making sense of 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 through the use of storylines and phenomena-based curriculum. It culminates with project based opportunities that are showcased in public presentations to the school community.

15053 Biology I CP (CP) **Grade Level: 9** **Credits: 5** **Full Year**

Prerequisite: None

This is a full year course which introduces students to scientific skills and practices with cross cutting concepts in Life, Physical, Earth and Space Sciences specified in the 2016 Massachusetts Science, Technology, and Engineering Curriculum Frameworks : 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. Through storylines and phenomena-based curriculum, students will be given an opportunity for deeper exploration into foundational standards and hands-on applications with scientific practices.

15221 AP Biology (AP) **Grade Level: 10-12** **Credits: 5** **Full Year**

Prerequisite: Successful completion of Pre-AP Biology I; Teacher Recommendation and/or Dean 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.

15202 Biology II (CP) **Grade Level: 10** **Credits: 5** **Full Year**

Prerequisite: Integrated Science (CP) Biology I (CP) or Pre-AP Biology I (HON)

This course emphasizes the integration of content with science skills and practices presenting students with opportunities for deeper exploration into foundational 2016 Massachusetts Science, Technology, and Engineering Curriculum Frameworks standards: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4)

Biological Evolution: Unity and Diversity, through hands-on applications that spark motivation, critical thinking, and personal sensemaking to understand the world around them.

15441 AP Physics I (AP) **Grade Level: 10-12** **Credits: 5** **Full Year**

Prerequisite: Teacher Recommendation and/or Dean 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.

15311 Pre-AP Chemistry w/Lab (HON) **Grade Level: 10-12** **Credits: 5** **Full Year**

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

15402 Physics (CP) **Grade Level: 10-12** **Credits: 5** **Full Year**

Prerequisite: None

This full year course introduces students to scientific skills and practices with cross cutting concepts in Physical, Earth and Space Sciences, & Technology and Engineering. Through storylines and phenomena-based curriculum, students will be given an opportunity for deeper exploration into foundational standards and hands-on applications with scientific practices. Topics such as: linear motion, dynamics, work-energy-momentum, heat, wave motion, and electromagnetism are explored. Students will use problem solving skills in a laboratory setting to conduct real world experiments and figure out answers to real-world questions focused on by scientists, engineers, and data analysts.

15501 AP Environmental Science (AP) **Grade Level: 11-12** **Credits: 5** **Full Year**

Prerequisite: Teacher Recommendation and/or 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.

15451 AP Physics II (AP) **Grade Level: 11-12** **Credits: 5** **Full Year**

Prerequisite: Successful completion of AP Physics I or 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.

15321 AP Chemistry (AP) **Grade Level: 11-12** **Credits: 5** **Full Year**

Prerequisite: Successful completion of pre-AP chemistry and/or AP Physics I or Dean 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.

15302 Chemistry (CP) **Grade Level: 11 & 12** **Credits: 5** **Full Year**

Prerequisite: None

This full year course introduces students to scientific skills and practices with cross cutting concepts in Physical, Earth and Space Sciences, & Technology and Engineering. Through storylines and phenomena-based curriculum, students will be given an opportunity for deeper exploration into foundational standards and hands-on applications with scientific practices. Students develop a deep conceptual understanding of relationships between matter, forces, and energy, at the molecular level, using particle-level reasoning to ask personally relevant questions that analyze the natural world around them. This hallmark of scientific literacy is critical for success in numerous career and college endeavors in science, social science, and many evolving fields available to our students.

15632 Astronomy, The Big Questions w/Lab (CP) **See note below** **Credits: 2.5** **Semester**

Note: **Grade Level: 9, 10 (as elective course)**
 Grade Level: 11-12(as core science course)

Prerequisite: None

This semester-long course introduces students to scientific skills and practices with cross cutting concepts in Earth and Space Sciences, Physical Sciences, and Technology & Engineering applications. Through storylines and phenomena-based curriculum, students will be given opportunities for deeper exploration into foundational standards and applied scientific practices. Students will begin to answer some of the big questions that astronomers have been working to answer for centuries: Why do stars shine and will they shine forever? How do planets form? What will happen to our sun in 5 billion years? and How did the universe begin?

15232 Marine Biology (CP) **Grade Level: 11-12** **Credits: 2.5** **Semester**

Prerequisite: None

This accelerated semester lab science course is 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.

PROJECT LEAD THE WAY

Project Lead the Way (PLTW) courses may be scheduled as term electives or a full-year, core lab science offering that includes all 4 Principles of Biomedical Science (PBS) PLTW term classes to meet the Grade 10 core lab science requirement.

15851 Honors PLTW Principles of Biomedical Science (PBS) **Grade Level 10-12** **Credits: 5** **Full Year**

Prerequisite: Biology I (CP) or Pre-AP Biology I with Showcase (HON)

This is a full year complete PLTW course which introduces an overview of the Biomedical Sciences field through a variety of careers within units of Medical Investigation, Clinical Care, Outbreaks & Emergencies, and Innovation, Inc. to students using scientific skills and practices related to careers and future college opportunities for deeper exploration into foundational standards and hands-on applications with scientific practices.

15291 Honors PLTW PBS 1: Forensics and Medical Response **Grade Level 9-12** **Credits: 2.5** **Semester**

Prerequisite:

This is a full year complete PLTW course which introduces an overview of the Biomedical Sciences field through a variety of careers within units of Medical Investigation, Clinical Care, Outbreaks & Emergencies, and Innovation, Inc. to students using scientific skills and practices related to careers and future college opportunities for deeper exploration into foundational standards and hands-on applications with scientific practices.

15731 Honors PLTW PBS 2: **Grade Level 9-12** **Credits: 2.5** **Semester**
Clinical Care

Prerequisite:

This is a full year complete PLTW course which introduces an overview of the Biomedical Sciences field through a variety of careers within units of Medical Investigation, Clinical Care, Outbreaks & Emergencies, and Innovation, Inc. to students using scientific skills and practices related to careers and future college opportunities for deeper exploration into foundational standards and hands-on applications with scientific practices.

15741 Honors PLTW Human Body Systems 1: **Grade Level: 9-12** **Credits: 2.5** **Semester**
Road to Rehabilitation & Research Ready

Prerequisite: None

Students work as a team of biomedical professionals to assist patients with illness or injury in rehabilitation, helping them return to their passions. They explore the human skeletal and muscular systems, gaining the knowledge and skills to design solutions for their assigned patients, including physical rehabilitation and assistive devices. Throughout the unit, students gather medical information about their patients to create a comprehensive health and wellness plan. Students have accepted internships at the Development and Aging Research Center at a local university, where researchers study how the brain and nervous system change with age, and how the endocrine system regulates bodily processes. Findings from this lab will lead to innovations and treatments aimed at enhancing quality of life and longevity globally.

15751 Honors PLTW Human Body Systems 2: **Grade Level: 9-12** **Credits: 2.5** **Semester**
Adventure Awaits & Patient Perspectives

Prerequisite: None

Students become expedition leaders, guiding adventure travelers through activities in extreme environments. Their role is to ensure the group's health and wellness, concentrating on the cardiovascular,

15761 Honors PLTW Medical Interventions 1: **Grade Level: 11-12** **Credits: 2.5** **Semester**
Fighting Infections & Screening Genes

Prerequisite: None

Students meet Sue Smith, an eighteen-year-old college freshman with symptoms of an unknown infectious disease, later identified as bacterial meningitis. Although Sue survives, she suffers from hearing impairment. Through her case, students will explore the diagnostic process for unknown infections, the use of antibiotics, antibiotic resistance, assessment and treatment of hearing impairment, and the development and use of vaccinations to prevent infections. Students will also meet Mr. and Mrs. Smith, who are excited to learn they are expecting a baby. Given their early 40s age, the doctor recommends genetic screening and testing. Through this case, students will explore DNA screening, the importance of prenatal care, and advancements in genetic technology. Students will also learn molecular techniques for genetic testing, including DNA extraction, gene amplification for bitter-tasting ability, gene sequence identification through restriction digest, and genotype analysis via gel electrophoresis.

15771 Honors PLTW Medical Interventions 2: **Grade Level: 11-12** **Credits: 2.5** **Semester**
Conquering Cancer & Organ Failure

Prerequisite: None

Students learn about Mike Smith, a 16-year-old diagnosed with osteosarcoma, a bone cancer common in teenagers. Although his treatments led to remission, Mike had to have most of his arm amputated to eliminate all cancerous tissue, requiring a prosthesis. Through this case, students will investigate the diagnostic process for detecting cancerous cells, understand cancer risk factors and prevention, explore rehabilitation after disease or injury, and examine the design process for new medications, prosthetics, and

nanotechnology. Students meet Mrs. Jones, the forty-four-year-old sister of Mrs. Smith, who has struggled with Type 1 Diabetes for twenty years. through this case, students will explore protein production, blood sugar regulation, dialysis, organ donation, transplantation, and non-invasive surgery techniques. They will also create a bionic human.

15781 Honors PLTW Biomedical

Innovation Capstone (HON)

Grade Level: 11-12

Credits: 2.5

Semester

Prerequisite: 2 or more term courses from the PLTW Principles in Biomedical Science, Human Body Systems, Medical Interventions options

This semester, students will apply their knowledge and skills to address questions and solve problems in biomedical sciences. They will design innovative solutions for 21st-century health challenges while tackling topics such as clinical medicine, physiology, biomedical engineering, and public health. Students will engage in independent projects, potentially collaborating with mentors from universities, hospitals, or the industry, and will present their work to an audience that includes local business and healthcare representatives.

SOCIAL STUDIES

Durfee High School is committed to offering a curriculum in History and Social Studies that builds connections to our global community, providing 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 and AP offerings. Students are also reminded that a Civics Project is a graduation requirement and can be satisfied through AP courses, Senior History, Early College and the Learn to Serve Program.

Social Science Core Course Offerings

COURSE	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
16251	Pre AP-History (HON)	PRE-AP	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 (HON)	HON	12	SEM	2.5
16321	AP Modern World History	AP	10-12	YR	5
16281	AP African American Studies (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	10-12	YR	5
16221	AP United States History (AP)	AP	11-12	YR	5
16291	AP Psychology (AP)**	AP	11-12	YR	5

Social Science Elective Course Offerings

COURSE	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
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	Constitutional Law (CP)	CP	9-12	TERM	1.25
16922	The World We Live In (Current Events) (CP)	CP	9-12	TERM	1.25
16442	Introduction to Government (CP)	CP	9-12	TERM	1.25
16844	African American Studies (CP)	CP	10-12	TERM	1.25

techniques. Independent work and the ability to complete outside assignments on time are critical to success. As part of unit 5, students apply concepts of the course to conduct research and create a research paper.

16831 Honors Senior History/

Contemporary Issues (HON)

Grade Level: 12

Credits: 2.5

Semester

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. Students have the opportunity to connect with elected officials, community leaders, and personal passions that can affect change in their community. Students research, collect data, and take action in correcting an issue. Students also spend a portion of the course engaging in modules that focus on banking, credit, taxes, and other basic knowledge related to financial literacy; culminating in a Credit 4 Life Fair sponsored by local financial institutions. The Honors level designation will require students to dig deeper in terms of research and application of Civic ideals and financial literacy concepts, showcasing their knowledge and understanding through demonstration of enacting positive change in their community.

16222 Senior History/Contemporary Issues CP (CP)

Grade Level: 12

Credits: 2.5

Semester

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. Students have the opportunity to connect with elected officials, community leaders, and personal passions that can affect change in their community. Students research, collect data, and take action in correcting an issue. Students also spend a portion of the course engaging in modules that focus on banking, credit, taxes, and other basic knowledge related to financial literacy; culminating in a Credit 4 Life Fair sponsored by local financial institutions.

****Waiver of Senior History Requirement:**

1. Successful completion of AP Research, AP Human Geography, AP European History, AP US History, AP Government, AP African American Studies.
2. Successful completion of an approved Dual Enrollment History course and completion of Civics Project during intersession.
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. Enrolled in AP Psychology as a senior instead of Senior History.

16281 AP African American Studies (AP)

Grade Level: 10-12

Credits: 5

Full Year

Prerequisite: Teacher recommendation and Dean's approval.

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. This course fulfills part of the history requirement for graduation if taken Junior year and can be taken instead of US/WorldIII AND Senior History.

16221 AP United States History (AP)

Grade Level: 11-12

Credits: 5

Full Year

Prerequisite: Teacher recommendation and/or 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. Students taking this course should have a strong

SOCIAL STUDIES ELECTIVES

[Click for link for video clips](#)

16784 Sports & American Life (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**
Prerequisite: None

This course will examine the rise of sport in American life, stressing its cultural, social, and economic impact that we know today. Concepts include historical aspects of major sports, 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.

16664 History of Fall River (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**
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.

16404 Introduction to Sociology (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**
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 Constitutional Law (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**
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 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: 9-12** **Credits: 1.25** **Term**
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 affect you and why you should care about staying up to date in the society you live in.

16844 African American Studies (CP) **Grade Level: 10-12** **Credits: 2.5** **Semester**
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****Credits: 2.5****Semester****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, health care, social work or any other in which knowledge of human development is an asset.

16514 Child & Developmental Psychology (CP)**Grade Level: 11-12****Credits: 1.25****Term****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****Credits: 1.25****Term****Prerequisite: None**

Note: This course may also be used for Credit Recovery to recover US/World History I or US/World History II credit

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.

16864 The Ten Stages of Genocide (CP)**Grade Level: 11-12****Credits: 1.25****Term****Prerequisite: None**

The course takes on a case-study approach of analyzing atrocities through-out history that qualify as genocide using the Ten Stages of Genocide widely accepted as the model for teaching this difficult yet important topic. Students will analyze historical events such as The Holocaust, Rwanda, Bosnia and Herzegovina, Cambodia, Armenia, and Nanking as well as modern events that are still unfolding in the world today. This course is meant for students who can handle the mature nature and context of such graphic world events and impacts.

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	Honors French I	HON	9-12	YR	5
11102	French I CP	CP	9-12	YR	5
11111	Honors French II	HON	10-12	YR	5
11112	French II CP	CP	10-12	SEM	2.5
11121	Honors French III	HON	10-12	YR	5
11131	Honors French IV	HON	10-12	YR	5
11104	Honors French I for Heritage Lang. Learners	HON	9-12	YR	5
11201	Honors Portuguese I	HON	9-12	YR	5
11202	Portuguese I CP	CP	9-12	YR	5
11211	Honors Portuguese II	HON	10-12	YR	5
11212	Portuguese II CP	CP	10-12	SEM	2.5
11221	Honors Portuguese III	HON	9-12	YR	5
11231	Honors Portuguese IV	HON	10-12	YR	5
11261	Advanced Portuguese	HON	11-12	YR	5
11291	Honors Portuguese I for Heritage Lang. Learners	HON	9-12	YR	5
11282	Honors Portuguese II for Heritage Lang. Learners	HON	10-12	YR	5
11301	Honors Spanish I	HON	9-12	YR	5
11302	Spanish I CP	CP	9-12	YR	5
11311	Honors Spanish II	HON	9-12	YR	5
11312	Spanish II CP	CP	9-12	SEM	2.5
11321	Honors Spanish III	HON	9-12	YR	5
11331	Honors Spanish IV	HON	10-12	YR	5
11351	AP Spanish	AP	10-12	YR	5
11382	Honors Spanish I for Heritage Lang. Learners	HON	9-12	YR	5
11362	Honors 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

COURSE	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
11902	American Sign Language	CP	9-12	SEM	2.5
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

ARABIC

11482 Arabic I (CP) **Grade Level: 9-12** **Credits: 2.5** **Semester**
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: 10-12** **Credits: 2.5** **Semester**
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.

FRENCH

11101 Honors French I **Grade Level: 9-12** **Credits: 5** **Year**
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 **Grade Level: 9-12** **Credits: 5** **Year**
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 **Grade Level: 10-12** **Credits: 5** **Year**
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 **Grade Level: 10-12** **Credits: 2.5** **Semester**
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 **Grade Level: 10-12** **Credits: 5** **Year**
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 **Grade Level: 10-12** **Credits: 5** **Year**
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.

11104 Honors French I HLL **Grade Level: 9-12** **Credits: 5** **Year**
Prerequisite: Basic French-speaking and listening skills
Conducted entirely in French, this is a study of the French language and culture for native French speakers to improve academic and literacy skills through French literature at an accelerated pace.

SPANISH

<p>11301 Honors Spanish I 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.</p>	<p>Grade Level: 9-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11302 Spanish I CP Prerequisite: None Students will receive an introduction to the basic concepts of the Spanish language and culture using all domains of language acquisition.</p>	<p>Grade Level: 9-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11311 Honors Spanish II 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.</p>	<p>Grade Level: 9-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11312 Spanish II CP 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.</p>	<p>Grade Level: 10-12</p>	<p>Credits: 2.5</p>	<p>Semester</p>
<p>11321 Honors Spanish III 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.</p>	<p>Grade Level: 9-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11331 Honors Spanish IV 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.</p>	<p>Grade Level: 10-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11382 Honors Spanish I HLL 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.</p>	<p>Grade Level: 9-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11362 Honors Spanish II HLL 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.</p>	<p>Grade Level: 10-12</p>	<p>Credits: 5</p>	<p>Year</p>
<p>11351 AP Spanish Prerequisite: Teacher Recommendation and/or Dean Approval. Native Spanish speakers electing to take AP Spanish must have advanced reading, writing, listening, and speaking skills in Spanish. Note: 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.</p>	<p>Grade Level: 10-12</p>	<p>Credits: 5</p>	<p>Year</p>

WORLD LANGUAGE ELECTIVES

[Click for link to video clips](#)

11254 Global Citizenship CP **Grade Level: 9-12** **Credits: 2.5** **Semester**

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

Note: This course does not fulfill the World Language requirement

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.

11392 Introduction to World Cultures CP **Grade Level: 9-12** **Credits: 1.25** **Term**

Prerequisite: None

Note: This course does not fulfill the World Language requirement

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.

11354 Latino Studies CP **Grade Level: 9-12** **Credits: 2.5** **Semester**

Prerequisite: None

Note: This course does not fulfill the World Language requirement

Conducted in English, this is an exploration of Latino/a arts, politics, histories, and cultures.

11902 American Sign Language CP **Grade Level: 9-12** **Credits: 2.5** **Semester**

Prerequisite: None

Note: This course does not fulfill the World Language requirement

Sign language will teach students how to communicate using ASL. The goal is for each student to be able to express over 200 signs and to perform basic compound sentences at the end of the semester as well as learning the ASL alphabet, numbers, and basic signing skills/etiquette. Students will also explore the hot topic of cochlear implants and debate their controversial use as a "cure" for deafness.

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	7.5
51842	ESL/ELA Level 1: Entering for Grades 11 & 12	CP	11-12	YR	7.5
51634	ESL through History	CP	9-12	YR	2.5
51942	ESL/ELA Level 2: Emerging for grades 9	CP	9-10	YR	5
51962	ESL/ELA Level 2: Emerging for grades 10	CP	10-12	YR	5
51972	ESL/ELA Level 2: Emerging for grades 11	CP	11-12	YR	5
51982	ESL/ELA Level 2: Emerging for grades 12	CP	11-12	YR	5
51862	ESL/ELA Level 3/4: Developing for grade 9-10	CP	9-10	YR	5
51642	ESL/ELA Level 3/4: Developing for grade 11-12	CP	11-12	YR	5
51802	*SLIFE/Literacy Skills	CP	9-12	YR	5
**	*SLIFE/Math Foundations	CP	9-12	YR	5
**	*SLIFE/Science Foundations	CP	9-12	YR	5

51902 ESL/ELA Level 1: Entering for

Grades 9 & 10 (CP)

Grade Level: 9-10

Credits: 7.5

Year

Prerequisite: None

ESL/ELA Level 1 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+.

51842 ESL/ELA Level 1: Entering for

Grades 11 & 12 (CP)

Grade Level: 11-12

Credits: 7.5

Year

Prerequisite: None

ESL/ELA Level 1 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+.

51634 ESL through History (CP)

Grade Level: 9-12

Credits: 2.5

Year

Prerequisite: Must be concurrently enrolled in ESL/ELA Level 1

This class uses the Project Citizen curriculum to provide a practical, first-hand approach to learning about our system of government within our communities, and how to monitor and influence it. Students will work together to identify a problem, research it and recommend a solution in the form of a public policy.

51942 ESL/ELA Level 2: Emerging for Grades 9 (CP) Grade Level: 9 Credits: 10 Year

Prerequisite: None

ESL/ELA Level 2 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+.

51742 ESL/ELA Level 2: Emerging for Grades 10 (CP) Grade Level: 10 Credits: 10 Year

Prerequisite: None

ESL/ELA Level 2 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+.

51742 ESL/ELA Level 2: Emerging for Grades 11 (CP) Grade Level: 11 Credits: 10 Year

Prerequisite: None

ESL/ELA Level 2 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+.

51742 ESL/ELA Level 2: Emerging for Grades 12 (CP) Grade Level: 12 Credits: 10 Year

Prerequisite: None

ESL/ELA Level 2 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+.

***15862 ESL/ELA Level 3/4: Developing
for Grades 9-10 (CP)**

Grade Level: 9-10 Credits: 5 Year

Prerequisite: None

ESL/ELA Level 3/4 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+.

***51642 ESL/ELA Level 3/4: Developing
for Grade 11-12 (CP)**

Grade Level: 11-12 Credits: 5 Year

Prerequisite: None

ESL/ELA Level 3/4 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+.

***51802 SLIFE/Literacy Skills (CP)**

Grade Level: 9-12 Credits: 5 Year

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.

* **SLIFE/Math Foundations (CP)** **Grade Level: 9-12** **Credits: 5** **Year**

Prerequisite: None

This class has a focus on both academic and social language used in educational settings. Students will be assessed and provided instruction in the content of mathematics in order to fill gaps within their prior schooling experience.

* **SLIFE/Science Foundations (CP)** **Grade Level: 9-12** **Credits: 5** **Year**

Prerequisite: None

This class has a focus on both academic and social language used in educational settings. Students will be assessed and provided instruction in the content of science in order to fill gaps within their prior schooling experience.

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.

Special Education

COURSE	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
63032CB	English	CP	9-12	YR	5
63432CB	Social Studies	CP	9-12	YR	5
63362CB	Science	CP	9-12	YR	5
63452CB	Math	CP	9-12	YR	5
63004	Reading Fundamentals I, II, III, IV	CP	9-12/ YA	YR	5
63564A	Social Skills	CP	9-12	SEM/YR	2.5/5
63612	Life Skills	CP	9-12	SEM/YR	2.5/5

Young Adult Program

COURSE	DESCRIPTION	LEVEL	GRADES	TERM	CREDIT
63574S	Career Exploration/Job Skills	CP	YA	YR	5
63564A	Social Skills	CP	YA	SEM/YR	2.5/5
63612	Life Skills	CP	YA	SEM/YR	2.5/5
63432CB	The World We Live In	CP	YA	YR	5
63032CB	English	CP	YA	YR	5
63452CB	Financial Literacy	CP	YA	YR	5
04484	Young Adult Internship	NONE	YA	YR	2.5

63032CB English **Grade Level: 9-12, YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: 9-12, YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: 9-12, YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: 9-12, YA** **Credits: 5** **Year**

Prerequisite: None

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 Fundamentals I, II, III, IV **Grade Level: 9-12, YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: 9-12, YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: 9-12, YA** **Credits: 2.5** **Semester**
Grade Level: 9-12, YA **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: YA** **Credits: 5** **Year**

Prerequisite: None

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 **Grade Level: YA** **Credits: 5** **Year**

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.

63032CB English**Grade Level: YA****Credits: 5****Year****Prerequisite: None**

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 Literacy**Grade Level: YA****Credits: 5****Year****Prerequisite: None**

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.

04484 Young Adult Internship (NONE)**Grade Level: YA****Credits: 5****Year****Prerequisite: None**

This course handles the many real-world/outside jobs that consist of job opportunities on and off campus. This course is designed to support our young adult learners in applying to jobs, practicing interviewing skills, and engaging in job coaching opportunities.

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. Students are required to take at least 1 Fine arts, Performing Arts, or FRED TV course to satisfy the Arts graduation requirement.

Visual Arts Course Offerings

COURSE	TITLE	Level	GRADES	TERM	CREDITS
53214	Ceramics I CP	CP	10-12	SEM	2.5
53221	Honors Ceramics II	HON	10-12	SEM	2.5
53231	Honors Ceramics III	HON	12	SEM	2.5
53084	Exploratory Art CP	CP	9-12	TERM	1.25
53944	Mixed Media CP	CP	9-12	TERM	1.25
53424	Digital Art CP	CP	10-12	SEM	2.5
53145	Drawing I CP	CP	9-12	TERM	1.25
53124	Honors Drawing II	HON	10-12	SEM	2.5
53844	Painting I CP	CP	9-12	TERM	1.25
53131	Honors Painting II	HON	10-12	SEM	2.5
53310	Fashion Illustration and History CP	CP	9-12	TERM	1.25
53312	Fashion Textile Design CP	CP	9-12	TERM	1.25
53314	Fashion I CP	CP	9-12	SEM	2.5
53185	Fashion Design II	CP	10-12	SEM	2.5
53171	Fashion Design III	CP	10-12	SEM	2.5
53132	Honors Art	HON	10-12	YR	5
53411	AP Studio Art 2-D Design	AP	11-12	YR	5
53133	AP Studio Art 3-D Design	AP	11-12	YR	5

53214 Ceramics I (CP)

Grade Level: 10-12

Credits: 2.5

Semester

Prerequisite: None

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

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.

53221 Honors Ceramics II (HON)

Grade Level: 10-12

Credits: 2.5

Semester

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.

53312 Fashion Textile Design**Grade Level: 9-12****Credits: 1.25****Term****Prerequisite: None**

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 I (CP)**Grade Level: 9-12****Credits: 2.5****Semester****Prerequisite: Successful completion of Fashion Illustration, Textile Design, Drawing I, Painting I or any additional term course**

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 Honors Fashion Design II (Honors)**Grade Level: 9-12****Credits: 2.5****Semester****Prerequisite: Successful completion of Fashion Design (SEM) course.**

Honors Fashion Design II 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.

53171 Honors Fashion Design III (Honors)**Grade Level: 10-12****Credits: 2.5****Semester****Prerequisite: Successful completion of Fashion Design II (SEM) course.**

Honors Fashion Design III Honors is designed for the highly motivated independent fashion design student that would like to continue to deepen their exploration of the elements and principles of fashion and design within their personal work to create innovative products for the consumer in the design field. Through continuation of sewing and fashion illustration, students will develop a personal voice in fashion and textiles as they build a portfolio. Early college opportunities are available for the student that wants to advance after graduation.

53944 MIXED MEDIA: (CP)**Grade Level: 9-12****Credits: 1.25****Term****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 Pre-AP should students wish to pursue a path toward AP 2D art and Design in their senior year.

53132 Honors Art (HON) **Grade Level: 10-12** **Credits: 5** **Year**

Prerequisite: Successful completion of 2 art classes.

Honors 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: 11-12** **Credits: 5** **Year**

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: 11-12** **Credits: 5** **Year**

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.

53084 Exploratory Art **Grade Level: 9-12** **1.25** **Term**

Prerequisite: None

This is an introductory art class which is designed to give students voice and choice over their art making. The class is designed to teach students how to think like an artist and approach artmaking the way an artist would with emphasis on artistic process. The foundation of this course is about meeting student artists at their level of artistic ability and guiding them to grow and explore art, take risks, and work largely independently.

53424 Digital Art **Grade Level: 10-12** **2.5** **Semester**

Prerequisite: Successful completion of any artistic term course.

This is an introductory course to creating art digitally with a focus on Photoshop tools and the possibility of including digital photography. Students will learn the basic tools and techniques of Adobe Photoshop and Adobe Illustrator. Students will be using MacBooks to create their artwork.

PERFORMING ARTS

[Click for link to video clip](#)

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, Dance, 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. Students are required to take at least 1 Fine arts, Performing Arts, or FRED TV course to satisfy the Arts graduation requirement.

Performing Arts Courses

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
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
56534	Music Production	CP	9-12	SEM	2.5
56544	Advanced Music and Audio Production	HON	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 Honors Piano Lab & Music Theory	HON	10-12	SEM	2.5
56831	Honors Intro to Music Theory/Songwriting I	HON	10-12	SEM	2.5
56851	Honors Advanced Music Theory/Songwriting II	HON	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
56634	AP Music Theory (AP)	AP	10 -12	YR	5
Any Course	FRED-TV (see page 59) Will meet Fine and Performing Arts requirement for graduation	CP, HON	9-12	SEM/YR	2.5/5

56114 Acting I (Semester) (CP) **Grade Level: 9-12** **Credits: 2.5** **Semester**

Prerequisite: None

Note: This is a more in-depth acting course than the Intro to Acting term elective.

Acting I provides opportunities for students who are interested in learning basic acting 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. Group performance in class is mandatory. Students will evaluate their own performance and the performances of their classmates through journal writing, open response, and oral discussion.

56124 Acting II (CP) **Grade Level: 10-12** **Credits: 2.5** **Semester**

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: 9-12** **Credits: 2.5** **Semester**

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: 10-12** **Credits: 2.5** **Semester**

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** **Credits: 2.5** **Semester**

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.

56534 Music Production (CP) **Grade Level: 9-12** **Credits: 2.5** **Semester**

Prerequisite: None

Music Production is a hands-on class for anyone who wants to make their own music, whether it's beats, songs, or sounds for film and video games. No experience? No problem! We'll start from scratch and walk you through every step—from coming up with an idea to producing a finished track. You'll learn how to use digital audio workstations (DAWs) and MIDI controllers to record, edit, and mix music like a pro. Along the way, we'll explore different styles and techniques used by today's top artists and producers. By the end of the semester, you'll have your own original tracks and a solid foundation in music production.

56544 Advanced Music Production (HON) **Grade Level: 10-12** **Credits: 2.5** **Semester**

Prerequisite: Successful completion of Music Production

Note: This course may be repeated for credit.

Advanced Music Production is intended for those students who want to further their study in music

production and audio engineering. Students will develop a personal portfolio of original compositions (both demo and finalized music) and production skills. Students will also explore various career paths (public events, audio engineering for studio or live recording, etc) and learn to set up sound and curate playlists for school and/or community events.

56224 Concert Band (CP) **Grade Level: 9-12** **Credits: 5** **Year**

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

Note: **This course may be repeated for credit.**

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.

56211 Honors Concert Band (HON) **Grade Level: 10-12** **Credits: 5** **Year**

Prerequisite: **Teacher or Director Recommendation Only**

Note: **This course may be repeated for credit.**

This 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. 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.

56324 Orchestra (CP) **Grade Level: 9-12** **Credits: 5** **Year**

Prerequisite: **None**

Note: **This course can be repeated for credit.**

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.

56311 Honors Orchestra (HON) **Grade Level: 10-12** **Credits: 5** **Year**

Prerequisite: **Teacher or Director Recommendation Only**

Note: **This course may be repeated for credit.**

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.

56424 Mixed Chorus (CP) **Grade Level: 9-12** **Credits: 5** **Year**

Prerequisite: **None**

Note: **This course may be repeated for credit.**

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. The chorus performs several concerts and other community events throughout the year that are all required and graded.

56421 Honors Chorus (HON) **Grade Level: 10-12** **Credits: 5** **Year**

Prerequisite: **Teacher or Director Recommendation Only**

Note: This course may be repeated for credit.

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.

56714 Introduction to Piano Lab & Music Theory (CP) Grade Level: 9-12 Credits: 2.5 Semester

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.

56103 Advanced Piano Lab/ Music Theory (HON) Grade Level: 10-12 Credits: 2.5 Semester

Prerequisite: Successful completion of Intro to Piano and 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.

56294 Introduction to Drum/Percussion (CP) Grade Level: 9-12 Credits: 1.25 Term

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. As well as Research 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.

56295 Advanced Drum/Percussion (CP) Grade Level: 10-12 Credits: 2.5 Semester

Prerequisite: Successful completion of Introduction to Drums/Percussion (56294) and teacher

recommendation. The Drum/Percussion semester class is designed for students to continue to explore a variety of percussion instruments and performance techniques, in preparation for students to enter the concert and Marching band. 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.

56744 Introduction to Guitar/Songwriting (CP) Grade Level: 9-12 Credits: 2.5 Semester

Prerequisite: None

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

56764 Advanced Guitar/Songwriting (HON) Grade Level: 10-12 Credits: 2.5 Semester

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, standard musical notation, playing various styles of music, including the blues and classical music, and may work on individual, personalized, musical studies.

56944 Music from Around the World (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**
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.

**56831 Honors Intro to Music Theory/
Songwriting I (HON)** **Grade Level: 10-12** **Credits: 2.5** **Semester**

Prerequisite: One year of middle school or high school instrumental/vocal ensemble or Intro to Piano/Guitar.

Intro. to Music Theory and Songwriting is for the advanced beginner or intermediate instrumental/vocal student. Music theory studies reading and writing music, while songwriting uses music theory to convey your musical ideas to others. In the first semester, students will begin by learning standard music notation in both treble and bass clef. They will learn how to identify keys, scales, and chords. In the songwriting section of this course, students will learn: Song Forms, Hooks, Melody, Harmony, Grooves, and how to put it all together. Students will use various computer programs and software to input/record their songs. The final project is an original performed & recorded song, written in standard music notation.

**56851 Honors Advanced Music Theory/
Songwriting II (HON)** **Grade Level: 10-12** **Credits: 2.5** **Semester**

Prerequisite: Successful completion of Intro to Music Theory/Songwriting I, or per teacher permission.

Music Theory and Songwriting II is for the proficient or advanced instrumental/vocal student. Students will be introduced to higher-level music theory, songwriting, form and analysis, and ear training. Students will collaborate their knowledge and compose a mixed instrumentation, and multi-movement musical work of complementary contrasting styles and themes.

56634 AP Music Theory (AP) **Grade Level: 11-12** **Credits: 2.5** **Year**

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.

56605 Musical Themes **Grade Level: 9-12** **Credits: 2.5** **Year**

Prerequisite: None

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 and desk bells with play-along videos, sing-alongs, dance parties, and other engaging activities.

FRED-TV: TELEVISION PRODUCTION

[Click for link to video clip](#)

62284 TV1: Basics of Television Production SEM (CP)	Grade Level: 9-12	Credits: 2.5	Semester
62104 TV1: Basics of Television Production YR (CP)	Grade Level: 9-12	Credits: 5	Year

Prerequisite: None

Note: This course meets every day. *Meets Fine and Performing Arts Graduation Requirement*

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 and Adobe After Effects. (This is a semester course that meets every day).

62434 TV2: Broadcast Journalism & News Documentaries (CP)	Grade Level: 9-12	Credits: 2.5	Semester
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62214 TV2: Broadcast Journalism & News Documentaries (CP)	Grade Level 10-12	Credits: 5	Year
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Prerequisite: Passing grade of C or better in TV1 is required.

Note: This class meets every day. *Meets Fine and Performing Arts Graduation Requirement*

This course refines multimedia production skills to prepare students for their future, with special concentration on the Broadcast Journalism Industry. Students are responsible for producing news stories “magazine style” 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 JVC 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. In addition, students will also work on independent projects, work in groups to produce documentaries, learn how to compare the two types of news, and produce several other fun videos including individual creative videos and movie trailers.

62224 TV3: Advanced Television Production, Movie-Making, and Music Videos (CP)	Grade Level: 11-12	Credits: 5	Year
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Prerequisite: Passing grade of C or better in TV2 is required. *Meets Fine and Performing Arts Graduation Requirement*

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, 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 Internship (NONE)	Grade Level: 10-12	Credits: 2.5	Semester
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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 3 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.

WELLNESS, HEALTH & PHYSICAL EDUCATION

[Click for link to video clip](#)

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	9-12	TERM	1.25
57024	Health II	CP	10-12	TERM	1.25
57234	Management in Health Issues	CP	10-12	TERM	1.25

Physical Education Courses

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
57254	Fitness Concepts	CP	10-12	TERM	1.25
57274	Ref Reps	CP	10-12	TERM	1.25
57894	Physical Education	CP	9-12	TERM	1.25
57266	Yoga & Stress Management	CP	9-12	TERM	1.25
52964	Dance Appreciation	CP	9 - 12	TERM	1.25
53974	Dance Ensemble	CP	10 - 12	SEM	2.5
57333	PE Buddies through Learn to Serve	CP	11-12	TERM	1.25

Physical Education POOL Courses

COURSE	TITLE	LEVEL	GRADES	TERM	CREDIT
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

53964 Dance Appreciation

Grade Level: 9-12

Credits: 1.25

Term

Prerequisite: None

This course is a blend of movement, combined with research, reflection, and writing activities. No dance experience is required, but students should expect to be moving, stretching and learning daily. This term 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. Students study the works and creative techniques of highly respected choreographers in varied performance genres. 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. This course is a blend of movement, combined with research, reflection, and writing activities.

53964 Dance Ensemble **Grade Level: 10-12** **Credits: 2.5** **Semester**
Prerequisite: Dance Appreciation or Dance experience required within the past 2 years. Teacher approval required.

This semester course allows students to explore key concepts of dance making, with a focus on improvisation, composition, and choreographic principles. Dance students will use the mind-body connection and develop the body as an instrument for artistry and artistic expression. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

57394 Health I (CP) **Grade Level: 9-12** **Credits: 1.25** **Term**
Prerequisite: None

This course is required for all students and focuses on increasing each student's self and social awareness, including their knowledge, attitude, and skills regarding the physical, social, mental, and emotional aspects of health and wellness. Students will practice critical thinking, problem-solving, communication skills and decision-making; understanding the consequences of their decisions can affect their overall health. Students will learn to evaluate and access valid health information to further promote their character development, self-advocacy skills and personal wellness. Topics include: Introduction to Wellness, Substance Abuse Prevention, and Human Reproductive Development & Sexuality. This course meets one of the two Health graduation requirements.

57204 Health II (CP) **Grade Level: 10-12** **Credits: 1.25** **Term**
Prerequisite: Health I

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 mental and emotional wellness, substance abuse and overdose prevention, human sexuality, parenting and reproductive health. This course meets one of the two Health graduation requirements.

57234 Management in Health Issues (CP) **Grade Level: 11-12** **Credits: 1.25** **Term**
Prerequisite: Health I

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: self esteem, communicable/non-communicable diseases, body modification, grief/loss, stress management, weight management, mental health, and financial wellness. This course meets one of the two Health graduation requirements.

57254 Fitness Concepts (CP) **Grade Level: 10-12*** **Credits: 1.25** **Term**
Prerequisite: Team Sports, Individual Sports, or Walking for Fitness.

Note: *This is a one time enrollment only course.

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 Ref Reps (CP) **Grade Level: 10-12** **Credits: 1.25** **Term**
Prerequisite: Recommendation from the Athletic Director, Assistant Athletic Director or Director of Health and Physical Education

In this course, students will learn rules, mechanics, and play calling signals for the selected sport(s) as outlined by the National Federation of State High School Associations (NFHS) rule books which provide the general framework for competition in all 50 states and the District of Columbia. Students will experience a

combination of in-class instruction and "game" experience on the court or field of play as a way of putting their understanding of course material in action. Students will have the opportunity to take the state officiating licensure exam in the selected sport(s) at the end of this course.

57894 Physical Education **Grade Level: 9-12** **Credits: 1.25** **Term**

Prerequisite: None

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports & lifetime activities, competitive sports & games and fitness/conditioning activities. This includes teaching the importance of sportsmanship, teamwork, and respect within the context of physical activities.

57266 Yoga & Stress Management (CP) **Grade Level: 11-12** **Credits: 1.25** **Term**

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. This course may only be taken once.

57333 PE Buddies Through Learn to Serve (CP) **Grade Level: 11-12** **Credits: 1.25** **Term**

Prerequisite: Students must be a junior or senior and approved by the Learn to Serve Coordinator, School Counselor (Guidance) and PE & Health 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: 9-12** **Credits: 1.25** **Term**

Prerequisite: Students should have passed at least 1 term of physical education. Students should be comfortable in water up to waist height.

This course is designed to provide students with the time and resources to develop water safety skills and swimming ability. Primarily students will practice water skills laid out by the American Red Cross Learn to Swim Program (level 3). Students will also utilize those skills in basic swim workouts, scaled to their ability and designed to teach about aquatic fitness. Students will be required to participate in the pool for class.

57654 Water (Pool) Team Sports and Activities (CP) **Grade Level: 10-12** **Credits: 1.25** **Term**

Prerequisite: Students should have passed at least 1 term of physical education. Students will need to pass the water competency test (jump into deep water, recover to surface, tread water for 1 minute, swim 25 yards to safety).

This course is designed for students who are interested in participating in water games and sports. The class will take place in the pool area and will engage students in activities such as water polo, pool basketball, aquatic baseball, underwater floor hockey, and more. **Students will be required to participate in the pool for the class.**

57374 CPR/First Aid/Lifeguard Training (CP)

Grade Level: 11-12

Credits: 1.25

Term

Prerequisite: Students must be 16 years of age by the end of the last day of class. Students must have a passing grade in Physical Education in previous Physical Education courses. Students are required to pass a swim test (200 yard swim, 2 minute tread, using only their legs, and a timed brick test).

Note: There is a limit to 10 students in one course and a successful grade in class may not equate to successful certification from the Red Cross

This course is designed by the American Red Cross and provides students with the opportunity to leave the class with a certification to be a lifeguard (students must meet age requirements and pass a skills session and written tests). This course can teach all surf and non-surf components to water skills, along with CPR/AED and First Aid for the Professional Rescuer.

CAREER & VOCATIONAL TECHNICAL EDUCATION

[Click for link to video clips](#)

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 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:

1. Earn the required credits each year to be promoted to the next grade level.

CTE EXPLORATORY PROGRAM

The CTE Exploratory Program at BMC Durfee High School provides students in grade 9 with the opportunity to explore various career and technical education pathways through hands-on learning experiences. Participants engage in interactive projects and real-world applications across diverse fields, including construction, culinary, cosmetology, health assisting, engineering, visual design, marketing, criminal justice, environmental and early childhood education. This program emphasizes skill development in teamwork, problem-solving, and communication while helping students discover their passions and strengths. Students gain insights into industry standards and potential career opportunities, empowering them to make informed decisions about their future educational and vocational paths in a supportive and exploratory environment.

02334 Durfee Discovery (CP)

Grade Level: 9

Credits: 3.75

3 Terms

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 • Criminal Justice • 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, 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. Students may also receive a Pre-Apprenticeship certification from the Department of Labor (DOL).

08244 Construction Technology 2 (CP)

Grade Level: 10

Credits: 5

Year

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

Credits: 10

Year

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** **Credits: 15** **Year**
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 (NONE) **Grade Level: 11-12** **Credits: 7.5** **Semester**

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

The Cosmetology pathway provides an extensive and immersive training program for students interested in pursuing a career in the beauty industry. This pathway covers a wide range of essential skills, including contemporary hairstyles, cutting techniques, various chemical services, nail care, and skin care. In addition to technical skills, students will develop important communication skills, professionalism, and a strong understanding of safety protocols, all of which are critical for success in this field. Throughout the program, students will engage in both theoretical instruction and hands-on practice, allowing them to build a solid foundation in cosmetology. In their senior year, students will gain valuable practical experience by providing services to the public in a fully equipped salon setting within the school lab. This real-world experience is invaluable, as students will have the opportunity to work with clients, hone their techniques, and apply their knowledge in a professional environment. To qualify for the Massachusetts Cosmetology State Board Exam, students must complete a total of 1,000 hours of training. As part of their senior curriculum, they will not only fulfill these hours but also study for and take the state exam. Upon successful completion, students will be well-prepared to enter the workforce, ready to begin their careers in a salon or spa, and equipped with the skills and confidence needed to excel in the beauty industry.

02284 Cosmetology 2 (CP) **Grade Level: 10** **Credits: 5** **Year**
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** **Credits: 10** **Year**
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** **Credits: 15** **Year**

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 (NONE) **Grade Level: 11-12** **Credits: 7.5** **Semester**

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

The Criminal Justice program provides students with a comprehensive introduction to the field of law enforcement, public safety, and legal studies. This hands-on program equips students with essential knowledge and skills through a combination of classroom instruction, real-world simulations, and industry-standard practices. Topics include criminal law, crime scene investigation, ethics in law enforcement, and forensic science. Students also develop critical thinking, communication, and teamwork skills essential for success in this dynamic field. Graduates of the program are well-prepared for further studies in criminal justice or related fields and for pursuing careers in law enforcement, corrections, or security.

04884 Criminal Justice 2 (CP) **Grade Level: 10** **Credits: 5** **Year**

Prerequisite: None

Criminal Justice II is the first Career and Technical Education (CTE) course in the Criminal Justice Program. This First year course provides students with a hands-on exploration of the legal system. This program emphasizes practical skills and real-world applications essential for those pursuing a career in law enforcement, legal services, or related fields. Key topics in this course include: practical legal skills, law enforcement procedures, courtroom dynamics, ethical decision-making, career exploration, technology in criminal justice, and professionalism and communication. Students in this program will not only possess a strong theoretical understanding of the legal system but will also have acquired practical skills essential for success in the many Criminal Justice careers. This Program serves as a valuable foundation for those considering further education or immediate entry into the workforce within the legal and criminal justice sectors.

04864 Criminal Justice 3 Honors (HON) **Grade Level: 11** **Credits: 10** **Year**

Prerequisite: Criminal Justice 2 (CP)

Honors Criminal Justice III is two periods and designed to provide students with an in-depth exploration of police, corrections and the art of investigations. This advanced-level course of the Criminal Justice Program focuses on the roles and responsibilities of professionals in law enforcement, corrections, and investigative agencies, offering specialized knowledge and skills required for success in these critical areas. Key topics in this course include: law enforcement practices, corrections systems, investigative techniques, and the use of technology in policing and investigations. By the end of Criminal Justice III, students will have gained specialized knowledge and skills relevant to the fields of law enforcement, corrections, and investigations. This course prepares Criminal Justice students for potential careers in these specialized areas within the

criminal justice system and provides a foundation for those considering further education or training in these specific fields.

04894 Criminal Justice 4 Honors: **Grade Level: 12** **Credits: 15** **Year**
Prerequisite: Criminal Justice 3 Honors (HON)

Honors Criminal Justice IV is three periods that focuses on Trial and Constitutional Law. This is the final course in the Criminal Justice CTE Program and it is designed to provide students with a comprehensive understanding of the legal system, with a specific focus on trial proceedings and constitutional principles. This course builds on the foundational knowledge acquired in previous Criminal Justice courses and offers an in-depth exploration of trial advocacy, courtroom procedures, due process, and constitutional law. Key topics in this course include: trial advocacy and procedures, constitutional law in practice, legal research/case analysis, constitutional rights in criminal cases, appellate processes, practical application of constitutional principles.

CULINARY ARTS CTE PROGRAM

Culinary Career Tree

The Culinary Arts program offers students a dynamic and immersive experience in the world of professional cooking and food service. Through hands-on training in a state-of-the-art kitchen, students learn essential culinary techniques, including knife skills, baking, cooking methods, and food presentation. The program also emphasizes kitchen safety, sanitation, menu planning, and the principles of nutrition. Students gain valuable real-world experience by preparing meals for events and operating a student-run restaurant “The Granite Grille”. Graduates are well-prepared for careers in the culinary industry or to pursue further education in culinary arts and hospitality management.

02274 Culinary Arts 2 (CP) **Grade Level: 10** **Credits: 5** **Year**
Prerequisite: None

This introductory course for 10th-grade students focuses on foundational skills in culinary safety and sanitation, preparing them for ServSafe Certification—a recognized industry standard. Students will build confidence in identifying and using kitchen tools and equipment, while learning to independently prepare basic recipes. Culinary math concepts, including fractions, decimals, and percentages, are introduced to ensure recipe accuracy.

The course also covers essential baking techniques with an emphasis on understanding and following recipes. Students will practice both hot and cold line cooking methods, gaining hands-on experience in different culinary techniques. They will explore basic breakfast cookery and have the opportunity to serve meals to both the public and the school staff.

In addition, students will be introduced to customer service through practical experience in front-of-house operations, including using a point-of-sale (POS) system. Throughout the year, students will rotate through four key areas—hot line, cold line, front of the house, and bakery—ensuring a well-rounded foundation in all the fundamental culinary skills.

02372 Culinary Arts 3 (HON) **Grade Level: 11** **Credits: 10** **Year**
Prerequisite: Culinary Arts 2

This course introduces grade 11 students to essential culinary safety and sanitation practices, preparing them for ServSafe Certification—an industry-standard credential. Students will develop skills in using kitchen tools and equipment, gain independence in preparing basic recipes, and learn key culinary math concepts, including fractions, decimals, and percentages, to ensure accuracy in recipe execution.

The curriculum covers foundational baking techniques, with a focus on understanding and following recipes, while also providing hands-on experience in both hot and cold line cooking methods. Students will explore different styles of breakfast cookery, with opportunities to serve meals to the public and school staff, simulating real-world kitchen environments.

In addition, the course offers an introduction to customer service through practical experience in front-of-house operations, including the use of a point-of-sale (POS) system. Throughout the year, students rotate through four key areas—hot line, cold line, front of the house, and bakery—ensuring they receive a well-rounded foundation in all the fundamental skills needed for a successful culinary career.

In addition, the course offers an introduction to customer service through practical experience in front-of-house operations, including the use of a point-of-sale (POS) system. Throughout the year, students rotate through four key areas—hotline, cold line, front of the house, and bakery—ensuring they receive a well-rounded foundation in all the fundamental skills needed for a successful culinary career.

02472 Culinary Arts 4 (HON)

Grade Level: 12

Credits: 15

Year

Prerequisite: Culinary Arts 3

In this advanced course, senior students gain extensive hands-on experience by preparing and serving menu items to the public and building patrons, closely simulating the operation of a full-service restaurant. Students apply industry-standard cooking methods and techniques, including meat and poultry fabrication, seafood identification, and handling, as they take on greater responsibilities in the kitchen. They also refine their skills in American and buffet-style table service, practicing professional-level service to ensure quality and efficiency.

Students are responsible for managing a full beverage service, with a focus on non-alcoholic beverage preparation, presentation, and customer engagement. Food identification is emphasized to ensure accurate execution of the menu and consistent quality. Additionally, daily cleaning and sanitation practices are reinforced to meet board of health standards.

The course explores key aspects of restaurant operations, including food cost management, inventory control, portioning, and professional plating techniques. Students also deepen their expertise in cake decorating and advanced pastry production, honing their creativity and technical skill.

Throughout the year, students rotate through four key areas—hot line, cold line, front of the house, and bakery—building on their previous experiences to ensure they graduate with a comprehensive understanding of the culinary profession and the skills needed to succeed in the industry.

Culinary Arts Internship/Co-Op (NONE)

Grade Level: 11-12

Credits: 7.5

Semester

Prerequisite: Permission from the CTE Director

The Culinary Arts Internship provides students with real-world experience in professional kitchen and restaurant environments. Working alongside industry professionals, students will apply the skills and techniques learned in the classroom to live service situations, gaining valuable insight into the daily operations of the culinary industry. The internship emphasizes hands-on experience in food preparation, cooking methods, kitchen management, and customer service. Students will rotate through various positions, including line cook, prep cook, pastry assistant, and front-of-house roles, allowing them to develop a comprehensive understanding of the culinary business.

Throughout the internship, students will refine their technical skills, enhance their communication and teamwork abilities, and gain an understanding of the demands and expectations of working in a fast-paced

kitchen. They will also focus on key industry standards such as food safety, sanitation, time management, and professionalism. Additionally, students will have the opportunity to observe and participate in the management of kitchen operations, including inventory control, ordering, and cost management. By the end of the internship, students will have a clearer understanding of their career goals, a portfolio of work experience, and the confidence to transition from classroom learning to the professional culinary world.

EARLY EDUCATION & CARE CTE PROGRAM

Early Education & Care Career Tree

Did you know that your passion for working with children can lead to numerous fulfilling career opportunities? The Early Education and Care Program is designed to equip you for a rewarding profession in this vital field. Our comprehensive curriculum focuses on the physical, cognitive, social, and emotional development of children from infancy through age eight, providing a solid foundation for understanding how to support young learners. Throughout the program, you will engage in interactive lessons that cover essential topics such as child psychology, early literacy, curriculum development, and family engagement. Our hands-on approach includes participation in our on-site laboratory childcare center during your junior year, where you will observe and interact with children in a real-world setting, allowing you to apply theoretical knowledge in practice. In your senior year, you will have the opportunity to complete internships at local childcare facilities, further enhancing your practical skills and professional experience. These internships provide invaluable opportunities to work alongside experienced educators, develop lesson plans, and gain insights into the daily operations of early childhood programs. By the end of the program, you will have mastered the key competencies required in Early Childhood Education and Care, preparing you for a gratifying career dedicated to nurturing and supporting the growth of young children.

02234 Early Ed & Care 2 (CP) **Grade Level: 10** **Credits: 5** **Year**
 Prerequisite: N/A

Sophomores in the Early Education and Care program will learn more about children and their development by working in Durfee’s Early Learning Center. Students will interact and observe infants, toddlers, and preschoolers. Students will study child development from birth - five-years. Students will also explore careers in childcare and the various early childhood programs available to families. In addition, they will learn the areas of development, child health and safety and behavioral management.

02332 Early Ed 3: Early Learning Center (Infant, toddler and preschool classrooms) (HON) **Grade Level: 11** **Credits: 10** **Year**
 Prerequisite: **Early Ed & Care 2**

Juniors in the Early Education and Care program will gain a further understanding of child development and classroom management. Students will learn every phase of operating and working directly in our Early Learning Center. Such essential topics as behavioral management, safety, first aid, parent/teacher relationships and staff training will be addressed. Students will develop and implement curriculum appropriate for infants/ toddlers/ and preschoolers. Students will be responsible for developing a professional portfolio that will be completed throughout their senior year Early Education and Care class.

02432 Early Ed 4: Internship (NONE) **Grade Level: 12** **Credits: 15** **Year**
 Prerequisite: **Early Ed & Care 3**

Students will further develop their knowledge of teaching and working directly in classrooms in the community at Early Education Centers and in the Fall River Public Elementary Schools . They will participate in supervisory and administrative tasks, such as planning, preparing, evaluating and observing developmentally appropriate activities. The students will be responsible for a lesson plan

40091 Honors Engineering 4: PLTW (HON) **Grade Level: 12** **Credits: 15** **Year**
Prerequisite: **Honors Engineering 2: Project Lead the Way**
Note: **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.

Engineering: Internship/Co-Op (NONE) **Grade Level: 11-12** **Credits: 7.5** **Semester**
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

The Environmental Technology program prepares students to tackle real-world environmental challenges through hands-on learning and cutting-edge technology. Students explore topics such as renewable energy, water and air quality, waste management, and environmental sustainability. With a strong emphasis on scientific inquiry and problem-solving, students engage in projects like testing water samples, designing green solutions, and studying local ecosystems. The program fosters an awareness of environmental stewardship and equips students with the technical skills needed for careers in environmental science, conservation, or renewable energy, as well as further studies in related fields.

40304 Environmental Tech 2: (CP) **Grade Level: 10** **Credits: 5** **Year**
Prerequisite: **None**
Note: **Class meets standards for a MassCore lab science**

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.

02105 Environmental Tech 3: (PLTW) (HON) **Grade Level: 11** **Credits: 10** **Year**
Prerequisite: **40304 Environmental Tech 2: (CP)**

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 40304 Environmental Tech 4: (HON) **Grade Level: 12** **Credits: 5** **Year**
Prerequisite: **02105 Environmental Tech 3: (HON)**

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

Credits: 7.5

Semester

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

Credits: 5

Year

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 (NONE)

Grade Level: 11

Credits: 10

Year

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 (NONE)

Grade Level: 12

Credits: 15

Year

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** **Credits: 7.5** **Semester**

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

The Marketing program offers students valuable real-world learning opportunities and projects that help them understand how business concepts relate to their personal lives and the broader world. Through hands-on experiences, students explore key marketing principles, such as consumer behavior, market research, branding, and advertising strategies. All marketing students are encouraged to participate in competitions through DECA, an internationally acclaimed organization that provides engaging, well-planned activities that can be seamlessly integrated into the curriculum. These competitions not only foster teamwork and leadership skills but also promote occupational competence by allowing students to apply their knowledge in practical settings. Participants gain experience in presenting their ideas, networking with industry professionals, and receiving constructive feedback, all of which prepare them for successful careers in the business world.

08554 Marketing 2: Introduction to Business

& Marketing (CP)

Grade Level: 10-11

Credits: 5

Year

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

Credits: 10

Year

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** **Credits: 5** **Year**
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.

Marketing: Internship/Co-Op (NONE) **Grade Level: 11-12** **Credits: 7.5** **Semester**
Prerequisite: Permission from the CTE Director

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

VISUAL DESIGN CTE PROGRAM

Visual Design Career Tree

This program empowers students to create and maintain a detailed online portfolio that effectively showcases their work to prospective colleges and employers. The learning environment is primarily set up as a computer lab, equipped with state-of-the-art computers that feature the latest industry-standard graphics software from Adobe Creative Cloud. Students will engage in a variety of instructional methods, including interactive lectures and hands-on demonstrations of software and equipment, to gain a deep understanding of design principles and techniques. As they work on projects, students will learn to navigate and utilize tools such as Photoshop, Illustrator, and InDesign, allowing them to express their creativity and technical skills. Additionally, they will receive guidance on how to curate their portfolios to highlight their best work and articulate their design process effectively. This comprehensive training equips students with the essential skills and knowledge to use computers as powerful design tools, setting a solid foundation for their future endeavors, whether that involves entering the workforce directly, obtaining industry certifications, or pursuing higher education in a related field.

02214 Visual Design 2 (CP) **Grade Level: 10** **Credits: 5** **Year**
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** **Credits: 10** **Year**
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,

ACHIEVING THE VISION OF A GRADUATE

Achieving the Vision of a Graduate

Grade Level: 12

Credits: 2.5

Semester

Prerequisite: None

The Durfee High School Vision of a Graduate course is designed to prepare students with the essential skills, knowledge, and attributes needed to succeed in an ever-changing world. This course has a focus on developing skills and competencies of the Durfee Way of Instruction (Durfee Academic Principles and SEL Competencies). It also emphasizes critical thinking, effective communication, and collaboration, while integrating financial literacy and post-secondary planning to empower students to make informed decisions about their futures. Through interdisciplinary learning and real-world problem-solving, students will explore themes of civic responsibility, personal growth, and lifelong learning. By fostering leadership, adaptability, ethical decision-making, and 21st century skills, this course ensures that Durfee graduates are well-prepared to excel in college, careers, and as responsible, engaged citizens who embody the Durfee Way in all aspects of life.

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

Credits: 1.25

Term

Prerequisite: None

Note: This is a Pass/Fail course and does not affect class rank

This class enables students to see connections between academics and real-life situations through community service within the school or community. Students will be able to leave early or come in late or have a directed study (senior privilege) to complete their service projects.

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.

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: 11-12 Credits: 2.5-7.5 Semester

Prerequisite: An application must be completed and submitted to the School to Career office.

Note: 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: 11-12 Credits: 2.5-7.5 Semester

Prerequisite: An application must be completed and submitted to the School to Career office.

Note: 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 and enhances partnerships connecting Fall River Public Schools to our state's colleges. Through Early College, students have the opportunity to take college 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 three schools we offer six guided pathways including Health Sciences, Business, STEM, Art/Fashion Design, Social Services, Education, and one pilot pathway: Medical Interpretation.

Students in Early College receive robust student support from the preplacement stage through the first year of postsecondary education, removing barriers and increasing access to post-secondary education. Alongside college coursework, students receive enhanced advising, tutoring and mentoring. Early College students also gain valuable leadership experiences and receive extensive postsecondary planning and support through One Goal course work, on-campus experiences, and through building individualized Career and Academic Plans.

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). The Early College Program is designed for students to earn between 12-24 college credits prior to high school graduation. For specific course offerings, please see your counselor, Early College staff member, or visit Durfee's Early College website

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

BMC DURFEE HS Early College Program

General College Success/Academic Support

Institution	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	SEM	5	Y

9050 Early College Seminar

Grade Level: 10

Credits: 1.25

Term

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** **Credits: 5** **Year**

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** **Credits: 5** **Year**

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

Fall River Public Schools' Mission

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.

As we endeavor to accomplish our educational mission, we also strive for inclusiveness. Not only do we prohibit discrimination of any kind – based upon race, color, gender identity, religion, national origin, sexual orientation, homelessness, or disability – we proactively reach out to all students to ensure that active participation in all curricular and extracurricular programs is representative of our diverse student population. Equal educational opportunity is not only a legal requirement but something we earnestly pursue.

Evolve Academy's Mission

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.

Evolve Core Competencies

Self-Direct- Self-direction is the skill that will help students become independent learners. Students will manage their own learning process and develop self-awareness of strengths, challenges, interests, and how these shift over time.

Discern- To notice and make sense of key information, details, or patterns.

Academic Discourse- Academic discourse encompasses the idea of dialogue and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to whole class discussion and can take on many forms: metacognition, developing shared understandings of a text, debate, listening, writing, and critiquing others' work.

Communication- To convey and exchange ideas, ideas, perspectives, thoughts, and information.

Argue- To employ, research, evidence, and/or reason to advance an idea or prove a truth.

Collaborate- To work effectively with others to achieve a goal, solve a problem, or complete a task.

Investigate- To ask and refine a researchable question, design a valid experience or research process, and gather appropriate information to complete this inquiry.

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 “SIGNIFICANTLY EXCEEDS,” “MEETS,” “APPROACHING,” or “NOT MEETING,” “INCOMPLETE,” or “RETAKE” for competency-aligned TLE courses. Students will also receive a letter grade that corresponds to the level of competency met, which is as follows:

Competency Score	Letter Grade	Numeric Score Range
Significantly Exceeds (S)	A+	97-100
Meets Competency (M)	A, A-	90-97
Approaching Competency (A)	B+, B, B-	80-89
Not Meeting Competency (N)	C+, C, C-	70-79
Course Incomplete (IN)	IN	Below 70 but above 50
Retake Course (R)	R	Below 50

Students who earn an Incomplete (IN) on their report cards at the end of each term can make up the coursework even after the term ends. Students are expected to work on their incomplete coursework either independently at home, during competency seminar classes, in after-school tutoring or during summer school. When students submit their completed coursework, teachers submit an electronic grade change form. These grade changes are then reflected on their official transcript which changes their (IN) to their new final grade.

Students who receive a [R] grade have completed less than 50% of their coursework, indicating they need additional support to succeed. This grade means they must retake the course and participate in formal classroom instruction to have the opportunity to earn credit.

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. 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	<ul style="list-style-type: none"> ● If Entering during Sophomore Year - 6 TLEs ● If Entering during Junior year - 4 TLEs Note: Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	4 Durfee Courses
Math	<ul style="list-style-type: none"> ● If Entering during Sophomore Year - 6 TLEs ● If Entering during Junior year - 4 TLEs Note: Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	4 Durfee Courses
Science	<ul style="list-style-type: none"> ● If Entering during Sophomore Year - 4 TLEs ● If Entering during Junior year - 2 TLEs Note: Demonstrating mastery on 2 Evolve TLEs = 1 traditional Durfee course	3 Durfee Courses
Social Studies	<ul style="list-style-type: none"> ● If Entering during Sophomore Year - 6 TLEs ● If Entering during Junior year - 4 TLEs Note: 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
Total	100 Credits [16 TLEs if onboarded as junior/ 24 TLEs if onboarded as sophomore] <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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.

Note: See Promotion & Graduation Requirements section of this document for other exceptions

Graduation

Evolve will offer multiple graduation checkpoints at the end of each term throughout the school year to recognize students who complete all of the HS diploma requirements at different points of the year.

Graduation ceremonies will be offered for students at the following times:

1. End of school year (June)
2. End of Summer School (August)

Evolve Flex Pathway

Evolve Academy offers an “after-dark” pathway of both in-person learning and virtual learning for select students who have demonstrated they work well independently and require a more flexible schedule. Students complete 8-week transformative learning experience courses (TLEs) that are project-based and competency-based. Students have the opportunity to individualize their schedules and extend their learning time from 3pm-5pm, Monday through Thursday.

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?

Competency Alignment: Present and Academic Discourse

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.

DEHUMANIZING HATE (English)

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

Competency Alignment: Present and Academic Discourse

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.

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?

Competency Alignment: Present, Argue, and Academic Discourse

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 the 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.

MY POV (English)

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

Competency Alignment: Present and Academic Discourse

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.

DYSTOPIAN LITERATURE (English)

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

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

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.

HORROR STORIES (English)

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

Competency Alignment: Present, Argue, and Discern.

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.

SCRIPTED (English)

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

Competency Alignment: Present, Argue, and Academic Discourse

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.

COMBATING THE OPIOID CRISIS (English)

Driving Questions: What causes opioid addiction, and why is it such a difficult addiction to break? What specific causes in Fall River are driving the opioid epidemic? What are the best solutions to end the crisis?

Competency Alignment: Discern, Argue, Academic Discourse

Combating the Opioid Crisis is a course for students to research and identify causes for the opioid crisis both in general and within their own community. Students then research different solutions and responses to the opioid epidemic that have been implemented in other communities. Students finish the course by creating a proposal in the format of their choosing (poster, letter, slideshow, etc.) to combat the opioid crisis in their own community using their own research and findings from previous lessons.

PSYCHOLOGY: THE HAPPINESS PROJECT (English or Science)

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

Competency Alignment: Discern, Argue, Collaborate

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.

GENTRIFICATION: PHOTO ESSAY (English)

Driving Question:

Competency Alignment: Discern, Argue, Communicate

The purpose of this unit is two-fold: 1) To invite students to examine and document how gentrification – an issue dramatically affecting communities around the country – is impacting their own, local community. 2) To help students examine how photographs and photo essays can be used to tell a story, convey an idea, and advance an argument. For the culminating final project, students will construct a photo essay that makes an argument about the effects of gentrification on their city/community. The essay must have a clear thesis – including an overall argument and a narrower angle – that all of the photos tie back to.

MATHEMATICS TLEs

YOU AUTO KNOW (Mathematics)

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

Competency Alignment: Present

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.

X MARKS THE SPOT (Mathematics)

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

Competency Alignment: Argue, Discern and Communicate

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.

TO RAISE OR NOT TO RAISE? (Mathematics)

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

Competency Alignment: Argue and Investigate

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

DOES COLLEGE MAKE SENSE? (Mathematics)

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

Competency Alignment: Argue

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.

COST OF DEBT (Mathematics)

Driving Question: Why is it so expensive to borrow money?

Competency Alignment: Argue and Discern

Whether it is by choice or by necessity, assuming some level of debt is a scenario most people confront. Developing an understanding of the hidden costs associated with debt is a fundamental aspect of financial literacy and essential to making informed and responsible financial decisions. Grasping the interplay, for instance, between interest rates, loan terms, and down payments is both empowering as well as crucial to effective debt management and, in some instances, heading off a financial crisis. In this unit, students explore concepts in linear and exponential functions by designing an interactive game in which players are forced to navigate a series of financial scenarios with the goal of minimizing the overall cost of a loan. Games are intended to serve as a financial literacy tool that illustrates the trade-offs and considerations young people often need to account for when borrowing money. In designing the “back end” program as well as playing one another's games, students will develop a deeper understanding of concepts in exponential modeling.

CATAPULT (Mathematics)

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

Competency Alignment: Argue and Present

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.

COMMUNITIES AND OPPORTUNITIES (Mathematics)

Driving Question: How can data be used to generate public will and inform local action for community improvements?

Competency Alignment: Argue and Present

All communities have the goal of improving the quality of life for their citizens. Policymakers, elected officials, and community leaders make decisions on a daily basis to help improve their residents' well-being. There are many metrics used to gauge the health of a community. Those in the field of public policy and research frequently assess communities by analyzing the extent to which people are able to securely live above a statistically normed “poverty line.” So how do policymakers make decisions to improve the overall well-being of their community? While many factors impact policy decisions, community leaders are increasingly referring to data in order to identify which aspects of community life should be prioritized for improvement. Research conducted by The Urban Institute has established a set of evidence-based metrics that can be used to assess how likely it is that people in a community can achieve social mobility. Local leaders can use these predictors to prioritize certain aspects of the community, garner public support, and monitor progress. In this TLE, students will select one of the identified categories associated with social mobility and use a series of data sources to prepare, process, and analyze data in order to present a data story in which they share their takeaways and insights from their research with a group of community stakeholders.

HUSTLE ECONOMY (Mathematics)

Driving Question: How can you predict whether your side hustle business idea is worth pursuing?

Competency Alignment:

In recent years the American economy has undergone a seismic shift. Whereas the previous norm was to have a single employer, more and more Americans are now earning income through a second or third job, commonly referred to as a “side hustle.” Furthermore, whether out of necessity, an entrepreneurial itch, or

both, side hustle work often takes the form of starting a small business. Many students have also begun to get in on this movement, often using social media to broaden their reach and engage in early entrepreneurship. While some side hustles position their owners to reap financial rewards, there are others that simply aren't worth... the hustle, or worse, they lead to a loss on investments. This unit invites students to build out an idea for a side hustle (or further explore one they may have already started) and develop financial models that reflect costs, revenue, and profit. Student financial models will be incorporated into a business plan that they will present to an experienced small business owner or advisor to gather feedback and ideas for further development.

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?

Competency Alignment: Argue and Investigate

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.

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?

Competency Alignments: Argue and Investigate

In "Feeding the Future," students apply the 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.

PSYCHOLOGY: THE HAPPINESS PROJECT with Lab (English or Science)

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

Competency Alignment: Discern, Argue, Collaborate

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.

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?

Competency Alignment: Discern, Present

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.

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?

Competency Alignment: Academic Discourse, Present

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.

INVASIVE SPECIES with 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?

Competency Alignment: Argue, Communicate

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.

GREATER-ADE with Lab (Science)

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

Competency Alignment: Communicate, Argue, Present

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.

GENETIC ENGINEERING (Science)

Driving Question: How can genetic engineering enable microscopic organisms to tackle huge ecological challenges?

Competency Alignment: Communicate, Argue, Present

In this TLE, students will learn foundational genetic concepts by exploring the cutting-edge world of genetic engineering. Not only will students study how the information in DNA is translated into proteins and, eventually, observable traits, but they will see the process in action as they transform a bacterium to glow under blue light. Students will use their newfound knowledge to design a plasmid—a small loop of DNA that genetic engineers use to introduce new traits into bacteria—that could turn an E. Coli bacteria into a “biosensor” for the detection of pollutants in water, air, or soil. Student groups will describe their plasmid, the problems it solves, and the mechanisms by which it works in a Google Site, modeled loosely after the wikis that groups develop in the annual iGEM competition. The unit will conclude with students explaining their projects through a short “elevator pitch” to community members, similar to the ones used in the MIT Solve Challenges through which aspiring scientists compete for funding.

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?

Competency Alignment: Argue and Academic Discourse

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

FAKE NEWS (Social Studies)

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

Competency Alignment: Communicate and Academic Discourse

Students will examine examples of inaccurate, biased, and invalid information from various eras of American History, 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.

SUFFRAGE! VOTING RIGHTS (Social Studies)

Driving Question: How can we develop a proposal to ensure elections in the United States are free, fair, and accurate?

Competency Alignment: Communicate and Academic Discourse

Students will be able to create a voting rights law through the analysis of the history of voting rights in America including the expansion of voting rights and the suppression of voting rights through current times. Students will explore the real-world issues surrounding elections in the United States. They will examine the challenges and controversies associated with the electoral process, including issues of voter access, voting systems, campaign finance, and election security. By understanding the complexities of the American electoral system, students will be able to propose solutions to address the existing problems and ensure that elections are free, fair, and accurate.

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?

Competency Alignment: Communicate and Academic Discourse

Students will examine the causes and effects of Nonviolent 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.

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?

Competency Alignment: Communicate

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.

STUDENTS AND THE LAW I & II (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?

Competency Alignment: Collaborate and Argue

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.

EVOLVE ELECTIVE COURSES

EVOLVE MUSIC APPRECIATION (Elective)

This course is for the beginner guitar student. Content includes reading tablature, exposure to basic music theory, standard musical notation, playing basic chords and strumming patterns, and learning popular songs on the acoustic guitar, the electric guitar, and some on the ukulele. Students will also learn the basics of harmony, melody, and song form. Students will also have the opportunity to learn about the history of music and explore different music genres.

EVOLVE GAMING & CRITICAL THINKING (Elective)

Competency Alignment: Collaborate and Investigate

In this elective, students will explore a variety of strategic board games that challenge their problem-solving abilities and foster teamwork. The curriculum will include both classic and modern games, allowing students to understand different mechanics and strategies involved in gameplay.

EVOLVE HEALTH (Health & Wellness)

Competency Alignment: Communicate and Academic Discourse

This course is required for all students and focuses on increasing each student’s self and social awareness, including their knowledge, attitude, and skills regarding the physical, social, mental, and emotional aspects of health and wellness. Students will practice critical thinking, problem-solving, communication skills, and decision-making; understanding the consequences of their decisions can affect their overall health. Students will learn to evaluate and access valid health information to further promote their character development, self-advocacy skills, and personal wellness.

EVOLVE CHESS (Elective)

Competency Alignment: Investigate and Collaborate

This elective class offers students an opportunity to delve into the world of chess, focusing on gameplay, strategy, and critical thinking.

EVOLVE COMPETENCY SEMINAR (Elective)

Competency Alignment: Self-Direct

This elective is designed to help students maximize their academic potential by offering a quiet space for homework completion, project work, and exam preparation. Students can use this time to focus on their studies, seek assistance from teachers or peers, and develop effective study habits.

EVOLVE PACT

PACT- Year 1

Competency Alignment: Academic Discourse

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.

PACT- Year 2

Competency Alignment: Academic Discourse

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.

EVOLVE ADVISORY

ADVISORY Year 1 and 2

Competency Alignment: Self-Direct

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 support, 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.

EVOLVE SENIOR CAPSTONE

CAPSTONE

Competency Alignment: Discern & Self-Direct

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 schools 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.

CAREER & TECHNICAL EDUCATION POLICY

ADMISSIONS POLICY/GUIDELINES FOR STUDENT ACCEPTANCE INTO THE CTE 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 (guidance). (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 (guidance) 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 (guidance) or from the Career & Technical Education Office and return the completed

application form (signed by a parent or guardian) to their current School Counselor (guidance). It is the responsibility of the student to ensure the signed application is returned to his/her current School Counselor (Guidance) 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 (guidance) 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 (Guidance).