



# **Whittier Regional Vocational Technical High School Program of Studies 2026-2027**



**115 Amesbury Line Road, Haverhill, MA 01830**

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It is the policy of Whittier Regional Vocational Technical High School not to discriminate on the basis of race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities as required by Title IX of the Educational Amendments of 1972, Chapter 76, Section 5, Special Education, and Section 504 of the Rehabilitation Act of 1973.

Inquiries regarding compliance with these policies may be directed to Chris Laganas, Principal or to Whittier Regional Vocational Technical High School, 115 Amesbury Line Road, Haverhill, MA 01830

\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

### **INFORMATION / INFORMACIÓN / EM FORMAÇÃO**

*IN ENGLISH:* If you need information in Spanish please call 978-373-4101 extension 252. Thank you.

*EN ESPAÑOL:* Si necesita de ayuda o información en Español llame el número 978-373-4101 extensión 252. Gracias.

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# **Mission Statement, Core Values, Beliefs, and Learning Expectations**

## **Mission Statement**

Whittier has a unified commitment to excellence in meeting the educational needs of individuals in the Whittier District, while being accountable to its member communities.

This commitment is to enable students to be successful in their chosen technical pursuits and to become productive members of society.

## **Core Values**

Whittier Regional Vocational Technical School is committed in its core values to the development of LEADERS in the community.

LIFELONG LEARNING

ENGAGEMENT

ACADEMIC AND TECHNICAL EXCELLENCE

DIVERSITY

ETHICAL INTEGRITY

RESPONSIBILITY

SKILLS AND KNOWLEDGE APPLICATION

## **Beliefs About Learning**

Whittier Regional Vocational Technical High School is firmly committed to an academic and technical education that will prepare students with employability skills, high academic standards, and a commitment to lifelong learning. Our commitment as a technical high school is to provide the highest quality instruction in both technical and academic programs for a diverse student population. Our technical courses reflect current national industry standards. Our academic and technical curriculum includes instructional strategies and materials that address the competencies set forth in the Massachusetts Curriculum Frameworks, Career Technical Educational Frameworks, and National Standards. Through wise and intelligent use of the diverse resources of faculty, administration, students and the community, Whittier has as its primary goal the total development of the student who will succeed in an ever-changing technological society. Whittier is proud of its commitment and is pleased to be a dynamic part of the business and professional community it serves.

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## **Program of Studies Overview**

We are pleased to offer you the Program of Studies for Whittier Regional Vocational Technical High School. This book provides detailed information regarding the academic and career technical courses that are offered. It is the mission of our school district to provide students with excellence in career technical training along with a rigorous academic curriculum.

Students are required to complete a four-year sequential core academic curriculum in English, math, science, and social studies. Additionally, all students must take Physical Education/Health for four years and complete a half-year course in Personal Financial Literacy during their senior year. Participation in the World Language Program for at least two years is also encouraged. As a result of the educational demands of our society, we offer advanced placement (AP), early college, honors, and college preparatory programs to ensure our students are able to demonstrate the necessary grade-level 21st-century readiness skills. These programs not only help students learn higher-level thinking skills, but they also build a students capacity to solve problems creatively. All of our programs prepare students to be lifelong learners and enter both higher education and the world of work.

Whittier Regional Vocational Technical High School is currently offering 22 career technical education (CTE) programs designed to provide the necessary training and skills for personal and workforce success. We actively promote and teach the most current industry standards in every one of our technical areas.

Please utilize the Program of Studies as a guide in developing a program for your student to appropriately meet their needs, abilities and interests. This will ensure a successful educational experience here at Whittier.

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# Sample Course Expectations

## Grade 9

|                                                       |              |
|-------------------------------------------------------|--------------|
| Vocational/Career Technical Exploratory Program ..... | 10.0 credits |
| English .....                                         | 7.5 credits  |
| History.....                                          | 5.0 credits  |
| Mathematics.....                                      | 7.5 credits  |
| Science.....                                          | 7.5 credits  |
| Physical Education/Health .....                       | 0.0 credits  |
| World Language.....                                   | 2.5 credits  |
| Total Credits.....                                    | 40.0 credits |

## Grade 10

|                                           |              |
|-------------------------------------------|--------------|
| Vocational/Career Technical Program ..... | 20.0 credits |
| English .....                             | 5.0 credits  |
| History .....                             | 2.5 credits  |
| Mathematics.....                          | 5.0 credits  |
| Science.....                              | 5.0 credits  |
| Physical Education/Health .....           | 0.0 credits  |
| World Language.....                       | 2.5 credits  |
| Total Credits.....                        | 40.0 credits |

## Grade 11

|                                           |              |
|-------------------------------------------|--------------|
| Vocational/Career Technical Program ..... | 20.0 credits |
| English .....                             | 5.0 credits  |
| History .....                             | 2.5 credits  |
| Mathematics.....                          | 5.0 credits  |
| Science .....                             | 5.0 credits  |
| Physical Education/Health .....           | 0.0 credits  |
| Elective/Foreign Language .....           | 2.5 credits  |
| Total Credits.....                        | 40.0 credits |

## Grade 12

|                                           |              |
|-------------------------------------------|--------------|
| Vocational/Career Technical Program ..... | 20.0 credits |
| English .....                             | 5.0 credits  |
| History.....                              | 2.5 credits  |
| Mathematics.....                          | 5.0 credits  |
| Science .....                             | 2.5 credits  |
| Physical Education/Health .....           | 0.0 credits  |
| Elective/Foreign Language.....            | 3.75 credits |
| Personal Financial Literacy .....         | 1.25 credits |
| Total Credits.....                        | 40.0 credits |

## Promotion/Graduation Requirements

Graduation requirements are established by the Whittier Regional Vocational Technical School Committee. Any changes are subject to review and approval by the Committee. In order to receive a High School diploma all students must meet the approved graduation requirements of the WRVT School Committee, state curriculum mandates (physical education, US History, & Civics Engagement project), and a competency determination.

Students must take and pass four years of English, mathematics, history and science, which are considered to be core academic subjects. These courses are a requirement for promotion to the next grade level and for graduation.

Students who fail any of the core academic subjects in any school year must attend and must pass the failed course in an approved summer school program. The failed course must be passed in the summer school immediately following the school year in which the course was failed.

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If a student who fails a core academic course does not attend summer school or does not pass the summer school course, they will be retained in the previous grade and will not be promoted. If a student fails core courses in grade 12, they will not be eligible for graduation and will not be permitted to participate in the graduation ceremony.

All students must also participate in a half-year financial literacy course, pass US History, complete a Civics Engagement Project, and four years of the physical education/health program. Students **must** pass their vocational technical areas each year to be eligible for promotion and graduation.

In order to receive a high school diploma, all students must meet the graduation requirements set out by the Whittier School Committee, as well as obtaining a competency determination. Competency determination is achieved by successfully completing and showing mastery of the following courses:

- Grade 9 Biology
- Grade 10 English and Mathematics
- US History in either Grade 9 or 10

The Superintendent/Director shall ensure that student handbooks contain approved graduation requirements, guidelines for competency determination.

## **Competency Determination**

One of the requirements for graduation in Massachusetts is a determination of competency in subjects previously covered by the MCAS. In addition to other requirements for graduation, students must have been determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

### **Competency Determination Requirements**

A determination of competency shall include:

Demonstrating a mastery of skills in English language arts, mathematics, and science; and the satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

An additional requirement for mastery in US History will apply to the graduating class of 2027, and beyond.

To show mastery, a student must successfully complete, in accordance with the district's grading policy and requirements, earning a final grade of 61 or higher in either:

1. A final assessment for a course; or
2. A capstone or portfolio project; or
3. An equivalent measure as determined by the Assistant Superintendent/Principal.

Achievement of this standard indicates that the student has demonstrated sufficient knowledge and skills in the course content to meet the learning objectives.

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A student enrolled at Whittier Regional Vocational Technical High School will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy. Earning full credit shall be defined as a student successfully completing a course for the academic year by achieving a passing grade in at least three of the four academic quarters. For the purposes of this policy, a failing grade is defined as a score of 60 or below. The requirements outline below for meeting this standard indicates that the student has demonstrated sufficient knowledge and skills in the course content to satisfy the requirements for full credit:

| Content Area                                                  | Coursework Requirements                                                   | Notes                                                                                                                                                                                |
|---------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts                                         | The equivalent of two years of high school English language arts courses. | To satisfy this course requirement, the English Language Arts courses are English 9 and English 10.                                                                                  |
| Mathematics                                                   | The equivalent of one year of both Algebra I and Geometry courses         | To satisfy this course requirement, the mathematics classes are Algebra 1/Geometry (grade 9), Algebra 2/Geometry (grade 10), Algebra 2 Honors (grade 9), Geometry Honors (grade 10). |
| Science                                                       | The equivalent of one year of Biology                                     | To satisfy this course requirement, the science course is Biology (grade 9).                                                                                                         |
| U.S. History<br>(Beginning with the graduating class of 2027) | The equivalent of a one-year United States History course.                | To satisfy this course requirement, the U.S. History course must be taken in grades 9 or 10.                                                                                         |

### Aligned Courses:

Whittier Regional Vocational Technical High School offers the following courses in alignment with the state curriculum frameworks that meet the above requirements.

| Grade 9 | English Courses                                               | Math Courses                                                                             | Science Courses                                       | US History Courses                                        |
|---------|---------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------|
|         | English 9<br>English 9 CP I<br>English 9 CP II<br>English 9 H | Algebra I/Geometry<br>Algebra I/Geometry CP I<br>Algebra I/Geometry CP II<br>Algebra 2 H | Biology<br>Biology CP I<br>Biology CP II<br>Biology H | US History 1 CP I<br>US History 1 CP II<br>US History 1 H |

**Skills Competencies Knowledge to Demonstrate Mastery of the Above Grade 9 Courses:** Successfully completing each content course for the academic year is achieving a passing grade (61 or higher) in at least three of the four academic quarters. To show mastery of this course, a student must successfully complete the course requirements, and earn a final grade of 61 or higher in either a final assessment for a course; or a capstone or portfolio project; or an equivalent measure as determined by the Assistant Superintendent/Principal.

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| Grade 10 | English Courses                                                | Math Courses                                                                            | Science Courses | US History Courses                                             |
|----------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------|
|          | English 10<br>English 10 CP1<br>English 10 CP2<br>English 10 H | Algebra 2/Geometry<br>Algebra 2/Geometry CP I<br>Algebra 2/Geometry CP II<br>Geometry H | N/A             | US History 2 CP I<br>US History 2 CP II<br>US History 2 Honors |

**Skills Competencies Knowledge to Demonstrate Mastery of the Above Grade 10 Courses:** Successfully completing each content specific course for the academic year is achieving a passing grade (61 or higher) in at least three of the four academic quarters. To show mastery of this course, a student must successfully complete the course requirements, and earn a final grade of 61 or higher in either a final assessment for a course; or a capstone or portfolio project; or an equivalent measure as determined by the Assistant Superintendent/Principal.

## Additional Considerations

### Students with Disabilities

Whittier Regional Vocational Technical High School must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of the placing school district. Discussion of the competency determination must be a part of the IEP Team's transition planning.

### English Language Learners

Whittier Regional Vocational Technical High School shall, on a case-by-case basis, determine the appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

### Late-Enrolling Students

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by Whittier Regional Vocational Technical High School in one or more of the following ways:

- Transcript review by the Principal/Assistant Superintendent of the High School.
- Additional course requirements as determined by the Principal/Assistant of the High School.

## Appeals Process

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

Whittier Regional Vocational Technical High School provides a formal appeal process for students or parents/guardians who wish to contest a determination that a student has not met the Competency Determination (CD) requirements. Appeals must be submitted in writing to the Assistant Superintendent/Principal within 10 business days of the notification of the CD determination. Upon receipt, the Assistant Superintendent/Principal will review the student's academic record, assessments, and any supporting documentation, and may convene a review committee that includes the Associate Principal, the school counselor, and when appropriate, the students' teachers. The review committee will evaluate the appeal, considering transcript evidence, course completion, assessment

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performance, and any extenuating circumstances. A written decision is communicated to the student and parent/guardian within 15 business days of the appeal submission. If the appeal is denied, the written notice will include the rationale and any options for remediation, supplemental coursework, or alternative demonstrations of mastery that may allow the student to satisfy the CD requirements.

Those enrolled at Whittier Regional Vocational Technical High School in the classes of 2003 through 2024 that did not earn a diploma may also appeal the decision through the following process:

The student may request a transcript review to determine if they are currently eligible for a diploma pursuant to the district's current CD requirements. This request should be in writing sent to the Assistant Superintendent/Principal. To be deemed eligible, the individual must have been previously enrolled in the district, met all local graduation requirements, not previously reported as a graduate in any of Whittier Regional Vocational Technical High School's Student Information Management System (SIMS) submissions, and must meet the district's current CD and local graduation requirements.

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## An Overview of the General Course Characteristics

| Moving from:  | Grades                                       | Motivation                                                     | Skills                                                                                                    | Use of Personal Time                                                            | Student Characteristics                                                                                                         |
|---------------|----------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| CP2 to CP1    | 90% average or better for T1/T2/Midterm Exam | The desire to move, received in writing by individual student. | Pre-assessment based on revised summer packets that will focus on required skills for the upcoming course | Requires significant time outside of class studying and completing assignments. | Proficient self-advocacy skills; Proficient executive functioning/organizational skills; Reading at an intermediate grade level |
| CP1 to Honors | 90% average or better for T1/T2/Midterm Exam | The desire to move, received in writing by individual student. | Pre-assessment based on revised summer packets that will focus on required skills for the upcoming course | Requires significant time outside of class studying and completing assignments. | Strong self-advocacy skills; Strong executive functioning/organizational skills; Reading independently at grade level           |

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## An Overview by Course Level

| Supports:                  | CP2                                                   | CP1                                            | Honors                                           |
|----------------------------|-------------------------------------------------------|------------------------------------------------|--------------------------------------------------|
| Reference Sheets/Materials | Provided by the teacher                               | Student created                                | Created by students and used on a limited basis  |
| Notes                      | Guided or provided by teachers                        | Guided but student-created                     | Student created independently                    |
| Classroom Support          | 2 teachers, providing attention as needed for student | 1 teacher, some/limited individual attention   | 1 teacher, individual attention when requested   |
| Pace                       | 1 topic/lesson presented over multiple days           | Several topics/lessons are presented each week | 1 or more topics/lessons presented in each class |

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### Academic Course Grid By Grade 2026-2027

|                    | Grade 9                                                                                                                                                      | Grade 10                                                                                                                                                                      | Grade 11                                                                                                                                                                                                                                                    | Grade 12                                                                                                                                                                                                                                                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English</b>     | -Honors English 9<br>-College Prep (CP)1 English 9<br>-College Prep (CP)2 English 9<br>-English 9                                                            | -Honors English 10<br>-College Prep (CP)1 English 10<br>-College Prep (CP)2 English 10<br>-English 10                                                                         | -Early College - English Composition 101<br>-College Prep (CP)1 English 11<br>-College Prep (CP)2 English 11<br>-English 11                                                                                                                                 | -Early College - English Composition 101<br>-Early College - English Composition 102<br>-College Prep (CP)1 English 12<br>-College Prep (CP)2 English 12<br>-English 12                                                                                                                                                           |
| <b>History</b>     | -Honors US History 1<br>-College Prep (CP)1 US History 1<br>-College Prep (CP)2 US History 1                                                                 | -Honors US History 2<br>-College Prep (CP)1 US History 2<br>-College Prep (CP)2 US History 2                                                                                  | -Honors World History<br>-College Prep (CP)1 World History<br>-College Prep (CP)2 World History                                                                                                                                                             | -Honors United Nations<br>-Honors American Government<br>-College Prep (CP)1 United Nations<br>-College Prep (CP)1 American Government<br>-College Prep (CP)2 American Government                                                                                                                                                 |
| <b>Mathematics</b> | -Honors Algebra 2<br>-Honors Algebra 1/Geometry<br>-College Prep (CP)1 Algebra 1/ Geometry<br>-College Prep (CP)2 Algebra 1/ Geometry<br>-Algebra 1/Geometry | -Honors Geometry<br>-Honors Algebra 2/Geometry<br>-College Prep (CP)1 Algebra 2/ Geometry<br>-College Prep (CP)2 Algebra 2/ Geometry<br>-Algebra 2/Geometry                   | -Honors Pre-Calculus<br>-Honors Algebra 3<br>-College Prep (CP)1 Algebra 3<br>-College Prep (CP)2 Algebra 3<br>-Algebra 3                                                                                                                                   | -Advanced Placement (AP) Calculus AB<br>-Honors Statistics<br>-Honors Pre-Calculus<br>-College Prep (CP)1 Discrete Mathematics and Applications<br>-College Prep (CP)2 Discrete Mathematics and Applications<br>-College Prep (CP)2 Economic Principles and Statistical Analysis<br>-Economic Principles and Statistical Analysis |
| <b>Science</b>     | -Honors Biology<br>-College Prep (CP)1 Biology<br>-College Prep (CP)2 Biology<br>-Biology                                                                    | -Honors Chemistry<br>-College Prep (CP)1 Chemistry<br>-College Prep (CP)2 Chemistry<br>-College Prep (CP)1 Environmental Science<br>-College Prep (CP)2 Environmental Science | -Honors Physics<br>-College Prep (CP)1 Physics<br>-College Prep (CP)2 Physics<br>-Anatomy and Physiology SMCC Concurrent Enrollment<br>-Honors Anatomy & Physiology<br>-College Prep (CP)1 Anatomy & Physiology<br>-College Prep (CP)2 Anatomy & Physiology | -Honors Environmental Science<br>-Honors Forensic/Biotechnology<br>-Honors Kinesiology & Nutrition<br>-College Prep (CP)1 Forensic/Biotechnology<br>-College Prep (CP)2 Forensic/Biotechnology<br>-College Prep (CP)1 Kinesiology & Nutrition<br>-College Prep (CP)2 Kinesiology & Nutrition<br><br><a href="#">Back to Top</a>   |

|                  |                                                                                                      |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                   |
|------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish</b>   | -College Prep (CP)1 Spanish 1/Spanish 1 Heritage<br>-College Prep (CP)1 Spanish 2/Spanish 2 Heritage | -College Prep (CP)1 Spanish 2/Spanish 2 Heritage<br>-College Prep (CP)1 Spanish 3 ONLINE | -College Prep (CP)1 Spanish 3 ONLINE<br>-College Prep (CP)1 Spanish 4 ONLINE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -College Prep (CP)1 Spanish 4 ONLINE                                                                                                                                              |
| <b>Electives</b> |                                                                                                      |                                                                                          | <b><u>Half-Year</u></b><br><br><b>Semester 1:</b><br>-College Prep (CP)1 Community Arts Workshop<br>-College Prep (CP)1 Digital Literacy<br>-College Prep (CP)1 Economics<br>-College Prep (CP)1 Media Arts: Visual Storytelling<br>-College Prep (CP)1 Wellness/Lifetime Activities I<br><br><b>Semester 2:</b><br>-College Prep (CP)1 Digital/Social Media, Journalism, & Public Relations<br>-College Prep (CP)1 Investing in the Stock Market<br>-College Prep (CP)1 Studio Art and Aesthetics<br>-College Prep (CP)1 Wellness/Lifetime Activities II<br><br><b><u>Electives that can be taken either Semester</u></b><br>-College Prep (CP)1 Introduction to Painting & Drawing<br>-College Prep (CP)1 Introduction to Theatre Arts<br>-College Prep (CP)1 Small Engine Repair<br>-College Prep (CP)1 Wellness/Lifetime Activities<br>-College Prep (CP)1 Writing for Career College | <b><u>Full-Year</u></b><br><br>-College Prep (CP)1 Accounting (Business & Marketing Tech Students ONLY)<br>-College Prep (CP)1 Criminal Justice<br>-College Prep (CP)1 Psychology |

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|                                 |                                  |                                                                   |                                                                   |                                                                                                                   |
|---------------------------------|----------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Mandated Courses for All</b> | -During Exploratory Program      | -Within Technical Area - Occupational Health & Physical Education | -Within Technical Area - Occupational Health & Physical Education | -Within Technical Area - Occupational Health & Physical Education<br><br>-Personal Financial Literacy - Half-Year |
| <b>Teacher/Team Recommended</b> | -Full Year - Whittier Wordsmiths | -Full Year - Whittier Wordsmiths                                  |                                                                   | <a href="#">Back to Top</a>                                                                                       |

### Academic Course/Elective Pathways Based on CTE Cluster/Program

|                                                   | CTE Programs in Cluster                                                                                                                               | Math Courses that Align to CTE Programs                                                   | Science Courses that Align to CTE Programs                                                                                                | Elective/Technical Related Classes That Align to CTE Programs                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Allied Health Cluster</b>                      | -Dental Assisting<br>-Health Assisting<br>-Medical Assisting                                                                                          | -Statistics Gr 12                                                                         | -Chemistry - Gr 10<br>-Anatomy and Physiology SMCC Concurrent Enrollment<br>-Anatomy & Physiology Gr 11<br>-Kinesiology & Nutrition Gr 12 | -Writing for Career and College<br>-Psychology (Full Year)<br>-Wellness                                                                                                                                                                                                                                                                                                                      |
| <b>Construction Cluster</b>                       | -Carpentry<br>-Electrical<br>-Heating, Ventilation, Air Conditioning & Refrigeration<br>- HVAC-R<br>-Masonry<br>-Plumbing & Heating                   | -Pre-Calculus Gr 11/12<br>-Discrete Math Gr 12<br>-Economic Principles Gr 12              | -Kinesiology & Nutrition Gr 12                                                                                                            | -Writing for Career and College                                                                                                                                                                                                                                                                                                                                                              |
| <b>Manufacturing &amp; Transportation Cluster</b> | -Advanced Manufacturing<br>-Auto Collision Repair & Refinishing<br>-Automotive Technology<br>-Marine Service Technology<br>-Metal Fabrication/Welding | -Discrete Math Gr 12<br>-Economic Principles Gr 12                                        | -Kinesiology & Nutrition Gr 12                                                                                                            | -Writing for Career and College<br>-Small Engine Repair                                                                                                                                                                                                                                                                                                                                      |
| <b>Service Cluster</b>                            | -Business Technology<br>-Cosmetology<br>-Culinary Arts<br>-DVC -Design & Visual Communications<br>-Hospitality Management<br>-Marketing Education     | -Discrete Math Gr 12<br>-Economic Principles Gr 12<br>-Statistics Gr 12                   | -Chemistry Gr 10<br>-Kinesiology & Nutrition Gr 12<br>-Forensic/Biotechnology Gr 12                                                       | -Accounting (Full Year <b>Business &amp; Marketing ONLY</b> )<br>-Digital Literacy<br>-Writing for Career and College<br>-Community Arts Workshop<br>-Digital/Social Media, Journalism, & Public Relations<br>-Economics<br>-Introduction to Painting & Drawing<br>-Investing in the Stock Market<br>-Media Arts: Visual Storytelling<br>-Psychology (Full Year)<br>-Studio Art & Aesthetics |
| <b>Technology Cluster</b>                         | -Computer Aided Design<br>-CAD/Drafting<br>-Electronics/Robotics<br>-Engineering                                                                      | -Pre-Calculus Gr 11/12<br>-Discrete Math Gr 12<br>-AP Calculus Gr 12<br>-Statistics Gr 12 | -Chemistry Gr 10<br>-Forensic/Biotechnology Gr 12<br>-Physics Gr11                                                                        | -Digital Literacy<br>-Small Engine Repair<br>-Writing for Career and College<br><a href="#">Back to Top</a>                                                                                                                                                                                                                                                                                  |

# Academic Curriculum

## English Courses

### English 9 – Honors

This advanced college preparatory course is designed for the independent, self-directed student. It provides students with an in-depth study of literature and focuses on independent research, critical analysis, and the skilled use of standard English conventions throughout all aspects of the writing process.

By the end of this course, the students will be able to demonstrate the necessary grade-level 21st-century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on developing skills necessary for the 10th grade MCAS test. **A Whittier Tech Guidance Department recommendation based on academic achievement is required for the selection of this course.**

### English 9 – College Preparatory I

This accelerated college preparatory course is designed to provide students with comprehension and critical thinking skills through the study of the various genres of literature including novels, short stories, poetry, and drama.

This course encompasses a correlated study of literature, language, conventions, composition, vocabulary development, listening, and speaking. This course is designed to meet state-mandated objectives through a sequential and scaffolded writing program that draws upon both literary and informational text. Writing assignments are built upon works studied in literature.

By the end of this course, the students will be able to demonstrate the necessary grade-level 21st-century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on developing skills necessary for the 10th grade MCAS test.

### English 9 – College Preparatory II

This college preparatory course encompasses a correlated study of literature, language, conventions, composition, vocabulary development, listening, and speaking. This course is designed to meet state-mandated objectives through a sequential and scaffolded writing program that draws upon both literary and informational text. Writing assignments are built upon works studied in literature.

Instructional emphasis is placed on comprehension and critical thinking skills through the study of various genres of literature including novels, short stories, poetry and drama. Each unit will focus on characteristics of the genres and examine how the form influences the author's purpose and effectiveness.

By the end of this course, the students will be able to demonstrate the necessary grade-level 21st-century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on developing skills necessary to be successful on the 10th grade MCAS test.

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## **English 10 – Honors**

This advanced college preparatory course is designed for the motivated, self-directed student. It provides students with an in-depth study of diverse literary works of various genres. Instructional emphasis is placed on critical analysis, independent research, and advanced writing skills.

By the end of this course, the students will be able to demonstrate the necessary grade-level 21st-century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on developing skills necessary to be successful on the 10th grade MCAS test. **An English Department recommendation is required for the selection of this course.**

## **English 10 – College Preparatory I**

This accelerated college preparatory course focuses on literary works of various genres. Students will read, discuss, analyze and write about these diverse texts to demonstrate their understanding. Instructional emphasis is placed on writing with a clear focus, logical development, effective use of detail, and variety in sentence structure, as well as revising and editing with attention to content, organization, and style.

By the end of this course the students will be able to demonstrate the necessary grade-level 21st century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on developing skills necessary to be successful on the 10th grade MCAS test.

## **English 10 – College Preparatory II**

This college preparatory course encompasses a correlated study of literature, language, conventions, composition, vocabulary development, listening, and speaking. This course focuses on the application of previously acquired reading, writing, and test-taking skills.

This course will focus on literary works of various genres. Students will discuss, analyze and write about these diverse texts to demonstrate their understanding. Instructional emphasis is placed on writing with a clear focus, logical development, effective use of detail, and variety in sentence structure and editing; revising with attention to content, organization, and style; and editing with attention to clauses, mechanics, and sentence structure. Writing assignments will be aligned with works studied in literature.

By the end of this course, the students will be able to demonstrate the necessary grade-level 21st-century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on developing skills necessary to be successful on the 10th grade MCAS test.

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## **English 11 – College Preparatory I**

This accelerated college preparatory course emphasizes comprehension, literary analysis, and critical thinking skills through the study of various genres of literature including novels, short stories, poetry, and drama. Each unit will focus on characteristics of the genres and examine how the form influences the author's purpose and effectiveness.

The course encompasses a correlated study of literature, language, conventions, composition, vocabulary development, listening, and speaking. Focus is placed on the skills necessary for effective written and oral communication; note taking, outlining, research methods, writing, critical thinking, and public speaking.

By the end of this course, the students will be able to demonstrate the necessary grade-level 21st-century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on previewing and preparing for the various types of college entrance exams and post-secondary exams.

## **English 11 – College Preparatory II**

This college preparatory course encompasses a correlated study of literature, language, conventions, composition, vocabulary development, listening, and speaking. Focus is placed on the skills necessary for effective written and oral communication; note taking, research methods, writing, critical thinking, and public speaking.

This course emphasizes comprehension, literary analysis, and critical thinking skills through the study of various genres of literature including novels, short stories, poetry, and drama. Each unit will focus on characteristics of the genres and examine how the form influences the author's purpose and effectiveness.

By the end of this course the students will be able to demonstrate the necessary grade-level 21st century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on previewing and preparing for the various types of college entrance exams and post-secondary exams.

## **English 101 – English Composition 1**

This course is an early college designated course in collaboration with Northern Essex Community College. This course fulfills one semester of the Whittier Honors English 11 or Honors English 12 curriculum for the high school diploma. In addition, students earn 3 undergraduate credit hours from Northern Essex Community College. This course is designed to develop critical thinking and clear, effective writing. Students will explore the reading and writing processes and complete a range of source-based essays. The course cost and book costs are covered by the early college designation partnership between Whittier Tech and Northern Essex Community College. **An English Department recommendation based on grades and attendance is required for enrollment in this course as well as successful completion of college placement testing.**

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## **English 102 – English Composition 2**

This course is the continuation of English Composition 1. It is an early college designated course in collaboration with Northern Essex Community College. This course fulfills one semester of the Whittier Honors English 11 or Honors English 12 curriculum for the high school diploma. In addition, students earn 3 undergraduate credit hours from Northern Essex Community College. This course is designed to develop clear, effective writing, emphasizing analysis, argumentation, and research. Students will demonstrate their competence through a variety of writing assignments, including essays and a research paper. Successful completion of a research paper is required to pass this course. The course cost and book costs are covered by the early college designation partnership between Whittier Tech and Northern Essex Community College. Successful completion of English Composition 1 with a minimum grade of C is required for enrollment in this course. **Prerequisite: English Composition 1**

## **English 12 – College Preparatory I**

This accelerated college preparatory course emphasizes comprehension, literary and media analysis, as well as critical thinking skills through the study of various genres of literature and auditory works including novels, short stories and excerpts, poetry, and podcasts. Each unit will focus on characteristics of the genres and examine how the form influences the author's purpose and effectiveness. This course also stresses the skills necessary to increase students' inferential comprehension. Instructional emphasis is placed on a research paper, college essay, vocabulary development, oral presentations, and narrative and persuasive writing.

By the end of this course the students will be able to demonstrate the necessary grade-level 21st century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on previewing and preparing for the various types of college entrance exams and post-secondary exams.

## **English 12 – College Preparatory II**

This college preparatory course encompasses a correlated study of literature, language, conventions, composition, vocabulary development, listening, and speaking.

While vocabulary skills and test taking skills continue, a large segment of the course is dedicated to the writing of a research paper, college essay, narrative and persuasive essays, and speeches.

This course emphasizes comprehension, literary and media analysis, as well as critical thinking skills through the study of various genres of literature and auditory works including novels, short stories and excerpts, poetry, and podcasts. Each unit will focus on characteristics of the genres and examine how the form influences the author's purpose and effectiveness.

By the end of this course the students will be able to demonstrate the necessary grade-level 21st century readiness skills by exhibiting the capacities necessary for both college and career readiness.

This course is aligned with state-mandated frameworks, with an emphasis on previewing and preparing for the various types of college entrance exams and post-secondary exam.

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## **Whittier Wordsmiths: Cultivating Advanced Reading Techniques - College Preparatory I (Grade 9-10)**

This Reading/Literacy course is designed to equip high school students in grades 9 & 10 with essential reading skills that are crucial for success in both higher education and future careers. The course targets students who may require additional support in developing their reading comprehension, critical analysis, and text interpretation abilities. Through a combination of engaging activities, thoughtful discussions, and targeted exercises, students will strengthen their foundation in reading, allowing them to navigate complex texts with confidence. This is a reading and writing support class in addition to the grade-level content English class. **A teacher recommendation is required for this course.**

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## English Student and Classroom Characteristics

### Incoming Grade 9 students should be able to:

|                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|
| Know and recognize literary devices: plot, character, conflict, setting, theme, point of view, protagonist/antagonist |
| Use context clues to understand new vocabulary                                                                        |
| Participate in class discussions and summarize group ideas                                                            |
| Write a complete sentence                                                                                             |
| Recognize an incomplete sentence/fragment                                                                             |
| Write a paragraph (5-7 sentences) with a                                                                              |
| Topic sentence                                                                                                        |
| 3 supporting detail sentences                                                                                         |
| A closing sentence                                                                                                    |
| Include transitional phrases                                                                                          |

### Incoming Grade 10 Requirements

| Course        | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Classroom Characteristics                                                                                                                                                                                                         |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors</b> | <ul style="list-style-type: none"> <li>● Strong self-advocacy skills</li> <li>● Strong executive functioning organizational skills</li> <li>● Reading independently at grade level</li> <li>● Identify and analyze all fiction signposts independently</li> <li>● “Writing with Colors” is a revision skill</li> <li>● An A or B in their previous English course</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>● One content teacher</li> <li>● Teacher led mini-lesson followed by independent work time</li> <li>● Pacing includes academic work over vocational/career technical week</li> </ul>       |
| <b>CP1</b>    | <ul style="list-style-type: none"> <li>● Proficient self-advocacy skills; ability to ask for help, clarification, or access needs</li> <li>● Proficient executive functioning/organizational skills</li> <li>● Reading at an intermediate grade level</li> <li>● Identify all fiction signposts and with minimal teacher support write analysis</li> <li>● “Writing with Colors” is a technique and revision skill used independently</li> <li>● An A or B in their previous English course</li> </ul> | <ul style="list-style-type: none"> <li>● One content teacher</li> <li>● Teacher model work</li> <li>● Independent work in class and outside of classroom</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |

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|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CP 2</b> | <ul style="list-style-type: none"> <li>• Working towards self-advocacy skills with the help of teacher guidance</li> <li>• Reading at an intermediate grade level</li> <li>• Identify all fiction signposts and with teacher support write analysis</li> <li>• “Writing with Colors” is a writing model used to practice essay writing</li> </ul> | <ul style="list-style-type: none"> <li>• Guided notes/scaffolded graphic organizers</li> <li>• Two teachers for additional support and services; including check-ins during class time</li> <li>• Exemplar models</li> <li>• Extended time without penalty (up to x2 allotted time) to complete assignments</li> <li>• Long term assignments broken down into manageable steps</li> </ul> |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Incoming Grade 11 Requirements

| Course               | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Classroom Characteristics                                                                                                                                                                                                         |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early College</b> | <ul style="list-style-type: none"> <li>• Passing score on Whittier Assessment (Essay) administered in Grade 10 English</li> <li>• Strong self-advocacy skills</li> <li>• Strong executive functioning/organizational skills</li> <li>• Reading independently at grade level</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• NECC Professor in building weekly</li> <li>• Self-paced independent work</li> <li>• NECC 15 week pacing includes academic work over vocational/career technical week</li> </ul>          |
| <b>Honors</b>        | <ul style="list-style-type: none"> <li>• Strong self-advocacy skills</li> <li>• Strong executive functioning/organizational skills</li> <li>• Reading independently at grade level</li> <li>• Identify and analyze all fiction signposts independently</li> <li>• “Writing with Colors” is a revision skill</li> <li>• An A or B in their previous English course</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• One content teacher</li> <li>• Teacher led mini-lesson followed by independent work time</li> <li>• Pacing includes academic work over vocational/career technical week</li> </ul>       |
| <b>CP1</b>           | <ul style="list-style-type: none"> <li>• Proficient self-advocacy skills; ability to ask for help, clarification, or access needs</li> <li>• Proficient executive functioning/organizational skills</li> <li>• Reading at an intermediate grade level</li> <li>• Identify all fiction signposts and with minimal teacher support write analysis</li> <li>• “Writing with Colors” is a technique and revision skill used independently</li> <li>• An A or B in their previous English course</li> </ul> | <ul style="list-style-type: none"> <li>• One content teacher</li> <li>• Teacher model work</li> <li>• Independent work in class and outside of classroom</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |

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|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CP 2</b> | <ul style="list-style-type: none"> <li>• Working towards self-advocacy skills with the help of teacher guidance</li> <li>• Reading at an intermediate grade level</li> <li>• Identify all fiction signposts and with teacher support write analysis</li> <li>• “Writing with Colors” is a writing model used to practice essay writing</li> </ul> | <ul style="list-style-type: none"> <li>• Guided notes/scaffolded graphic organizers</li> <li>• Two teachers for additional support and services; including check-ins during class time</li> <li>• Exemplar models</li> <li>• Extended time without penalty (up to x2 allotted time) to complete assignments</li> <li>• Long term assignments broken down into manageable steps</li> </ul> |
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### Incoming Grade 12 Requirements

| Course               | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Classroom Characteristics                                                                                                                                                                                                                                                                                                                              |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early College</b> | <ul style="list-style-type: none"> <li>• Passing score (C or above) in Grade 11 Early College Class On Whittier Assessment (Essay) administered in Grade 10 English</li> <li>• Strong self-advocacy skills</li> <li>• Strong executive functioning/organizational skills</li> <li>• Reading independently at grade level</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• NECC Professor in building weekly</li> <li>• Self-paced independent work</li> <li>• NECC 15 week pacing includes academic work over vocational/career technical week</li> </ul>                                                                                                                               |
| <b>Honors</b>        | <ul style="list-style-type: none"> <li>• Strong self-advocacy skills</li> <li>• Strong executive functioning/organizational skills</li> <li>• Reading independently at grade level</li> <li>• Able to participate appropriately in whole class discussions</li> <li>• Passion and interest in subject area</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• One content teacher</li> <li>• Teacher led mini-lesson followed by independent work time or discussions</li> <li>• Pacing includes academic work over vocational/career technical week</li> <li>• Independent reading outside of class is required</li> </ul>                                                 |
| <b>CP1</b>           | <ul style="list-style-type: none"> <li>• Proficient self-advocacy skills; ability to ask for help, clarification, or access needs</li> <li>• Proficient executive functioning/organizational skills</li> <li>• Reading at an intermediate grade level</li> <li>• Identify literary devices and, with minimal teacher support, write analysis</li> <li>• Identify parts of an essay and considers audience when writing.</li> <li>• Revises independently using a rubric and focus correction areas</li> </ul> | <ul style="list-style-type: none"> <li>• One content teacher</li> <li>• Teacher led mini-lesson followed by independent work time or discussions</li> <li>• Teacher models work and provides exemplars</li> <li>• Independent work outside of classroom is sometimes required</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |

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|             |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>CP 2</b> | <ul style="list-style-type: none"> <li>• Working towards self-advocacy skills with the help of teacher guidance</li> <li>• Reading at an intermediate grade level</li> <li>• Identify all fiction signposts and with teacher support write analysis</li> <li>• “Writing with Colors” is a writing model used to practice essay writing</li> </ul> | <ul style="list-style-type: none"> <li>• Guided notes/scaffolded graphic organizers</li> <li>• Two teachers for additional support and services; including check-ins during class time</li> <li>• Exemplar models</li> <li>• Extended time without penalty (up to x2 allotted time) to complete assignments</li> <li>• Long term assignments broken down into manageable steps</li> </ul> |

## Academic Curriculum

### History Courses

#### **U.S. History 1 – College Preparatory I (Grade 9)**

This advanced college preparatory course provides students with an in-depth study of United States History from 1763 to the end of World War I. Research will be assigned which covers topics including the framework of the U.S. Government, concepts of American democracy, various historical events, geographical changes within the United States, and the creation of the U.S. Constitution. Students will expand their capacity for historic, economic, and political reasoning. They will strengthen their ability to develop research questions and conduct inquiries by interpreting primary sources. Students will be expected to have strong analytical and critical thinking skills. Grade 9 students will begin researching their topics for the Civics Engagement Project. Students will do this by researching an existing policy or subject. Students will select one issue that they believe to be the most important or interesting. Students must document all research as well as create a thesis statement for their project. This is a requirement of Grade 9. Students will be using a wide variety of resources. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks. **A History Department recommendation is required for the selection of this course.**

#### **U.S. History 1 – College Preparatory I (Grade 9)**

This is an accelerated college preparatory course. This course presents an in-depth study of the origins of the United States during the Revolution and Constitutional eras, 1763 to the end of World War I. Students will expand their capacity for historic, economic, and political reasoning. They will strengthen their ability to develop research questions and conduct inquiries by interpreting primary sources. The basic framework of American democracy and the concepts of American government such as popular sovereignty, federalism, separation of powers, individual rights, and geographical changes within the United States, will be studied. Students will develop skills in writing and content knowledge while establishing the necessary foundational knowledge about significant and recurring questions in United States History in preparation for citizenship, college, and careers. Map skills, reading and interpreting charts and graphs, and the utilization of primary source materials will be stressed throughout the course. Grade 9 students will begin researching their topics for the Civics Engagement Project. Students will do this by researching an existing policy or subject. Students will select one issue that they believe to be the most important or interesting. Students must document all research as well as create a thesis statement for their project. This is a requirement of Grade 9. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

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## **U.S. History 1 – College Preparatory II (Grade 9)**

This is a college preparatory course. This course examines the origins of the United States during the Revolution and Constitutional eras, 1763 to the end of World War I. The basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, individual rights, and geographical changes within the United States will be studied. Students will expand their capacity for historic, economic, and political reasoning. Map skills, reading and interpreting charts and graphs, and the utilization of primary source materials will be stressed. Grade 9 students will begin researching their topics for the Civics Engagement Project. Students will do this by researching an existing policy or subject. Students will select one issue that they believe to be the most important or interesting. Students must document all research as well as create a thesis statement for their project. This is a requirement of Grade 9. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

## **U.S. History 2 – Honors (Grade 10)**

In this advanced college preparatory course, students will continue their study of United States history in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The topics studied include the role of economics in modern United States history, modernity in the United States: ideologies and economies, defending Democracy: Responses to fascism and communism, defending Democracy: The Cold War and Civil Rights at Home, and the United States and globalization. Students will be expected to form their own questions for discussion and research while also demonstrating strong analytical and critical thinking skills. Students will also be expected to read and comment on the primary sources that are included in the U.S. History 2 Frameworks. Continued work on the Civics Engagement Project will be completed throughout this course. Grade 10 students will continue researching their topic for the Civics Engagement Project. They will do this by writing a political speech to attempt to change an existing policy or an area in need of reform. They need to complete and submit a draft of the final project with a work cited page. This is a requirement of Grade 10. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks. **A History department recommendation is required for the selection of this course.**

## **U.S. History 2 – College Preparatory I (Grade 10)**

In this accelerated college preparatory course, students will continue their study of United States history in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The topics studied include the role of economics in modern United States history, modernity in the United States: ideologies and economies, defending Democracy: Responses to fascism and communism, defending Democracy: The Cold War and Civil Rights at Home, and the United States and globalization. Students will be expected to read and comment on the primary sources of the times. Continued work on the Civics Engagement Project will be completed throughout this course. Grade 10 students will continue researching their topic for the Civics Engagement Project. They will do this by writing a political speech to attempt to change an existing policy or an area in need of reform. They need to complete and submit a draft of the final project with a work cited page. This is a requirement of Grade 10. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

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## **U.S. History 2 – College Preparatory II (Grade 10)**

This is a college preparatory course where students will continue their study of United States history in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The topics studied include the role of economics in modern United States history, modernity in the United States: ideologies and economies, defending Democracy: Responses to fascism and communism, defending Democracy: The Cold War and Civil Rights at Home, and the United States and globalization. Continued work on the Civics Engagement Project will be completed throughout this course. Grade 10 students will continue researching their topic for the Civics Engagement Project. They will do this by writing a political speech to attempt to change an existing policy or an area in need of reform. They need to complete and submit a draft of the final project with a work cited page. This is a requirement of Grade 10. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

## **World History – Honors (Grade 11)**

This advanced college preparatory course provides students with an in-depth study of the economic, cultural, and political aspects of major historical events. Students will learn about the following topics throughout the school year: Absolute power, political revolutions, and the growth of nation states, c. 1700–1900, The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe, The global effects of 19th-century imperialism, The Great Wars, 1914–1945, The Cold War Era, 1945–1991, The Era of Globalization 1991–present, and the politics of difference among people: conflicts, genocide, and terrorism. Students will be expected to finalize their Civics Engagement Project, examine current events, and use advanced critical thinking skills in studying world events. Grade 11 students will meet in a peer editing group, present their Civics Engagement draft, and share feedback. Students will then present their Civics Engagement Project orally to the class. This is a requirement of Grade 11. **A History department recommendation is required for the selection of this course.** Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

## **World History – College Preparatory I (Grade 11)**

This is an accelerated college preparatory course. Students will learn about the following topics throughout the school year: Absolute power, political revolutions, and the growth of nation states, c. 1700–1900, The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe, The global effects of 19th-century imperialism, The Great Wars, 1914–1945, The Cold War Era, 1945–1991, The era of globalization 1991–present, and the politics of difference among people: conflicts, genocide, and terrorism. Students will be expected to finalize their Civics Engagement Project and will be expected to develop skills in reading and writing to a high degree. The students will be able to respond in-depth to essay and open response questions. Grade 11 students will meet in a peer editing group, present their Civics Engagement draft, and share feedback. Students will then present their Civics Engagement Project orally to the class. This is a requirement of Grade 11. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

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## **World History – College Preparatory II (Grade 11)**

This is a college preparatory course. Students will learn about the following topics throughout the school year: Absolute power, political revolutions, and the growth of nation states, c. 1700–1900, The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe, The global effects of 19th-century imperialism, The Great Wars, 1914–1945, The Cold War Era, 1945–1991, the era of globalization 1991–present, and the politics of difference among people: conflicts, genocide, and terrorism. Students will be expected to finalize and present their Civics Engagement Project during this course. Finally, students will learn about the current political, ethnic, and religious conflicts in many parts of the world. Students will learn to respond appropriately to the essay and open response questions. Grade 11 students will meet in a peer editing group, present their Civics Engagement draft, and share feedback. Students will then present their Civics Engagement Project orally to the class. This is a requirement of Grade 11. Students will also be using the new Savvas Realize Reader which is a digital textbook. Activities are set up to create an engaging, interactive learning environment. This includes video, interactive charts, graphs, and a notebook service, in addition to basic features, such as annotations, highlights, and bookmarks

## **United Nations - Honors (Grade 12)**

This advanced college preparatory course offers students an in-depth study of current world issues, the structure of the United Nations, and the role the United Nations plays in international politics. During classroom debates, students will take on the role of foreign diplomats striving to find solutions to complex international situations. Students will work together, through debate and negotiation, to pass resolutions on selected topics. Students will learn parliamentary procedure, negotiation skills, and strategies for effective public speaking. Students will be expected to complete significant research and demonstrate understanding through the writing of position papers. In addition, students will prepare for participation in several debate competitions in the spring. A History department recommendation is required for the selection of this course.

## **United Nations – College Preparatory I (Grade 12)**

This is an accelerated college preparatory course. This course examines the structure of the United Nations, its role in international politics and the changing dynamics of the United Nations since its creation. In this class, students will develop skills in research, public speaking, and negotiation. Students in this class will gain an understanding of parliamentary procedure and current world issues by taking part in classroom debates. In addition, students will prepare for participation in several debate competitions in the spring.

## **American Government – Honors (Grade 12)**

This is an advanced preparatory course that provides a framework for understanding the purposes, principles, and practices of the three branches of government established by founding-era documents and many other primary source documents throughout United States History. Students will analyze the formation, concepts, and components of the United States Constitution. Students will interpret Primary Source Documents and events associated with the main ideas of a free democratic society while understanding the basic concepts of democratic thought. Students will also analyze current event issues about government, politics, civil rights, civil liberties, citizenship, and interactions between the United States and other nations. To increase comprehension students will be expected to demonstrate strong analytical, writing, reading, and critical thinking skills. A History department recommendation is required for the selection of this course.

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### **American Government – College Preparatory I (Grade 12)**

This is an accelerated college preparatory course. This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights, responsibilities and duties, as citizens and how to exercise these rights, responsibilities and duties, in local, state, and national government.

### **American Government – College Preparatory II (Grade 12)**

This is a college preparatory course. This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights, responsibilities and duties, as citizens and how to exercise these rights, responsibilities, duties, in local, state, and national government.

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## History Student and Classroom Characteristics

### An overview of the general criteria to transition between levels:

**Honors** - If you have achieved an A throughout the year in a CP1 class you may think about an Honors Class. Honors is a fast-paced class and will require homework regularly and completing assignments on all due dates. You must be highly motivated and dedicated.

**CP1** - If you achieved a grade in the range of an A in a CP2 class throughout the year you may think about signing up for CP1. The College Prep 1 class is challenging and will require homework and completing assignments on specific due dates. Assignments will be completed in class as well as outside of class.

### US History 1 - Grade 9

| Course        | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Classroom Characteristics                                                                                                                                                                                                                                                                           |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors</b> | <ul style="list-style-type: none"><li>• This class moves at a very rapid pace and the completion of in-class assignments and outside homework is a major requirement of the class.</li><li>• Students are responsible for keeping up with all requirements in this class. Independent student research for the Civics Engagement Project is required.</li><li>• Students must choose a topic and have research completed by the end of Grade 9.</li><li>• Students must be self-motivated and prepared on a daily basis.</li></ul> | <ul style="list-style-type: none"><li>• One teacher to provide assistance to all students in class</li></ul>                                                                                                                                                                                        |
| <b>CP1</b>    | <ul style="list-style-type: none"><li>• Independent students research for Civics Engagement Project.</li><li>• Students must choose a topic and have research completed by the end of Grade 9.</li><li>• This is a more accelerated pace than CP 2 (U.S 1 ) and students are required to complete homework on a regular basis on the due dates.</li></ul>                                                                                                                                                                          | <ul style="list-style-type: none"><li>• One teacher to provide assistance to all students in class</li></ul>                                                                                                                                                                                        |
| <b>CP2</b>    | <ul style="list-style-type: none"><li>• Teachers will assist and guide the research for the Civics Engagement Project.</li><li>• Students must choose a topic and have the research completed by the end of Grade 9.</li></ul>                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Extra time is provided to students to complete assignments in and out of school.</li><li>• Study Guide notes will be available.</li><li>• Two teachers in each class provide assistance to all students with assignments as well as organization.</li></ul> |

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## US History 2 - Grade 10

| Course        | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                         | Classroom Characteristics                                                                                                                                                                                                                                                                 |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors</b> | <ul style="list-style-type: none"> <li>This class moves at a very rapid pace and the completion of in-class assignments and outside homework is a major requirement of the class.</li> <li>Students are responsible for keeping up with all requirements in this class.</li> <li>Independent work to complete a rough draft for Civics Engagement with some teacher assistance is required.</li> <li>Draft must be completed by the end of Grade 10.</li> </ul> | <ul style="list-style-type: none"> <li>One teacher to provide assistance to all students in class</li> </ul>                                                                                                                                                                              |
| <b>CP1</b>    | <ul style="list-style-type: none"> <li>Independent work to complete a draft for the Civics Engagement project, with some teacher assistance.</li> <li>Draft must be completed by the end of Grade 10.</li> <li>This is a faster pace than CP 2 (U.S 2) and students are required to complete homework on a regular basis.</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>One teacher to provide assistance to all students in class.</li> </ul>                                                                                                                                                                             |
| <b>CP2</b>    | <ul style="list-style-type: none"> <li>Students will work on the draft for the Civics Engagement Project.</li> <li>The Project must be completed by the end of Grade 10.</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>More time is provided to students to complete assignments in and out of school.</li> <li>Study Guide notes will be available.</li> <li>Two teachers in each class provide assistance to all students with assignments and organization.</li> </ul> |

## World History - Grade 11

| Course        | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                           | Classroom Characteristics                                                                                                                                                  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors</b> | <ul style="list-style-type: none"> <li>This class moves at a very rapid pace and the completion of in-class assignments and outside homework is a major requirement of the class.</li> <li>Students are responsible for keeping up with all requirements in this class.</li> <li>Students will peer edit Civics Engagement Project and students must orally present their project.</li> <li>Presentation should be at least 5 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>One teacher to provide assistance to all students in class</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>Students must be self-motivated and prepared on a daily basis.</li> <li>Public Speaking is required for the Civics Engagement Project.</li> </ul>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |
| <b>CP1</b> | <ul style="list-style-type: none"> <li>This is a faster pace than CP 2 (World History)</li> <li>Students are required to complete homework on a regular basis.</li> <li>Students will peer edit Civics Engagement project</li> <li>Students must orally present their project.</li> <li>Presentation should be at least 5 minutes.</li> <li>Public Speaking is required for the Civics Engagement project.</li> </ul> | <ul style="list-style-type: none"> <li>One teacher provides assistance to all students in class.</li> </ul>                                                                                                                                                                               |
| <b>CP2</b> | <ul style="list-style-type: none"> <li>Students will peer edit Civics Engagement project.</li> <li>Students must orally present their project.</li> <li>The presentation should be at least 5 minutes.</li> <li>Some public speaking is required for the project.</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>More time is provided to students to complete assignments in and out of school.</li> <li>Study Guide notes will be available.</li> <li>Two teachers in each class provide assistance to all students with assignments and organization.</li> </ul> |

## American Government - Grade 12

| Course        | Student Characteristics                                                                                                                                                                                                                                                                                                         | Classroom Characteristics                                                                                                                                                 |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors</b> | <ul style="list-style-type: none"> <li>This class moves at a very rapid pace and the completion of in-class assignments and outside homework is a major requirement of the class.</li> <li>Students must be self-motivated and prepared on a daily basis.</li> <li>There are specific due dates for all assignments.</li> </ul> | <ul style="list-style-type: none"> <li>One teacher to provide assistance to all students in class</li> </ul>                                                              |
| <b>CP1</b>    | <ul style="list-style-type: none"> <li>This is a faster pace than CP 2 (American Government) and students are required to complete homework on a regular basis.</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>One teacher provides assistance to all students in class.</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |
| <b>CP2</b>    | <ul style="list-style-type: none"> <li>Students are required to complete homework on a regular basis.</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>More time is provided to students to complete assignments in and out of</li> </ul>                                                 |

|  |  |                                                                                                                                                                                                                 |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>school.</p> <ul style="list-style-type: none"> <li>• Study Guide notes will be available.</li> <li>• Open note quizzes.</li> <li>• Two teachers in each class provide assistance to all students.</li> </ul> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## United Nations - Grade 12

| Course        | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Classroom Characteristics                                                                                      |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Honors</b> | <ul style="list-style-type: none"> <li>• This class moves at a very rapid pace and the completion of in-class assignments and homework is a major requirement of the class.</li> <li>• Students are required to complete homework on a regular basis in order to keep up with the rigid pace of the class.</li> <li>• All students are required to debate and present projects to all students in the class.</li> <li>• Public Speaking is a requirement for the class.</li> <li>• Excellent oral and or written communication skills are required for this class.</li> <li>• Students must be self-motivated and prepared for class on a daily basis.</li> </ul> | <ul style="list-style-type: none"> <li>• One teacher to provide assistance to all students in class</li> </ul> |
| <b>CP1</b>    | <ul style="list-style-type: none"> <li>• Students are required to complete homework on a regular basis in order to keep up with the fast pace of the class.</li> <li>• All students are required to debate and present projects to all students in the class.</li> <li>• Public Speaking is a requirement of the class.</li> <li>• Excellent / Good oral and or written communication skills.</li> </ul>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul>   |

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## Academic Curriculum

### Mathematics Courses

#### Algebra 2 - Honors (Grade 9)

This advanced college preparatory course is designed for students whose goal is AP Calculus. In this course, students will study parent functions and their transformations, conic sections, polar coordinates, quadratic functions and polynomial functions. Students will also study rational functions, radical functions, probability, statistics, sequences and series. Students in this course will hone their mathematical and analytical thinking skills to build upon the foundations built in middle school. This course allows students to use mathematical models to make sense of real-world problems. **Prerequisite: Grade 9 teacher recommendation based on the student's performance on the Algebra 2 placement assessment.**

#### Algebra 1/Geometry – Honors (Grade 9)

This advanced college preparatory course provides students with exposure to the language and symbols embedded within algebra and geometry. Students will establish a foundation of understanding through simplifying expressions, solving one-variable equations, and solving one-variable inequalities. Our geometry units will focus on transformations and plane geometry. Students will develop an understanding of geometric relationships related to lines, angles, and polygons. Establishing an understanding of function relationships will play an important role in the study of linear equations, exponential equations, quadratic equations, absolute value equations, and systems of equations/inequalities. The course also features introductory exposure to probability, statistics, and data analysis. This course is designed for students who excelled in algebra in middle school, and plan to continue their education beyond the secondary level.

#### Algebra 1/Geometry – College Preparatory I (Grade 9)

This accelerated college preparatory course provides students with exposure to the language and symbols embedded within algebra and geometry. Students will establish a foundation of understanding through simplifying expressions, solving one-variable equations, and solving one-variable inequalities. Our geometry units will focus on transformations and plane geometry. Students will develop an understanding of geometric relationships related to lines, angles, and polygons. Establishing an understanding of function relationships will play an important role in the study of linear equations, exponential equations, and systems of equations/inequalities. The course also features introductory exposure to probability, statistics, and data analysis. This course is designed for students who plan to continue their education beyond the secondary level.

#### Algebra 1/Geometry – College Preparatory II (Grade 9)

This college preparatory course provides students with exposure to the language and symbols embedded within algebra and geometry. Students will establish a foundation of understanding through simplifying expressions, solving one-variable equations, and solving one-variable inequalities. Our geometry units will focus on transformations and plane geometry. Students will develop an understanding of geometric relationships related to lines, angles, and polygons. Establishing an understanding of function relationships will play an important role in the study of linear equations, exponential equations, and systems of equations/inequalities. The course also features introductory exposure to probability, statistics, and data analysis.

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## **Geometry – Honors (Grade 10)**

In this comprehensive Geometry course, students will explore the fundamental concepts and principles of shapes, sizes, and spatial relationships. Through hands-on activities, problem-solving exercises, and real-world applications, students will deepen their understanding of geometric reasoning and develop critical thinking skills. Throughout the course, heavy emphasis will be placed on both formal proofs and practical applications of geometric concepts. Students will learn to apply mathematical reasoning to solve problems, justify solutions, and make connections between geometry and other areas of mathematics. By the end of the course, students will be equipped with the skills needed to approach complex geometric problems and will have a solid foundation for future math courses. Key topics include: points, lines, angles, polygons, circles, three-dimensional figures, congruence, similarity, transformations, area, volume, and basic trigonometry.

**Prerequisite: Honors Algebra 2**

## **Algebra 2/Geometry – Honors (Grade 10)**

This advanced college preparatory course is designed for students who have a mastery of Algebra I skills and knowledge. The course focus is on the application of algebraic concepts, quadratic formulas, complex numbers, radicals, rational expressions, and sequences and series. There is a concentration on quadratic and polynomial equations and inequalities. This course will also further explore geometry topics including midsegments of triangles, an exploration of right triangles and their properties, quadrilaterals, circles, measurement and trigonometry. **A math department recommendation is required for this course.**

## **Algebra 2/Geometry – College Preparatory I (Grade 10)**

This accelerated college preparatory course provides students with the mathematical background necessary to apply algebraic concepts to specific trade areas. This course focuses on geometry principles, radicals, rational expressions, polynomials, and complex numbers. There is a concentration on applications of quadratic equations, polynomial equations, and inequalities. Students will interpret and build functions. This course also incorporates the study of plane, solid and analytic geometry based on the concepts of lines and angles, areas of polygons, congruency, similarity, circles, proportion line segments, pyramids, cylinders, cones and spheres. The analytical process and problem-solving skills are developed through the study of logic, visualization and deductive reasoning. Real-world applications are stressed.

## **Algebra 2/Geometry – College Preparatory II (Grade 10)**

This college preparatory course provides students with the mathematical background necessary to apply algebraic concepts to specific trade areas. This course focuses on geometry principles, radicals, rational expressions, polynomials, and complex numbers. There is a concentration on applications of quadratic equations, polynomial equations, and inequalities. Students will interpret and build functions. This course also incorporates the study of plane, solid and analytic geometry based on the concepts of lines and angles, areas of polygons, congruency, similarity, circles, proportion line segments, pyramids, cylinders, cones and spheres. The analytical process and problem-solving skills are developed through the study of logic, visualization and deductive reasoning. Real-world applications are stressed.

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### **Algebra 3 - Honors (Grade 11)**

This advanced college preparatory course is designed for students to integrate and apply the mathematics they have learned from their earlier courses. Instructional time focuses on applying methods from probability and statistics to draw inferences and conclusions from data and expands understanding of functions to include polynomial, rational, and radical functions. Students will also expand their knowledge of right triangle trigonometry to include general triangles and consolidate functions and geometry to create models and solve contextual problems. A significant focus of this course will include advanced algebra topics including complex numbers, rational functions, exponential functions, and logarithms. Complementing the content standards, students enrolled in Algebra 3 are expected to meet the Standards for Mathematical Practice so that they increasingly engage with the subject matter as they develop their mathematical expertise and learn to hone their problem-solving skills for career success. This course is designed for students who plan to continue their education beyond the secondary level. **A math department recommendation is required for this course.**

### **Algebra 3 - College Preparatory I (Grade 11)**

This accelerated college preparatory course is designed for students to integrate and apply the mathematics they have learned from their earlier courses. Instructional time focuses on applying methods from probability and statistics to draw inferences and conclusions from data and expands understanding of functions to include polynomial, rational, and radical functions. Students will also expand their knowledge of right triangle trigonometry to include general triangles and consolidate functions and geometry to create models and solve contextual problems. Complementing the content standards, students enrolled in Algebra 3 are expected to meet the Standards for Mathematical Practice so that they increasingly engage with the subject matter as they develop their mathematical expertise and learn to hone their problem-solving skills for career success. This course is designed for students who plan to continue their education beyond the secondary level.

### **Algebra 3 - College Preparatory II (Grade 11)**

This college preparatory course is designed for students to integrate and apply the mathematics they have learned from their earlier courses. Instructional time focuses on applying methods from probability and statistics to draw inferences and conclusions from data and expands understanding of functions to include polynomial, rational, and radical functions. Students will also expand their knowledge of right triangle trigonometry to include general triangles and consolidate functions and geometry to create models and solve contextual problems. Complementing the content standards, students enrolled in Algebra 3 are expected to meet the Standards for Mathematical Practice so that they increasingly engage with the subject matter as they develop their mathematical expertise and learn to hone their problem-solving skills for career success.

### **Pre-Calculus – Honors (Grades 11 & 12)**

This advanced college preparatory course combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Students will apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two and three dimensions are studied and applied. Problem simulations are explored in multiple representations—algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. The concept of limit is applied to rational functions and to discrete functions such as infinite sequences and series. The formal definition of limit is applied to proofs of the continuity of functions and provides a bridge to calculus. **Prerequisite: Honors Algebra 2/Geometry or Department Recommendation**

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### **Advanced Placement - AP Calculus AB (Grade 12)**

This Advanced Placement course is designed to help students understand and apply the three big ideas of AB Calculus: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. Embedded throughout the big ideas are the mathematical practices for AP Calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating mathematics orally and in well-written sentences.

**Requirements:** All students are required to complete summer work reviewing precalculus and Algebra 2 concepts prior to entry in the course. Students will be provided with and expected to regularly use a school issued TI-83 graphing calculator. **Pre-requisites: Honors Pre-Calculus**

### **Statistics - Honors (Grade 12)**

This advanced math course focuses on the skills and knowledge necessary to collect, analyze, and draw conclusions from data. The course will present statistical methods with a focus on the suitability of the method as well as an understanding of the result. Students will explore the uncertainty of life events through probability and use real-world applications to analyze decisions. This math course emphasizes interpretation and requires higher level thinking skills. **A math department recommendation is required for this course.**

### **Discrete Mathematics and Applications – College Preparatory I (Grade 12)**

This accelerated, college-preparatory course offers students an engaging exploration of key topics in Discrete Mathematics. Emphasizing real-world applications and analytical thinking, the course equips students with the tools to interpret data, model complex situations, and make informed decisions. Students will investigate a wide range of concepts, including logical reasoning, foundational principles of Discrete Math, Graph Theory and Networks, Combinatorics, and Probability. A strong focus is placed on developing critical thinking and problem-solving skills through the use of mathematical models and hands-on applications that bridge the gap between abstract theory and everyday life. Through this course, students will gain a deeper understanding of how mathematics drives decision-making in a modern, data-driven world.

### **Discrete Mathematics and Applications – College Preparatory II (Grade 12)**

This college-preparatory course offers students an engaging exploration of key topics in Discrete Mathematics. Emphasizing real-world applications and analytical thinking, the course equips students with the tools to interpret data, model complex situations, and make informed decisions. Students will investigate a wide range of concepts, including logical reasoning, foundational principles of Discrete Math, Graph Theory and Networks, Combinatorics, and Probability. A strong focus is placed on developing critical thinking and problem-solving skills through the use of mathematical models and hands-on applications that bridge the gap between abstract theory and everyday life. Through this course, students will gain a deeper understanding of how mathematics drives decision-making in a modern, data-driven world.

### **Economic Principles and Statistical Analysis – College Preparatory II (Grade 12)**

This college preparatory course is a building block for learners in the fields of finance including business, marketing, and accounting, as well as social sciences, health sciences, and mathematics. This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world by focusing on both personal and

business related finances. The course will also acquaint students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The students work on projects involving analysis of real world data. Ideas and computations presented in this class have immediate links and connections to actual events. Through applications in statistical analysis, the students are able to build interdisciplinary connections with other subjects and with their world outside of school.

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## Mathematics Student and Classroom Characteristics

|                                                                |                                                                           |                                                                |                                                                                                           |
|----------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>An overview of the general criteria to move UP a level:</b> |                                                                           |                                                                |                                                                                                           |
| <b>Moving from:</b>                                            | <b>Grades</b>                                                             | <b>Motivation</b>                                              | <b>Skills</b>                                                                                             |
| CP2 to CP1                                                     | 85% average or better for Q1/Q2/X1 in addition to teacher recommendations | The desire to move, received in writing by individual student. | Pre-assessment based on revised summer packets that will focus on required skills for the upcoming course |
| CP1 to Honors                                                  | 90% average or better for Q1/Q2/X1 in addition to teacher recommendations | The desire to move, received in writing by individual student. | Pre-assessment based on revised summer packets that will focus on required skills for the upcoming course |
|                                                                |                                                                           |                                                                |                                                                                                           |
| <b>An overview of the general supports provided by level:</b>  |                                                                           |                                                                |                                                                                                           |
| <b>Supports:</b>                                               | <b>CP2</b>                                                                | <b>CP1</b>                                                     | <b>Honors</b>                                                                                             |
| Reference Sheets/Materials                                     | Provided by the teacher                                                   | Student created                                                | Not provided or are created by students and used on a limited basis                                       |
| Notes                                                          | Guided or provided by teachers                                            | Guided but student created                                     | Student created independently                                                                             |
| Classroom Support                                              | 2 teachers, circulating frequently; more individual attention             | 1 teacher, individual attention when needed and/or requested   | 1 teacher, individual attention when requested                                                            |
| Pace                                                           | 1 topic/lesson presented over multiple days                               | Several topics/lessons presented each week                     | 1 or more topics/lessons presented each class                                                             |

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## Academic Curriculum

### Science Courses

#### **Biology – Honors (Grade 9)**

This advanced college preparatory course allows students to learn about the chemistry of life, cell structure and function, genetics, ecology, evolution, and human body systems. Students will participate in scientific research and writing, discussion-based lectures, demonstrations, and laboratory experiments to prepare for the MCAS science test. This course provides a rigorous academic challenge. **A Guidance Department recommendation based upon academic achievement is required for this course.**

#### **Biology – College Preparatory I (Grade 9)**

This accelerated college preparatory course allows students to learn about the chemistry of life, cell structure and function, genetics, ecology, evolution, and human body systems. Students will participate in discussion-based lectures, demonstrations, and laboratory experiments to prepare for the MCAS science test. This course provides a rigorous academic challenge.

#### **Biology – College Preparatory II (Grade 9)**

This college preparatory course allows students to learn about the chemistry of life, cell structure and function, genetics, ecology, evolution, and human body systems. Students will participate in discussion-based lectures, demonstrations, modeling activities, and laboratory experiments to prepare for the MCAS science test.

#### **Chemistry – Honors (Grade 10)**

This advanced college preparatory course provides an in-depth study of matter and its interactions. Major emphasis is placed on the chemical and physical properties of elements, compounds, and mixtures, the periodic table, gas laws, and stoichiometry. The structure of matter, including the atom, ionic substances, and molecular compounds are studied. Research topics and laboratory experiences are explored, and new discoveries are taught. The relevance of chemistry to industry and society is discussed. **A science department recommendation for this course is required.**

#### **Chemistry – College Preparatory I (Grade 10)**

This accelerated college preparatory course focuses on an in-depth study of matter. Major emphasis is on chemical and physical properties of elements, compounds and mixtures, the periodic table, gas laws, and stoichiometry. The structure of matter, including the atom, ionic substances and molecular compounds is studied. Research topics and laboratory experiences are explored and new discoveries are taught. The relevance of chemistry to industry and society is explored.

#### **Chemistry – College Preparatory II (Grade 10)**

This college preparatory course focuses on the fundamental concepts of matter. Instructional focus is on chemical and physical properties of elements, compounds and mixtures, the periodic table, and stoichiometry. The structure of matter, including the atom, ionic substances and molecular compounds is studied. Research topics and laboratory experiences are explored and new discoveries are taught. The relevance of chemistry to industry and society is explored.

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### **Environmental Science – College Preparatory I (Grade 10)**

This accelerated college preparatory course is for the student who is interested in understanding the role people play in shaping and changing their environment. Students will learn about our climate, the current pattern of climate change, their carbon footprint, and how one can reduce their negative impact on the environment. Students will investigate the differences between non-renewable and renewable energy sources, including the future of energy. In addition, students will study invasive species and their impact on the environment, specifically focusing on their impact in the United States. Through activities including lectures, experiments, labs, research, and written reports, students will develop an understanding of what they can do to maintain the delicate balance of nature while also understanding the effects of natural and unnatural processes and the interaction that these processes have on both the environment and the planet overall.

### **Environmental Science – College Preparatory II (Grade 10)**

This college preparatory course is for the student who is interested in understanding the role people play in shaping and changing their environment. Students will learn about our climate, the current pattern of climate change, their carbon footprint, and how one can reduce their negative impact on the environment. Students will investigate the differences between non-renewable and renewable energy sources, including the future of energy. In addition, students will study invasive species and their impact on the environment, specifically focusing on their impact in the United States. Through activities including lectures, experiments, labs, research, and written reports, students will develop an understanding of what they can do to maintain the delicate balance of nature.

### **Physics – Honors (Grade 11)**

This advanced college preparatory course provides an in-depth study of energy and the laws of motion that govern all objects in the universe (Newtonian Dynamics). The study of physics ranges from the understanding of units of measurement to identifying and measuring motion, force, and various forms of energy. During a double period, students will learn how to solve advanced physics problems i.e., Einstein's Theory of Relativity, Bernoulli's and Archimedes' principles and nuclear theory. The student will integrate their understanding of concepts of motion, force, and energy in the laboratory. **A science department recommendation is required for this course.**

### **Physics – College Preparatory I (Grade 11)**

This accelerated college preparatory course provides an in-depth study of energy and the laws of motion that govern all objects in the universe (Newtonian Dynamics). The study of physics ranges from the understanding of basic units of measurement to identifying and measuring motion (speed, velocity, and acceleration), force, and various forms of energy. During a double period, students will learn how to solve algebra based physics problems that are found in everyday life. Students will also apply their understanding of concepts of motion, force, and energy in the laboratory.

### **Physics – College Preparatory II (Grade 11)**

This college preparatory course is designed to integrate the principles of physics and chemistry with laboratory experimentation and problem-solving applications. Units of study include matter identification and classification as well as phase changes, basic units of measurement, graphical analysis of motion and forces and differentiating forms of energy and how machines are designed to use mechanical advantage, undertaking how to read and use the periodic table of elements, and how to understand and demonstrate chemical reactions. During a double period, students will learn how to solve physics problems that are found in everyday life.

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### **Anatomy and Physiology SMCC Concurrent Enrollment - (Grade 11)**

This course is a concurrent enrollment course in collaboration with Southern Maine Community College. This course fulfills Whittier Honors grade 11 science curriculum for the high school diploma. In addition, students earn 4 undergraduate credit hours from Southern Maine Community College. This lecture/lab course is designed for students preparing for a career in the medical field. Emphasis will be on anatomical terminology, fundamental biochemistry, and structure and function of the following components of the human body: cells, tissues, integument, skeleton, joints, muscles, and nervous system. The laboratory portion of the course complements and reinforces the lecture through the use of additional resources, focusing on closer examination of the body's components. **A science department recommendation is required for this course.**

### **Anatomy and Physiology – Honors (Grade 11)**

This advanced college preparatory course is designed to provide the student with in-depth essential information regarding the human body's structure and function. Examined are levels of organization, necessary life functions, and the language of anatomy. Cells, tissues, and body membranes are examined under a microscope. Human body systems explored include the musculoskeletal, nervous, special senses, endocrine, blood, circulatory, respiratory, digestive, excretory, lymph, and reproductive systems, and how the systems interact to maintain homeostasis. The developmental aspects of body systems are explored. Students will participate in labs, content knowledge, terminology, and research writing to prepare for a career in health occupations. **A science department recommendation is required for this course.**

### **Anatomy and Physiology – College Preparatory I (Grade 11)**

This accelerated college preparatory course is designed to provide the students with in-depth, essential information regarding the human body's structure and function. Students will be introduced to the specific organization of cells, tissues, organs, and organ systems. Human body systems that will be explored during this course include: the skeletomuscular, nervous, special senses, endocrine, blood, circulatory, respiratory, digestive, excretory, lymph, and reproductive systems. In addition to the structure and function of these systems, students will learn how these organ systems interact to maintain homeostasis within the human body. This double period course will include lectures, discussions, labs, and activities to reinforce content knowledge and terminology. The specific organization of cells, tissues, organs, and systems, along with their inter-relationships, is explored. Correct terminology and practical application of knowledge are emphasized.

### **Anatomy and Physiology – College Preparatory II (Grade 11)**

This college preparatory course is designed to provide the students with essential information regarding the human body's structure and function. Students will be introduced to the specific organization of cells, tissues, organs, and organ systems. Human body systems that will be explored during this course include: the skeletomuscular, nervous, special senses, endocrine, blood, circulatory, respiratory, digestive, excretory, lymph, and reproductive systems. In addition to the structure and function of these systems, students will learn how these organ systems interact to maintain homeostasis within the human body. This double period course will include lectures, discussions, labs, and activities to reinforce content knowledge and terminology. Correct terminology and practical application of knowledge are emphasized.

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### **Environmental Science – Honors (Grade 12)**

This in-depth, accelerated college preparatory course is for the student who is interested in understanding the role people play in shaping and changing their environment. Students will learn about our climate, the current pattern of climate change, their carbon footprint, and how one can reduce their negative impact on the environment. Students will investigate the differences between non-renewable and renewable energy sources, including the future of energy. In addition, students will study invasive species and their impact on the environment, specifically focusing on their impact in the United States. Through activities including lectures, experiments, labs, research, and written reports, students will develop an understanding of what they can do to maintain the delicate balance of nature while also understanding the effects of natural and unnatural processes and the interaction that these processes have on both the environment and the planet overall. The course will focus on the "real science" behind environmental problems and issues, and it will be recommended that students successfully complete at least two years of high school laboratory science (one year of biology and one year of chemistry) before enrolling in this rigorous course. Laboratory and field study is envisioned to be an important element of the course.

### **Forensic/Biotechnology – Honors (Grade 12)**

This advanced college preparatory course encompasses a comprehensive study of the principles of Forensic Science and its intersection with Biotechnology. The course focuses on the application of scientific methods to criminal investigations, emphasizing both physical and biological evidence. Major topics include testimonial evidence, crime scene processing, evidence collection, and the ethical considerations of forensic analysis. Students will utilize investigation, observation, and deductive reasoning to analyze trace evidence such as hair, fingerprints, and blood spatter, as well as forensic odontology, while also exploring real-life criminal cases to understand the practical application of these methods. The biotechnology component is integrated through the study of DNA fingerprinting, where students will master advanced laboratory techniques including micropipetting and gel electrophoresis, while also examining the theoretical principles of Polymerase Chain Reaction (PCR). The primary emphasis is on developing a deep understanding of these concepts through hands-on laboratory inquiry. In addition to comprehensive lab reports, research papers and investigative reports will be assigned throughout this course. A science department recommendation for this course is required.

### **Forensic/Biotechnology – College Preparatory I (Grade 12)**

This accelerated college preparatory course encompasses a comprehensive study of the principles of Forensic Science and its intersection with Biotechnology. The course focuses on the application of scientific methods to criminal investigations, emphasizing both physical and biological evidence. Major topics include testimonial evidence, crime scene processing, evidence collection, and the ethical considerations of forensic analysis. Students will utilize investigation, observation, and deductive reasoning to analyze trace evidence such as hair, fingerprints, and blood spatter, as well as forensic odontology, while also exploring real-life criminal cases to understand the practical application of these methods. The biotechnology component is integrated through the study of DNA fingerprinting, where students will practice laboratory techniques including micropipetting and gel electrophoresis, while also examining the theoretical principles of Polymerase Chain Reaction (PCR). The primary emphasis is on developing an understanding of these concepts through hands-on laboratory inquiry. In addition to lab reports, research papers and investigative reports will be assigned throughout this course.

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### **Forensic/Biotechnology – College Preparatory II (Grade 12)**

This college preparatory course encompasses a study of the principles of Forensic Science and its intersection with Biotechnology. The course focuses on the application of scientific methods to criminal investigations, emphasizing both physical and biological evidence. Major topics include testimonial evidence, crime scene processing, evidence collection, and the ethical considerations of forensic analysis. Students will utilize investigation, observation, and deductive reasoning to analyze trace evidence such as hair, fingerprints, and blood spatter, as well as forensic odontology, while also exploring real-life criminal cases to understand the practical application of these methods. The biotechnology component is integrated through the study of DNA fingerprinting, where students will learn laboratory techniques including micropipetting and gel electrophoresis, while also examining the theoretical principles of Polymerase Chain Reaction (PCR). The primary emphasis is on developing an understanding of these concepts through hands-on laboratory inquiry. In addition to lab reports, research papers and investigative reports will be assigned throughout this course.

### **Kinesiology and Nutrition – Honors (Grade 12)**

This advanced college preparatory course is designed to introduce students to the structure and performance of the human body in the context of sports, exercise, and nutrition. Goals of this course include an awareness of how exercise, nutrition and sport specific training can positively affect health, fitness, athletic performance, and the well-being of the human body. Topics that will be covered include analysis of the food pyramid, diet composition, diet and exercise relationships, digestion, and the role nutrients play in how the cardiovascular, respiratory and muscular systems function. Through activities including lectures, experiments, labs, research, and written reports, students will possess knowledge concerning the function and interconnectedness of diet, nutrition, lifestyle, and the major organ systems of the human body in relation to physical fitness. **A science department recommendation for this course is required.**

### **Kinesiology and Nutrition – College Preparatory I (Grade 12)**

This accelerated college preparatory course is designed to introduce students to the structure and performance of the human body in the context of sports, exercise, and nutrition. Goals of this course include an awareness of how exercise, nutrition and sport specific training can positively affect health, fitness, athletic performance, and the well-being of the human body. Topics that will be covered include analysis of the food pyramid, diet composition, diet and exercise relationships, digestion, and the role nutrients play in how the cardiovascular, respiratory and muscular systems function. Through activities including lectures, experiments, labs, research, and written reports, students will possess knowledge concerning the function and interconnectedness of diet, nutrition, lifestyle, and the major organ systems of the human body in relation to physical fitness.

### **Kinesiology and Nutrition – College Preparatory II (Grade 12)**

This college preparatory course is designed to introduce students to the structure and performance of the human body in the context of sports, exercise, and nutrition. Goals of this course include an awareness of how exercise, nutrition and sport specific training can positively affect health, fitness, athletic performance, and the well-being of the human body. Topics that will be covered include analysis of the food pyramid, diet composition, diet and exercise relationships, digestion, and the role nutrients play in how the cardiovascular, respiratory and muscular systems function. Through activities including lectures, experiments, labs, research, and written reports, students will possess knowledge concerning the function and interconnectedness of diet, nutrition, lifestyle, and the major organ systems of the human body in relation to physical fitness.

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## Science Student and Classroom Characteristics

If you have maintained an A or B (possibly a C, with teacher recommendation) in honors sophomore courses and have shown considerable self-motivation, you may consider Honors Anatomy or Honors Physics\*.

If you have maintained an A in CP2 Biology/sophomore science class you may consider CP1 Anatomy or CP1 Physics. Both are challenging classes and will require significant time outside of class studying and completing assignments.

\*In order to take honors physics you must have taken Honors Algebra 2 as a freshmen or you must have a written (emailed) recommendation from your honors geometry teacher and you must acquire the necessary trigonometry skills prior to beginning Honors Physics (Sophomore teachers normally will teach a unit on this at the end of the honors geometry course)

### Junior Level Course Expectations

| Course                | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Classroom Characteristics                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors Anatomy</b> | <ul style="list-style-type: none"><li>● A complete college preparatory class.</li><li>● Moves at a fast pace and goes into significant depth.</li><li>● You need to be highly motivated</li><li>● You WILL NEED TO STUDY outside of class.</li><li>● Expect extended writing and research projects.</li><li>● Expect the content of this class to be challenging.</li><li>● This class will attract high-achieving students who will expect to be challenged.</li><li>● It is essential that students in this class make every effort to ensure their own success.</li><li>● Students who miss class will be expected to stay after school to make up work.</li></ul> | <ul style="list-style-type: none"><li>● One teacher provides assistance to all students in class</li></ul>                                    |
| <b>CP 1 Anatomy</b>   | <ul style="list-style-type: none"><li>● Faster pace than CP2</li><li>● No notes templates</li><li>● Independent study time outside of class is necessary for success</li><li>● Self-discipline on extended research and writing projects,</li><li>● Dissections,</li><li>● Students who miss class will be expected to stay after school to make up work.</li><li>● Good time management skills are essential.</li></ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>● One teacher provides assistance to all students in class</li></ul> <p><a href="#">Back to Top</a></p> |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                            |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CP 2 Anatomy</b> | <ul style="list-style-type: none"> <li>• Study of the human body</li> <li>• Projects</li> <li>• lab dissections</li> <li>• note-taking with templates available</li> <li>• studying required for all levels of Anatomy.</li> <li>• More time provided in class for the completion of projects than CP1, however, some outside time is required.</li> <li>• Open notes quizzes. More strictly effort-based assignments than other levels.</li> </ul> | <ul style="list-style-type: none"> <li>• Two teachers for additional support (sometimes for only 1 of 2 periods), double period</li> </ul> |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Course</b>         | <b>Student Characteristics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Classroom Characteristics</b>                                                                                                                                           |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors Physics</b> | <ul style="list-style-type: none"> <li>• An in-depth course in problem-solving that focuses heavily on applying math skills and equations from Algebra 2.</li> <li>• The class will attract the highest level students who will be expected to challenge each other and keep up with required study materials so that students can learn all of the skills needed to take college physics or apply knowledge of physics to their trade area.</li> <li>• You will need to do homework in order to keep up in this class.</li> <li>• Significant hands-on labs and creative projects give concrete experience with physics phenomena.</li> <li>• Students who miss class will be expected to stay after school to make up work.</li> </ul> | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul>                                                               |
| <b>CP 1 Physics</b>   | <ul style="list-style-type: none"> <li>• You must be in CP1 math and earning an A or a B.</li> <li>• Physics is a math-based science class.</li> <li>• You will use math equations to determine the outcomes to situations.</li> <li>• Significant hands-on labs and creative projects to give concrete experience with physics phenomena.</li> <li>• Independent note taking independent study time, and organizational skills necessary</li> <li>• You must stay after school for extra help.</li> <li>• Students who miss class will be expected to stay after school to make up work.</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |

**Choices for science classes for sophomore (double period)/senior year (single period):**

| Course                           | Student Characteristics                                                                                                                                                                                                                                                                                                                                                           | Classroom Characteristics                                                                                                                  |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CP1 Environmental Science</b> | <ul style="list-style-type: none"> <li>• Research writing/papers to do at home</li> <li>• Independent studies done at home</li> <li>• Study guides</li> <li>• No open note quizzes</li> <li>• More math/algebra, need to be in good standing in current math class</li> <li>• Project based, group work</li> <li>• Need to have an A in CP2 biology/anatomy to move up</li> </ul> | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul>                               |
| <b>Environmental Science CP2</b> | <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Two teachers for additional support and services</li> <li>• Study guides and answer keys provided</li> <li>• Extended time without penalty (up to x2 allotted time) to complete assignments</li> <li>• Long term assignments broken down into manageable steps</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Two teachers for additional support (sometimes for only 1 of 2 periods), double period</li> </ul> |

| Course                  | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                      | Classroom Characteristics                                                                                                                       |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors Chemistry</b> | <ul style="list-style-type: none"> <li>• Earned an A in previous CP1 science course to move up</li> <li>• Earned a B- or better in Honors or CP1 math course OR passed previous Honors science course</li> <li>• Able to communicate understandably with writing assignments</li> <li>• Studying is required outside of class to be successful</li> <li>• Independent note taking</li> <li>• Homework assignments</li> </ul> | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul>                                    |
| <b>CP1 Chemistry</b>    | <ul style="list-style-type: none"> <li>• Earned an A in previous CP2 science course to move up</li> <li>• Passed and comfortable with Algebra; teacher may need to reach out to student's math teacher and/or check math grade/placement on Power School OR passed previous CP1 science course</li> <li>• Able to work independently without support services</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul> <p><a href="#">Back to Top</a></p> |

## **Academic Curriculum**

### **World Language**

*Students are encouraged to enroll in a World Language since it is a requirement for many colleges.*

#### **Spanish 1 – College Preparatory I**

This college preparatory course is designed to introduce students to basic speech and expression in Spanish that will provide a foundation for the development of communication skills. Students will use strategies to understand and interpret the target language and foster linguistic and cultural proficiency.

#### **Spanish 1 Heritage - College Preparatory I**

This college preparatory course is designed for students who grew up speaking Spanish and aims to refine their communication skills in academic and professional settings. The course will strengthen their ability to express themselves clearly and effectively while expanding their vocabulary and grammatical accuracy. Students will engage in activities that enhance their linguistic and cultural proficiency, building confidence in formal speech and written expression.

#### **Spanish 2 – College Preparatory I**

This college preparatory course builds upon basic skills introduced in Spanish 1 in the areas of listening, speaking, reading, and writing. The class is conducted in Spanish, as much as possible. Emphasis is placed on the development of communication skills by reinforcing and expanding Spanish expressions in discussions and dialogues. Grammar skills are expanded through reading and writing assignments. Students will continue to develop strategies to understand and interpret the target language and foster linguistic and cultural proficiency.

#### **Spanish 2 Heritage - College Preparatory I**

This college preparatory course is designed for students who grew up speaking Spanish and builds upon their existing language skills in listening, speaking, reading, and writing. Conducted primarily in Spanish, the course focuses on refining communication abilities through discussions, dialogues, and structured activities. Students will strengthen their grammar, expand their vocabulary, and enhance their reading and writing skills in academic and professional contexts. Emphasis is placed on developing linguistic confidence and cultural proficiency to support their success in higher education and beyond.

#### **Spanish 3 – College Preparatory I - ONLINE ONLY**

This college preparatory course is designed to build upon previously acquired speaking, listening, writing, and comprehension skills developed in Spanish 1 and Spanish 2. Oral expression is an integral component of this course, along with a more intensive vocabulary and grammar study. Emphasis is placed on interacting and negotiating meaning in spoken or written conversations. There is attention to cultural competency and understanding through Spanish literary contributions and a focus on connections and differences of their local and global communities. A teacher recommendation is required.

#### **Spanish 4 – College Preparatory I - ONLINE ONLY**

This is an accelerated college preparatory course. Students will study more advanced grammar with an emphasis on reading and writing. The literature studied will be appropriate to the previous language experience of the students. Students will complete projects that connect with other disciplines, cultures, and different perspectives. A teacher recommendation is required.

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## World Language Student and Classroom Characteristics

Any student who wants to move up a class level has the option of taking a prior knowledge assessment provided by a Spanish instructor to determine correct placement.

| Course                                                                                  | Student Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Classroom Characteristics                                                                                                                                                   |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish 1</b><br><b><u>Heritage</u> is for students who grew up speaking Spanish</b> | <ul style="list-style-type: none"> <li>• Introductory level Spanish</li> <li>• Students are required to complete classwork and homework regularly basis with some teacher assistance.</li> <li>• Students are working to develop basic written and oral communication skills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class</li> </ul>                                                                |
| <b>Spanish 2</b><br><b><u>Heritage</u> is for students who grew up speaking Spanish</b> | <ul style="list-style-type: none"> <li>• Obtained a passing grade in Spanish 1 or Spanish instructor assessment.</li> <li>• This class is instructed in both English and Comprehensible Spanish. This course requires analytical and critical thinking skills and a significant degree of responsibility in the form of classroom participation, written homework assignments, problem solving tasks, projects, and oral practice.</li> <li>• Students are working on improving their written and oral communication skills with an emphasis on language comprehension.</li> <li>• Students must be self motivated and prepared on a daily basis. There are specific due dates for all assignments.</li> </ul> | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class.</li> </ul>                                                               |
| <b>Spanish 3</b>                                                                        | <ul style="list-style-type: none"> <li>• Obtained a grade of B+ or higher in Spanish 2 or Spanish instructor assessment.</li> <li>• Advanced Spanish Class</li> <li>• This class is instructed in Spanish and moves at a rapid pace.</li> <li>• Students are required to complete classwork and homework on a regular basis with some teacher assistance.</li> <li>• Students are working on improving their written and oral communication skills with an emphasis on grammar.</li> <li>• Students must be self motivated and prepared on a daily basis.</li> <li>• There are specific due dates for all assignments.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• One teacher provides assistance to all students in class.</li> </ul> <p style="text-align: right;"><a href="#">Back to Top</a></p> |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p><b>Spanish 4</b></p> | <ul style="list-style-type: none"> <li>● Obtained a grade of B+ or higher in Spanish 3 or Spanish instructor assessment.</li> <li>● Advanced Spanish Class</li> <li>● This class is instructed in Spanish and moves at a rapid pace.</li> <li>● Students are required to complete classwork and homework on a regular basis with some teacher assistance.</li> <li>● Students are working on improving their written and oral communication skills with an emphasis on grammar.</li> <li>● Students must be self motivated and prepared on a daily basis.</li> <li>● There are specific due dates for all assignments.</li> </ul> | <ul style="list-style-type: none"> <li>● One teacher provides assistance to all students in class.</li> </ul> |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

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## Academic Curriculum

### Elective Course Information

All half-year elective course offerings will be taken in either semester I or semester II

- Semester I - Terms one and two
- Semester II - Terms three and four

Students in grade 11 can either choose two half-year electives or one full-year elective

Students in grade 12 can pick one half-year elective **and** one full-year elective **or** they can opt to take three (3) half-year electives.

### Half-Year Elective Courses

#### Semester I Electives

##### **Community Arts Workshop - College Preparatory I - Semester I**

In this course students will be engaged in the process of working collaboratively to create a large-scale, sculptural, parade float from concept to completion. This course offers a foundation of fundamental art concepts, such as the Elements of Art, as well as the opportunity to work with a wide range of two and three-dimensional materials, such as paint, wood, metal, plaster, electronics and other mixed media. Emphasis will be placed on problem-solving skills, craftsmanship, and teamwork, as Whittier students proudly showcase their skills and creativity to their community.

##### **Digital Literacy - College Preparatory I - Semester 1**

This course will provide students with an understanding of principles of computer science, digital computing, and programming. Students will learn how to use digital tools for research, collaboration, finding patterns in data, and interpreting simulations. Through this course students will understand safety and security concepts, recovery strategies, and how to deal with cyberbullying and peer pressure. Students will become knowledgeable about the role technology plays in various fields of work, while developing an appreciation for the capabilities and capacities of technology in civic, college, and career contexts which will enable them to better plan for their careers innovative jobs of the twenty-first century. Students will work independently and collaboratively to refine their skills in differentiating problems or sub-problems that are best solved by computing systems or digital tools and those best solved by humans. This course will foster student curiosity and mastery through hands-on experiences while helping them to learn to use high-and low-tech tools to manipulate technology for living, learning, and working.

##### **Economics - College Preparatory I - Semester I**

Building on their knowledge of United States and World history, students learn about the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. They study these topics by exploring and researching guiding questions such as, “What are some measures of a nation’s economic stability?” and “What impact does globalization have on the United States economy?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

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## **Media Arts: Visual Storytelling - College Preparatory I - Semester I**

Explore the fundamentals of visual storytelling in this hands-on high school elective. Students will learn story structure and create storyboards to plan their narratives, while gaining practical skills in photography, basic editing, and using iMovie. They'll also work with cameras to capture footage, including b-roll and a-roll, developing the tools to bring their stories to life. This course offers a creative introduction to media arts, helping students build confidence in visual communication and digital storytelling.

## **Wellness/Lifetime Activities I- College Preparatory I Semester I**

In this course, students will be provided with activities and lessons that can be carried with them throughout their lives. Students will have the opportunity to learn the importance of responsible decision-making and how the various aspects of health, wellness, and lifetime fitness impact them not only today but in the future. Students will participate in a variety of non-competitive activities that will promote good health and wellness. Students will have the opportunity to participate in a variety of activities while focusing on team play, strategy, and sportsmanship to encourage students to participate in physical activity for life.

## **Semester II Electives**

### **Digital/Social Media Journalism and Public Relations - College Preparatory I - Semester II**

In this dynamic half-year elective, high school students delve into the realms of journalism, podcasts, public relations, and social media, exploring the art of communication in the digital age. Through a blend of theory and hands-on practice, students learn the fundamentals of journalistic writing, honing their skills in researching, interviewing, and storytelling. They delve into the principles of public relations, understanding how to shape narratives, manage crises, and build relationships with diverse audiences. Additionally, students explore the impact of social media on contemporary communication, analyzing trends, crafting engaging content, and leveraging platforms for effective outreach. By the end of the course, students emerge with a comprehensive understanding of media and communication, equipped with the tools to navigate and thrive in today's interconnected world.

### **Investing in the Stock Market - College Preparatory I - Semester II**

This course is designed to introduce high school students to the fundamentals of investing in the stock market. In an era of financial complexity, understanding how the stock market works is an essential skill. Students will gain practical knowledge about the stock market, learn investment strategies, and develop critical thinking skills to make informed financial decisions.

### **Studio Art and Aesthetics - College Preparatory I - Semester II**

This comprehensive course offers a strong foundation in both three and two-dimensional art-making including a concentration on ceramics. Senior students will experience collaborative, cross-disciplinary design challenges during the first semester, and focus on personal artworks for the second half of the year. All levels of experience are welcome, from the beginner to students wishing to develop an art portfolio. Emphasis will be placed on process, experimentation, and critical thinking.

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## **Wellness/Lifetime Activities II - College Preparatory I Semester II**

In this course, students will be provided with the skills, activities, and lessons that can be carried with them throughout their lives. Students will learn about the importance of responsible decision-making, making healthy choices, and how the various aspects of health, wellness, and lifetime fitness impact them not only today but in the future. The students will learn what a healthy diet should look like, how to exercise properly, how to manage stress levels, the importance of responsible decision-making, and how to make real lifestyle changes instead of just temporary quick fixes. The students will also participate in a variety of non-competitive activities that will promote good health and wellness while putting an emphasis on gaining a basic knowledge of individual sports, fitness, and lifetime activities. Students will develop proper techniques and skills associated with a variety of activities while focusing on team play, strategy, and sportsmanship to encourage students to participate in physical activity for life.

## **Electives Offered Both Semester I and Semester II**

### **Communication Skills for Career and College - College Preparatory I Semester I & II**

Communication Skills for Career and College is an elective course designed for students in the Early College program to equip high school juniors and seniors with essential communication skills for career and college success. Through a combination of writing, speaking, and hands-on activities, students will learn how to present themselves effectively in various scenarios. This course emphasizes practical writing, verbal communication, and critical thinking to prepare students for academic experiences beyond high school.

### **Introduction to Painting & Drawing - College Preparatory I - Semester I & II**

In this introductory course, students will explore the fundamentals of drawing and painting tools and techniques. Students will demonstrate their understanding of composition through a mixture of traditional fine arts materials such as graphite, ink, charcoal, watercolor and acrylic paints. A wide range of subject matters may be investigated as students work to create highly resolved, personally relevant artworks.

### **Introduction to Theatre Arts- College Preparatory I - Semester I & II**

Introduction to Theatre Arts is an elective course designed to immerse high school juniors and seniors in the dynamic world of theatrical performance and production. Through hands-on activities, creative exploration, and collaborative projects, students will discover theatre as both an artistic expression and a powerful cultural influence. This course emphasises experiential learning, creative thinking, and teamwork while building confidence in performance and technical skills essential for theatrical production.

### **Small Engine Repair – College Preparatory I - Semester I & II**

This course will train students in the basics of repairing small engines and outdoor equipment. Students will learn the components and systems that make up a small engine. Students will learn 4-stroke/2-stroke engine operation, maintenance procedures, electrical circuits, fuel systems, ignition systems, diagnostics, and repair. Throughout the year students will troubleshoot and rebuild various small engines. This class includes instruction and demonstration with hands-on practice repairing small engines. Students will review the cycles of engines, including carburetion, ignition, charging system, valves, blade sharpening, and balancing. This hands-on introductory course combines theory with practical experience to provide you with the necessary skills to perform maintenance, tune-up, and repair

of 2 or 4 stroke gas-powered engines. Emphasis is placed on basic engine systems, special tools and testing equipment.

### **Writing for Career and College - College Preparatory I Semester I & II**

Writing for Career Readiness is an elective course designed to equip high school juniors and seniors with essential communication skills for professional success. Through a combination of writing, speaking, and hands-on activities, students will learn how to present themselves effectively in various workplace scenarios. This course emphasizes practical writing, verbal communication, and critical thinking to prepare students for employment opportunities and career advancement.

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## **Academic Curriculum**

### **Full-Year Elective Courses**

#### **Accounting I – College Preparatory I**

This accelerated college preparatory course will introduce basic concepts including double-entry bookkeeping and creation of basic financial reports such as the balance sheet, and income statements. Emphasis on cash receipts, accounts receivable, and accounts payable. Assignments will include the use of the general journal, general ledger and worksheets. **This class is for Business & Marketing Tech Seniors ONLY**

#### **Criminal Justice - College Preparatory I**

This accelerated college preparatory course will provide an overview of the American Criminal Justice System. Students will learn a broad range of the functions and operations while gaining a deep understanding of law enforcement as it pertains to our society. Students will be presented with various aspects of the law and the role it plays in our lives. Utilizing criminal justice statistics, current conceptual theories, and a wide array of primary sources, students will explore the history of criminology and how criminologists influence the world around us. An emphasis will be placed on the police, courts and corrections, juvenile justice, case law, probation, parole, punishment, the death penalty, and landmark Supreme Court cases.

#### **Psychology – College Preparatory I**

This accelerated college preparatory course explores the basic principles of psychology and covers such topics as psychological development, theories of consciousness, the principles of learning, coping with stress, and the psychology of happiness.

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## **Academic Curriculum**

### **Required Courses For All Students**

#### **Occupational Health & Physical Education (Grades 9 -12)**

Occupation Health/PE is designed to develop skills and competencies in occupational health, personal fitness, and lifelong health and wellness. Programs are tailored to the needs of individual students as well as the occupational requirements of each CTE area. Through team sports students are developing collaboration skills while moving and engaging in physical activities. Health education will focus on various topics to encourage students to make safe, responsible decisions concerning their health. Topics will include substance use and abuse, mental and emotional health, and human relationships. The goal of the program is to support students in developing a healthy lifestyle. Occupational Health and Physical Education will take place during vocational/career technical cycles with their CTE peers, however, it is graded separately from the vocational/career technical grade. The course curriculum is in alignment with the Massachusetts Comprehensive Health Frameworks and focuses on the student's development of their Social/Emotional skills in order to help foster a safe and positive school climate.

#### **Personal Financial Literacy - (Grade 12) - Semester I or Semester II**

*This half-year course is required for all grade 12 students.* Personal financial literacy was designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and effective money management. Through individual, team activities, and semester-long projects, students will learn strategies on how to make informed financial decisions related to earning and spending, saving and budgeting, banking & investing, credit, insurance, taxes, career exploration and protecting and insuring their assets. This course is a comprehensive study of personal financial literacy designed for all students, and is aligned to the national standards for personal financial literacy and the Massachusetts Curriculum Frameworks.

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## Early College Pathway

### Early College Pathway (GRADES 11 & 12) – Advanced College Course Level by Application only

Whittier Regional Vocational Technical High School has partnered with Northern Essex Community College (NECC) to offer college credit courses to juniors and seniors. Students earn Whittier credit and NECC college credit for the courses they take as part of the Early College Program. Courses are taken at the high school during a certain designated academic block.

The scope of courses will include 4 - 6 courses. Students will take one course in the Fall semester of 11th grade and one course in the Spring semester of 11th grade with the option of taking a course in the summer between 11th and 12th grade. Students take one course in the Fall semester of 12th grade and one course in the Spring semester of 12th grade with the option of taking an additional course of their choosing during the Spring of their 12th-grade year. Students may enter into the Early College Program during the start of their junior year or the start of their senior year.

Proposed Schedule:

| Grade Level/EC Program Year | Fall Semester                                                                                                     | Winter Intersession                             | Spring Semester                                                                                                                           | Summer Session I                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>10th</b>                 |                                                                                                                   |                                                 | Assessment/Evaluation of program readiness                                                                                                | Transitional student experience (non-credit)                                                                                |
| <b>11th/Year 1</b>          | English Composition I<br>ENG 101 (3 credits)<br><br><i>*Course is <b>FREE</b> with early college designation</i>  | Optional Course of Student's Choice (3 credits) | Intro to Psychology PSY 101 (3 credits)<br><br><i>*Course is <b>FREE</b> with early college designation</i>                               | Optional Course of Student's Choice (3 credits)<br><br><i>*Student/family may be responsible for paying for this course</i> |
| <b>12th/Year 2</b>          | English Composition II<br>ENG 102 (3 credits)<br><br><i>*Course is <b>FREE</b> with early college designation</i> | Optional Course of Student's Choice (3 credits) | Intro to Sociology SOC 101 (3 credits)<br><br>Optional Course of Student's Choice (3 credits)<br><br><i>*Courses are <b>FREE</b> with</i> |                                                                                                                             |

Above schedule is according to NECC scheduling/staffing and student demand.  
Additional or different coursework may be available.

The early college courses as specified above will replace traditional subject area courses that align with that given subject area. For example, a student's traditional English class will be replaced by English Composition I and Introduction to Psychology since both courses are considered writing-intensive.

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Similarly, a student's traditional English class will be replaced by English Composition II and Introduction to Sociology. In addition to Introduction to Sociology, students have the option to take an additional college course of their choice in the Spring Semester of 12th grade/Year 2.

The Early College Program is mapped over two academic years with a student taking one course per semester (with the exception of the Spring of 12th grade/Year 2, where they can take two college courses in one semester). Students have the ability to enter the early college track at the start of their junior year or at the start of their senior year. Early College students are supported by both a Northern Essex Community College faculty member as well as a Whittier support teacher.

Information about the early college program is shared with all students throughout the academic year. Students should connect with their school counselor directly if they have specific questions about the Early College Program.

### Eligibility

Student eligibility to participate in the WTHS program is determined by the administrative team based on consideration of the following selection criteria:

- Record of good attendance within the current academic year;
- Mid-Year Exam Review reviewed by Whittier Teacher Team and NECC Faculty Team
- Recommendation from current English and/or Math Teacher evaluating mutually agreed upon college readiness skills to be reviewed by NECC; and
- Current academic success in pre-requisite high school course work in the content area they will pursue.

**Cost: \*Whittier Tech is currently an early college designated school meaning that the core early college class offerings are free of charge to students (with the exception of the summer course option between 11th grade and 12th grade).**

Any student that may not have been academically prepared to join the 10th grade Early College cohort will have an opportunity to join in 11th or 12th grade. These students may request a review of attendance, an interview, and/or any of the criteria listed above. All criteria will be evaluated for the student's current term.

### College Credits

Students will earn 3 college credits for each class they successfully complete through Northern Essex Community College. These courses are generally accepted at Massachusetts Community Colleges, State Colleges/Universities, and some private schools. Students should contact their intended schools to discuss course transfers. Students planning to attend NECC will have these courses on their NECC transcript already.

## **Application**

Students will register for the program in the spring of their sophomore or Junior year. Students will be evaluated based on the following:

- Mid-Year Exam
- Attendance
- Current academic performance in the college subject area (English)

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## **Vocational/Career Technical Education (CTE) Programs**

### **Exploratory (Grade 9)**

The Exploratory Program at Whittier Tech is designed to allow students to make informed decisions in choosing a vocational/career technical area that they wish to pursue in grades 10, 11, and 12. The Exploratory Program provides students with experiences in career awareness by giving them an orientation to all the vocational/career technical areas that Whittier Tech offers.

During the first three-quarters of grade 9, students rotate through all vocational/career technical programs. This experience promotes equal opportunity and equal access for every student to all programs and encourages participation in non-traditional career choices.

Career plans will be developed for all freshmen and will be evaluated yearly. This plan will ensure that students choose career paths that match their interests, abilities, and educational goals. Various assessments are used and short and long-term goals are established.

All freshmen are issued an iPad as part of our one-to-one initiative. Using their iPad, students will complete a reflective writing piece at the end of each exploratory week. These are saved by the student and can be shared with Parents/Guardians.

All students are graded consistently in all career technical education programs by utilizing a Whittier Tech Exploratory Grading Rubric.

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**Vocational/Career Technical Education (CTE) Programs**  
**Cooperative Education Program (Grades 11 & 12)**

Cooperative Education provides students the opportunity to develop academic, technical, and employability skills not acquirable in a school-based setting, but acquirable in a work-based setting.

Students in good academic standing, who have demonstrated the knowledge and skills associated with two full years (the equivalent of seven terms) in their chosen technical field, are eligible for co-op employment. Through a cooperative arrangement between the school and employers, students alternate study in school with paid employment or unpaid internships in their chosen vocational/career technical field. Students are evaluated weekly by their employer and a minimum 30 hours per week time sheet documentation of such is submitted to the Cooperative Education Coordinator.

Cooperative Education requires a formal agreement between the school, employer, students, and parent/guardian. Employers agree to meet all requirements of state and federal labor laws and regulations including, but not limited to, those addressing worker compensation insurance, equal employment opportunity prohibiting discrimination in hiring or employment practices and occupational safety and health. Employers may also be subject to CORI and fingerprinting laws per Whittier Tech School District policy.

**All stakeholders will adhere to the guidelines outlined in the Cooperative Education Manual of Whittier Regional Vocational Technical High School, as well as comply/follow all rules and regulations established in the Chapter 74 requirements.**

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## Vocational/Career Technical Education (CTE) Programs

### Advanced Manufacturing Technology

The **Advanced Manufacturing Technology** program combines the use of technical knowledge and hands – on experience in manufacturing of products and the proper use of precision machinery. Emphasis is placed on technical machine shop theory, knowledge and use of manual lathes, manual mills, vertical and horizontal saws, surface grinders and finishing techniques.

In addition, applied machine shop mathematics, blueprint reading, geometric dimensioning and tolerancing (GD&T), knowledge and operation of Computer Numerical Controls (CNC), Vertical Machining Centers (VMC) including 4th and 5th Axis machining, CNC Turning Centers, CNC Fanuc Wire EDM and Laser Engraving will be studied.

Practical and efficient use of MasterCam– Design, Mill, Lathe, and Wire EDM programing software will be used to complete real – world parts. Two and Three-Dimensional designs, programing and machining. Operation of Coordinate Measuring Machine (CMM) and metrology tools will be used for inspection and quality control (QC) will be covered. Overview of LEAN Manufacturing will be covered.

The use of ToolingU will be used to assist students with receiving MACWIC Level I & II (Manufacturing Advancement Center Workforce Innovation Collaborative) certification and NIMS (National Institute for Metalworking Skills) CNC Operator certification.

Students in this technical area are able to participate in the Northern Essex Community College (NECC)/Whittier Tech Advanced Manufacturing Concurrent Enrollment program. Through this program, students have the opportunity to earn college credit for the coursework they complete in their technical area while still in high school. These credits can then be used as a student at NECC or transferred to another college program of their choice.



**Advanced Manufacturing graduates and co-op students are working at the following companies:**

Arch Medical Solutions, Inc.  
Arwood Machine Corp.  
AW Chesterton, Inc.  
Magellan Aerospace, Inc.  
East Coast Fabrication, Inc.  
Fairview Machine, Corp.  
The Gillette Company  
Ital Tech  
Little Enterprises, Inc.  
MacDiarmid Machine Corp.  
Ramco Machine  
Straumman USA Corp.  
Target Machine  
Wilmor Manufacturing



**Articulation Agreements between Whittier Regional Vocational Technical High School's Advanced Manufacturing program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### Licenses, Certifications, and Affiliations

Recognized by MASSMEP - Massachusetts Manufacturing Extension Partnership, Tooling-U Online Theory Program, MACWIC - Manufacturing Advancement Center-Workforce Innovation Collaborative, Level I and II, SME recognized/Society of Manufacturing Engineers, SkillsUSA, OSHA 10-hour safety certification

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## Vocational/Career Technical Education (CTE) Programs

### Auto Body/Collision Repair

The **Auto Body/Collision Repair** program is a three-year program built around the I-CAR® curriculum. I-CAR® is recognized industry wide as the leader in collision repair technology and research. The curriculum exposes and trains students in the trade through a series of competencies and tasks in the following areas: painting and refinishing, non-structural analysis and damage repair, damage analysis and estimating, structural analysis and damage repair, and mechanical and electrical components.

Students will deal directly with customers, write estimates, schedule jobs, order parts, and complete the repair process. Students' progress at their own pace in an environmentally friendly "green" shop featuring Waterborne Refinishing Systems.

In addition, students who successfully complete the Auto Body/Collision Repair program will receive I-CAR® certification as a Pro Level I Refinish Technician and Pro Level I Non-Structural Repair Technician. Students are eligible to receive credit for one year's work experience towards various Automotive Service Excellence (ASE) certifications. Students may also receive one year of experience towards Massachusetts Auto Damage Appraisers Licensure.

Upon graduation, students are employable as automotive refinishers, entry-level technicians, estimators, assistant managers, and salespersons for collision repair equipment, tools and supplies.



**Auto Body Collision Repair graduates and co-op students are working at the following companies:**

**Amesbury D.P.W.  
Autobody Builders  
AutoFair Subaru  
Bill DeLuca  
Chevrolet-Buick- GMC  
Don Kenneth A/B Sup.  
Car Parts  
Jackson Livery Service  
Jaffarian Volvo-Toyota  
MIDAS  
Nieberle's Service Station  
Sanborn Tire & Auto  
Seacoast VW  
Smith Motors  
Wall's Ford**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Auto Technology program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

### Licenses, Certifications, and Affiliations

BASF Refinishing certification, Mobile Air-Conditioning (MAC) Society, Fuser Plastic Repair certification, OSHA 10e-hour safety certification, SkillsUSA,  
Safety Pollution Training (S/P 2) certificate, Hot Work Safety Certification, I-CAR® certification

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## Vocational/Career Technical Education (CTE) Programs

### Automotive Technology

The **Automotive Technology** program will train students in all eight Automotive Service Excellence (ASE) Educational Foundation approved areas for which the department is certified. The training will consist of hands-on work performed on donated and customer vehicles including various engine systems and classroom theory. A series of competencies and tasks in all eight of the ASE approved areas including Engine Repair, Engine Performance, Automatic and Manual Transmissions, Climate Controlled Systems, Brakes, Steering and Suspensions, Electrical and Electronic Systems. Shop theory is supported by on-line and electronic curriculum used by students both in and out of the classroom.

Students who successfully complete the Automotive Technology program are eligible to receive credit for one year's work experience towards various Automotive Service Excellence (ASE) certifications. Additionally, students enrolled in the program receive the OSHA 10, SP/2 Certification, Massachusetts Hot Work Safety Certification, and Electude Certification

Job opportunities in the Automotive Technology trade include advanced vehicle diagnostic technician, auto parts specialist, customer service advisor, municipal equipment maintenance, automotive shop management/ownership. Shop equipment maintenance, and sales and vehicle fleet maintenance.



**Auto Technology graduates and co-op students are working at the following companies:**

**Amesbury D.P.W.  
Autofair Subaru  
Bill Deluca Chevrolet-  
Buick-GMC  
Jackson Livery Service  
Jaffarian Volvo-Toyota  
Midas  
Nieberle's Service Station  
Sanborn Tire & Auto  
Seacoast Volkswagen  
Smith Motors  
Wall's Ford**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Auto Technology program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

SkillsUSA, OSHA 10-hour safety certification, National Automotive Technicians Education Foundation (NATEF) certified in all eight areas, Automotive Service Excellence (ASE), SP/2 Safety Certification, Hot Work Safety Certification

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## Vocational/Career Technical Education (CTE) Programs

### Business Technology

**Business Technology** and Marketing have joined forces to provide a comprehensive and well-rounded program to prepare students for the business world. Curriculum will integrate marketing concepts, accounting, QuickBooks, computer applications, and office practices and procedures which will provide students with a strong foundation in business. Students will also be introduced to legal issues and develop knowledge in personal finance. They will learn proper time management, organizational skills, and goal setting strategies. Students will select which program they want to earn their trade certificate credential at the end of sophomore year.

Students will experience the ultimate example of retailing by operating Whittier's two diverse stores; J. Greenleaf and Whitt's End. Students receive comprehensive training on Cash Register Express, which is our Point of Sale system. They also develop skills in advertising, product selection and display, inventory management, merchandising, customer service, and interpersonal skills. Operating the school stores provides students the hands-on experience of running an active business.

Students are also prepared to take Microsoft Office Specialist (MOS) certification exams in Word, Excel, PowerPoint, and Access. These credentials are recognized worldwide. Certification builds individual distinction and ensures employers that students are prepared for an increasingly competitive workforce. Whittier Tech will be an authorized Microsoft Office (MOS) testing center later this year.

Possible career pathways: Business, Finance, Management, Marketing, Advertising, Banking, Accounting, Administrative Assistant, Public Relations, Office Manager, Salesperson, Payroll Clerk, Executive Assistant, as well as Retail Operations.



**Business Technology graduates and co-op students are working at the following companies:**

**Auto Parts of Plaistow  
Bob's Discount Furniture  
CVS  
Deborah A. Connor CPA  
Haverhill Bank  
Walgreens**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Business Technology program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### Licenses, Certifications, and Affiliations

OSHA 10-hour safety certification, Microsoft Office Specialist Certification (MOS), Internet and Computing Core Certification (IC-3), Massachusetts School Bank Association (MSBA), DECA, SkillsUSA

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## Vocational/Career Technical Education (CTE) Programs

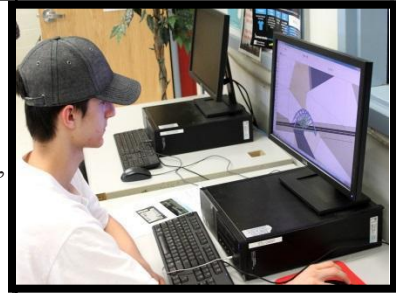
### CAD/Drafting

The **CAD/Drafting** program introduces the student to the use of drafting instruments, measuring, line work, geometric construction, orthographic projection, sketching, isometric drawing and perspective drawing. Students progress to drawing layout, multi-view drawings, sectioning, auxiliary views, assembly drawings and model making. A major part of the curriculum includes computer-aided drafting using AutoCAD, Solidworks, SketchUp, and Revit software to produce drawings on the computer.

Students complete a series of projects which are designed to progressively lead them to basic proficiency level in drafting and CAD. Students are then encouraged to choose an area of interest (mechanical, architectural, etc.) and are then guided through higher level projects which are drawn in 3D software and printed on a 3D printer. In addition, students learn conceptual design practices and how to build prototypes and models.

As a CAD operator or drafter, students can work for companies which concentrate on mechanical, machine, electrical, electronics, electro-mechanical, civil, structural and architectural design. In addition, each student is given the opportunity to take the American Design Drafting Association ADDA certification test which is internationally recognized.

Students in this technical area are able to participate in the Northern Essex Community College (NECC)/Whittier Tech Advanced Manufacturing Concurrent Enrollment program. Through this program, students have the opportunity to earn college credit for the coursework they complete in their technical area while still in high school. These credits can then be used as a student at NECC or transferred to another college program of their choice.



**CAD/Drafting graduates and co-op students are working at the following companies:**

**ALFA Laval  
CP Blouin  
Crabtree McGrath Assoc, Inc.  
Dale Rogers Studio  
GPI Engineering  
Hudson Design Group  
Innovation Technology  
INTEREX  
Millennium Engineering  
Rochester Electronics  
UFP Technologies  
Weston and Samson  
Xcel Fire Protection**

**Articulation Agreements between Whittier Regional Vocational Technical High School's CAD/Drafting program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

American Design Drafting Association-Member (ADDA), National Occupation Skills Standards-Computer Aided Drafting (CAD), SkillsUSA, OSHA 10-hour safety certification

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## Vocational/Career Technical Education (CTE) Programs

### Carpentry

The **Carpentry** program provides instruction in finish carpentry, house construction, remodeling, and current building codes. Carpentry students are instructed in the use of basic hand tools, portable and stationary power equipment, estimation and use of building materials, millwork fabrication, project lay-out, and design. Students (in their senior year) are also involved in various school remodeling projects as well as projects for municipalities and non-profits within the Whittier School District. In addition to technical knowledge, students are instructed in the areas of occupational safety and health, employability, and entrepreneurship leading to varied career opportunities.

Successful completion of the Carpentry program will satisfy one of the three years of experience required by the state for Construction Supervisor certification.

In addition, graduates of the program can apply to the Boston Carpenters Apprenticeship & Training Fund (BCATF) and the Eastern Massachusetts Carpenters Apprenticeship & Training Fund. Graduates who meet the standards for admission have the opportunity for accelerated advancement through these programs.

After graduation, students are employable as framers, finish carpenters, cabinetmakers, remodelers, drywallers, siders, and lumberyard employees involved with distribution and sales.



**Carpentry graduates and co-op students are working at the following companies:**

**Amesbury Industrial Hardware**  
**Boston North Development**  
**Sean Robinson and Sons Construction**  
**Custom Cabinetry**  
**DMS Builders**  
**Frame My TV**  
**Hastings Floor Covering**  
**Home Depot**  
**Inspired Closets**  
**Hawkes and Huberdeau**  
**Woodworking**  
**The Window Source**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Carpentry program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

### Licenses, Certifications, and Affiliations

OSHA 10-hour construction safety certification, SkillsUSA, Hot Work Safety Certification Stepp Ladder Certification. Extension Ladder Certification

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## Vocational/Career Technical Education (CTE) Programs

### Cosmetology

Students in the *Cosmetology* program learn the techniques necessary for a career in the beauty industry with a focus on how to develop a self-confident and professional attitude crucial for success in the trade. Students learn the principle steps of performing hairstyling techniques both wet and dry, basics of ethnic hair styling, facials, makeup, manicures, scalp treatments, haircuts, foil highlights, and advanced nail techniques. Chemical services such as hair coloring, hair bleaching, permanent waving and hair straightening and keratin treatments are demonstrated throughout the program.

Senior year, students have the opportunity to further develop their skills while working in our in-school salon which is open to the public. Upon completion of one thousand (1,000) hours, students are prepared to take the Massachusetts State Board exam, and may obtain a Cosmetology Operator's License.

Upon graduation, job opportunities may include: salon stylist, nail technician, skin care specialist, platform artist, product educator, salon manager or owner, hair color specialist, texture service specialist, wig/extensions specialist, and make-up artist.



**Cosmetology graduates and co-op students are working at the following companies:**

**Brushed Salon  
Dellaria Salons  
Influx Salon  
Interlocks  
Mane Salon  
Salon Metta  
Salon Riza  
Super Cuts  
Transformations**

### Licenses, Certifications, and Affiliations

Massachusetts State Board of Cosmetology License, Massachusetts Cosmetology Association, New England Cosmetology Association, Barbicide Certification, OSHA 10-hour safety certification and SkillsUSA

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## Vocational/Career Technical Education (CTE) Programs

### Culinary Arts

The **Culinary Arts** program combines hands-on training with classroom instruction. Students learn the principles of breakfast cookery, garde manger, food preparation, food service production, baking and pastry arts, food service and Restaurant/Hospitality management, cafe barista and banquet and event planning.

Students gain practical experience in the Poet's Inn and cafe, our school restaurant that services the public and staff. This experience prepares students to enter the workforce or continue their education in culinary arts, baking or hospitality management. Students may also participate in the cooperative education program beginning the fourth quarter of their junior year.

Students have the opportunity to earn ServSafe Food Certification, ServSafe Alcohol Certification, ChokeSaver/CPR Certification, Allergen Training Program Certification and an OSHA 10- Hour General Industry Certification.

Students can participate in SkillsUSA, DECA and the Massachusetts Restaurant Association competitions, earning them scholarships for post-graduate certificate or degree programs.

Upon graduation, job opportunities include: prep cook, line cook, assistant chef, assistant pastry chef, server, barista dining room manager, and fast food manager, dietary aide, and produce assistant.



#### **Culinary Arts graduates and co-op students are working at the following companies:**

99 Restaurants, Anna Jaques Hospital, Atkinson Country Club, Ashland Farms, Bertucci's, Bistro 28, Butcher Boy, Chick-fil-a, Fenway Park, Haverhill Country Club, Jimmy K's, Kenoza Manor, Kobe's Lawrence General Hospital, Mann's Orchard, Michael's Harborside, Market Basket, Mission Oak, Nichol's Village, Otto Pizza, Panera, Penacook Place, Stacks, Pescador Pica's Pub and Grill, Renaissance Country Club, Sea Dog Brewing Company, Stop & Shop, Sylvan Street Grill, The Cliff House Resort and Spa, The Deck, The Poynt, Whittier Rehabilitation Hospital, Wooden Spoon Catering,

**Articulation Agreements between Whittier Regional Vocational Technical High School's Culinary Arts program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

Massachusetts Restaurant Association, National Restaurant Association, SkillsUSA, Pro-Start Certification, ServSafe Food and Alcohol Certification, Choke Saver Certification/CPR Certification, Allergen Training Program Certification, OSHA 10-hour general industry certification.

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## Vocational/Career Technical Education (CTE) Programs

### Dental Assisting

Within the ***Dental Assisting - Allied Health*** program, Students begin this rigorous program by learning Infection Control and the Health and Safety Practices of a dental professional. As the curriculum progresses students will learn the clinical and administrative duties of a dental assistant including patient care, dental charting, instrument and equipment practices, chair-side procedures, clinical record keeping, dental practice management, and laboratory procedures. Junior year, students learn principles and techniques of dental radiography and digital imaging. All students are encouraged to participate in the cooperative education program to further develop their skills in either specialty and/or general practice dental offices. Students are academically prepared to take the Dental Assisting National Board (DANB) certification exams in Infection Control, Radiation Health and Safety and General Chairside procedures. Upon graduation from this program, students are considered formally trained and are eligible to register with the Massachusetts Board of Registration in Dentistry as a Registered Dental Assistant.



**Dental Assisting graduates and co-op students are working at the following companies:**

**ALEPMED- Dental  
Amesbury Dental Associates  
Associates in Dental Health  
Cardarelli Orthodontics  
Care Dental Associates  
Chan & Chen Orthodontics  
Chow Dental LLC  
Georgetown Dental Partners  
Georgetown Family  
Dentistry  
Haverhill Pediatric Dentistry  
and Orthodontics  
Kowalski Dental  
Riverside Pediatric Dentistry**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Dental Assisting program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

Certification in dental specific Infection Control and Radiation Health and Safety from the Dental Assisting National Board, Basic Life Saver- CPR, AED, First Aid, OSHA 10-hour general industry certification, and SkillsUSA.

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## Vocational/Career Technical Education (CTE) Programs

### Design and Visual Communications

**This program is no longer accepting new students.**

The *Design and Visual Communications* program provides training in all aspects of visual communication design and multimedia.

Students are introduced to design theory as well as a variety of Adobe applications such as InDesign, Illustrator, Photoshop and Premiere. Students build foundation skills in the creative process, principles of design and color theory, digital photography, page layout, illustration, animation, video and web-based portfolio preparation. These skills serve as a solid background for those interested in learning web page design as well.

Students can earn Adobe Certified Professional (ACP) certifications in their junior and senior years. ACP exams are offered in Illustrator, InDesign, Photoshop, Animate, and Premiere. Students also earn Google Ad Certifications, namely GAC/Creative, GAC/Video and GAC/Analytics.

Upon graduation, students are prepared to pursue jobs and freelance opportunities in the advertising, marketing and publishing industries doing page layout and design, photography, videography, and web design.

Students can go on to earn degrees at two and four year colleges and universities such as Northern Essex Community College, UMass Lowell and MassArt.



**Design & Visual Communications graduates and co-op students are working at the following companies:**

**Chaucer Accessories  
Concord Printing  
Deschamps Printing  
Flayr Photography  
New England Label  
Noerr Programs Corp.  
Primary Design  
Ram Printing  
Roy Rivas Photography  
Routehappy  
Techprint, Inc.  
Wholesale Printing**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Design & Visual Communications program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

SkillsUSA, OSHA 10-hour safety certification, Adobe Certified Professional (ACP)

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## Vocational/Career Technical Education (CTE) Programs

### Electrical

Students in the **Electrical** program learn the fundamentals of electrical circuitry and the laws that govern electricity. Course content includes electrical theory, electrical building code, safety practices, and installation techniques.

Upon successful completion of the Electrical program, students will become proficient in “all aspects” of the electrical trade. These areas include:

- Safety/health skills to perform work with the awareness of safety in the workplace.
- Technical knowledge and skills in the areas of residential, commercial and industrial circuitry, applicable electrical codes and theories of electricity, with the support of related instruction.
- Employability knowledge and skills, which develop good work ethics, communication, and problem solving skills.
- Management and entrepreneurship knowledge and skills by developing a business plan and understanding the requirements to own and operate a business.
- Students will receive over 1,600 hours of practical experience and 150 hours of theory code toward licensure from the Commonwealth of Massachusetts Board of State Examiners of Electricians.

Upon graduation from the Electrical program, students who wish to continue their education toward licensure will leave Whittier Tech with over 1,600 hours of practical experience as well as 150 code/theory hours and will progress directly in to Electrical Journeyman II\*.

\*For further information on licensing/continuing education please see the Whittier Tech Night School Program information on our website at <https://wtatnight.whittiertech.org/>



**Electrical graduates and co-op students are working at the following companies:**

**All-Pro Electric**  
**-Blue Fin Electric**  
**-Daniels Electric**  
**-Electrical Dynamics**  
**-Jack Sanborn & Sons**  
**-Lavoie Electric**  
**-Merrimac Industrial Sales**  
**-Morrill Electric**  
**-Munters**  
**-O'Mahoney + Sons**  
**Electrical, Inc.**  
**-Palmer Gas & Oil**  
**-Phoenix Electrical**  
**-Piquette & Howard**  
**-Professional Electrical**  
**Contractors**  
**-Rice & Brouillard**  
**-Sheehan Electric**  
**-Smith Electrical**  
**-Stellos Electric**  
**-T.C.B Electric**  
**-T&T Electric**  
**-Tocco Bldg. Systems**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Electrical program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

### Licenses, Certifications, and Affiliations

OSHA 10-hour construction safety certification, SkillsUSA, Hot Work Certification, Local 103 IBEW of Boston, Ramset Powder Actuated Tools, HAZCOM: Intro to Hazard Communication & GHS.

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## Vocational/Career Technical Education (CTE) Programs

### Electronics/Robotics

Students in the **Electronics/Robotics** program learn the basic principles of analog and digital electronics, emphasizing AC and DC circuits, solid-state devices, and digital circuits. In conjunction with this, students perform laboratory experiments that require prototyping, circuit assembly, and soldering skills. Students integrate these skills by building various electronic projects and kits that reflect real-world applications. In the robotic area, students learn how electronic circuits control mechanical devices by building simple robotic projects such as mobile robots. Students also design and build robotic projects using computers and robotics software which progresses from basic programming levels up to more challenging ones. Emphasis in the program is given to problem-solving and critical thinking skills, along with extensive hands-on activities. Skills in several technological areas are combined to broaden students' development and maximize career opportunities.

Upon completion of the program, graduates have the foundation to pursue careers such as electronic technicians, field service technicians, electronic assemblers, or electronic inspectors. With further instruction, graduates could pursue careers such as electronic engineering, robotics engineering, computer science, or medical electronic technicians.

Students in this technical area can participate in the Northern Essex Community College (NECC)/Whittier Tech Advanced Manufacturing Concurrent Enrollment program. Through this program, students can earn college credit for the coursework they complete in their technical area while still in high school. These credits can then be used as a student at NECC or transferred to another college program of their choice.



**Electronics/Robotics graduates and co-op students have worked at the following companies:**

**BAE Systems  
CPR Technologies  
Electronics Products Inc.  
Raytheon  
Rochester Electronics  
Sparton Technology Corporation**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Electronics/Robotics program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

Electronic Technicians Association (ETA), Student Electronic Technician (SET), OSHA 10-hour safety certification, SkillsUSA

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## Vocational/Career Technical Education (CTE) Programs

### Engineering Technology

**Engineering Technology** is for students interested in science, technology, engineering, and mathematics. The program is designed to provide students with the foundation of a broad but highly specialized education in engineering fundamentals and technologies. Students can then pursue a career in engineering technology, or continue their education with a 2- or 4-year college program.

With a hands-on approach and using state of the art technologies and tools, students are introduced to various engineering concepts such as Engineering Design and Three Dimensional Solid Modeling. They will learn engineering fundamental knowledge and practices, and how to develop their analytical skills, problem solving, and logic through the Engineering Design Process. During the program, the students will be introduced to various fields of engineering such as Mechanical Engineering, Civil Engineering, and Electrical Engineering. This program will culminate in a Senior Year project that will test their ability to solve real world problems in engineering by applying their problem solving skills and techniques.

**Engineering core curriculum will consist of a combination of the following courses:**

**Introduction to Engineering Design** - Teaches problem-solving skills using a design development process. Models of product solutions are drafted, prototyped, analyzed, and communicated using solid modeling computer design software.

**Principles of Engineering** - Helps students understand the field of engineering/engineering technology. Exposes students to the fundamentals of engineering

**Civil Engineering and Architecture** - Provides an overview of the fields of Civil Engineering and Architecture using state of the art software to solve real world problems and communicate solutions to hands-on projects and activities.

Engineering students also complete coursework in advanced manufacturing and biomedical engineering.

The Engineering Program at Whittier stresses and promotes gender equality in studying and mastering engineering technologies. The program also emphasizes the study of more comprehensive levels of math, science, and English that are required for a successful career in engineering disciplines.



**The Whittier Engineering program is a Project Lead The Way (PLTW) certified program.**

**Engineering co-op students are working at the following companies:**

LC Technologies

Rochester Electronics:

- Assembly
- Manufacturing
- Test Engineering

**Articulation Agreements between Whittier Regional Vocational Technical High School's Engineering Technology program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### Licenses, Certifications, and Affiliations

SkillsUSA, OSHA 10-hour safety certification, Hot Work Safety Certification.

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## Vocational/Career Technical Education (CTE) Programs

### Health Assisting

Within the ***Health Assisting - Allied Health Program***, freshmen will have the opportunity to explore careers and opportunities within the Health Care Industry. All students will complete certification in: Basic Life Saver- CPR, and First Aid. In Junior year, students will have the opportunity to learn ***direct patient care*** as they pursue certification as a **Certified Nursing Assistant – (CNA)**. Whittier Tech is an approved Massachusetts Department of Public Health Care and Quality Program. Students are prepared both academically and clinically to successfully pass the Massachusetts Nurse Aide Competency Exam. Clinical practice is done off campus in local health care facilities. The CNA entry level credential opens the door to many opportunities within the health care profession including acceptance to post-secondary nursing schools. Students who successfully complete the Health Assisting program earn additional certificates/credentials in: Home Health Aide, EKG, Dementia Care Training, and Developmental Disabilities to name a few. Upon successful completion of the CNA exam, students are placed on cooperative education to put their skills to work at various health care facilities throughout the Merrimack Valley.



**Health Assisting graduates and co-op students are working at the following companies:**

**Baker Katz Skilled Nursing and Rehab- Haverhill**  
**Elizabeth Calsey House - Amesbury**  
**Masconomet - Topsfield**  
**Milltown SNF - Amesbury**  
**Penacook Place - Haverhill**  
**Port Rehab- Newburyport**  
**Whittier Rehab Hospital - Bradford**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Health Assisting program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

State Certified Nursing Assistant (CNA) certification, Home Health Aide (HHA), National Healthcare Association (NHA) Medical Assisting certification, Basic Life Saver- CPR, AED, First Aid, OSHA 10-hour general industry certification, and SkillsUSA.

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## Vocational/Career Technical Education (CTE) Programs

### Heating/Ventilation, Air Conditioning and Refrigeration (HVAC)

The students in *HVAC* develop the technical knowledge and skills that lead to career placement as an HVAC apprentice. Skills are developed through class theory and instructional labs covering the installation and service of a variety of equipment. Topics covered begin with hand and power tool safety and progress to refrigeration and piping practices, gas and oil heating systems, heat pumps, electrical troubleshooting, blueprint reading, heat load calculations, duct construction and green technologies.

In addition, upon successful completion of the program, students receive 100 hours of Massachusetts electrical code training and over 100 hours of refrigeration theory. These hours can be applied to the Massachusetts refrigeration and/or oil burner technician requirements for licensure. Students will also have the opportunity to take their EPA section 608 of the Federal Clean Air Act exam.



**HVAC graduates and co-op students are working at the following companies:**

**American Sheet Metal  
Climate Zone  
Eastern Propane  
Ross Mechanical  
MSI Mechanical  
North Mechanical  
Palmer Gas & Oil  
Process Pipe  
Reid Mechanical  
RPM HVAC**

**Articulation Agreements between Whittier Regional Vocational Technical High School's HVAC program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

Environmental Protection Agency (EPA) certification, OSHA 10-hour construction safety certification, Hot Work Safety Certification, SkillsUSA

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## Vocational/Career Technical Education (CTE) Programs

### Hospitality Management

The ***Hospitality Management*** program incorporates curriculum from the American Hotel and Lodging Association Educational Institute and the National Restaurant Association Educational Foundation. The curriculums were developed by Hospitality Industry leaders and Members of the Association.

The Hospitality Management Program at Whittier will explore the fundamentals of Hospitality and Tourism, including: front desk, food and beverage service, housekeeping operations, facility personnel, banquet and catering service, meeting and event planning, resort management, hospitality marketing and sales.

Students will also learn to work in and manage the front of the house in our school's restaurant, called The Poet's Inn. Students will gain experience, first as a cashier, host and server followed by management roles in the restaurant that is open to the staff and public. Additionally, students will learn how to be a barista in our quick-service cafe.

Through working in Whittier's student-run restaurant and cafe, job shadowing, internships, and the co-op education program, the students are able to explore a variety of career pathways available to them in the Hospitality Industry.

Students may participate in SkillsUSA and Massachusetts Restaurant Association competitions, earning them scholarships for postgraduate programs.



**Hospitality Management graduates and co-op students are working at the following companies:**

**99 Restaurants  
Atkinson Country Club  
Blue Inn  
Community Oven  
Hampton Inn  
Marriott Properties  
Mission Oak Grill  
Mission on the Bay  
Nichols Village  
Otto Pizza  
Periwinkle Cafe  
Smolak Farm  
The Poynt**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Hospitality program exist and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

ServSafe Food Certification, ServSafe Alcohol Certification, ChokeSaver/CPR Certification, Allergen Training Program Certification, OSHA 10-hour safety certification

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## Vocational/Career Technical Education (CTE) Programs

### Marine Service Technology

The **Marine Service Technology** program will provide students with a rigorous and comprehensive curriculum that will provide training in the:

- Operation
- Maintenance
- Repair
- Rebuilding
- Installation of onboard systems.

As the program progresses all aspects of vessel repair will be covered with an emphasis on engine mechanical repair, DC electrical circuitry, and computer diagnostics. Students will also be taught two and four-cycle engine theory, hull maintenance and repair, gas and diesel engine operation and repair. Throughout the program, instruction will involve extensive hands-on projects in a group setting, enhanced with demonstration and traditional theory. Throughout this STEM-based program, modern diagnostic procedures will be performed using industry service on the most technologically advanced equipment available.



#### Marine Service Technology Partnerships:

**Marine Manufacturers Association**  
**Mass Marine Trade Association**  
**Mercury Marine University**  
**Yamaha Marine University**

### Licenses, Certifications, and Affiliations

ABYC - Marine Trades Accreditation Program, OSHA 10-hour safety certification, Hot Work Safety Certification, SkillsUSA, Yamaha Marine Service Tech Certifications

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## Vocational/Career Technical Education (CTE) Programs

### Marketing Education

**Marketing Education** and Business Technology have joined forces to provide a comprehensive and well-rounded program to prepare students for the business world. Curriculum will integrate marketing concepts, accounting, QuickBooks, computer applications, and office practices and procedures which will provide students with a strong foundation in business. Students will also be introduced to legal issues and develop knowledge in personal finance. They will learn proper time management, organizational skills, and goal setting strategies. Students will select which program they want to earn their trade certificate credential at the end of sophomore year.

Students will experience the ultimate example of retailing by operating Whittier's two diverse stores; J. Greenleaf and Whitt's End. Students receive comprehensive training on Cash Register Express, which is our Point of Sale system. They also develop skills in advertising, product selection and display, inventory management, merchandising, customer service, and interpersonal skills. Operating the school stores provides students the hands-on experience of running an active business.

Students are also prepared to take Microsoft Office Specialist (MOS) certification exams in Word, Excel, PowerPoint, and Access. These credentials are recognized worldwide. Certification builds individual distinction and ensures employers that students are prepared for an increasingly competitive workforce. Whittier Tech will be an authorized Microsoft Office (MOS) testing center later this year.

Possible career pathways: Business, Finance, Management, Marketing, Advertising, Banking, Accounting, Administrative Assistant, Public Relations, Office Manager, Salesperson, Payroll Clerk, Executive Assistant, as well as Retail Operations.



**Marketing Education graduates and co-op students are working at the following companies:**

**Blouin Service  
Carparts of Plaistow  
City of Haverhill  
Deborah Conner, CPA  
Haverhill Bank  
Market Basket  
Walgreens**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Marketing Education program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### Licenses, Certifications, and Affiliations

OSHA 10-hour safety certification, Microsoft Office Specialist Certification (MOS) Massachusetts School Bank Association (MSBA), SkillsUSA

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## Vocational/Career Technical Education (CTE) Programs

### Masonry

The **Masonry** trade produces some of the highest paid workers in the construction industry. Many people are successful in the building and construction trades because they enjoy a variety of active, hands-on work experiences. Students receive instruction in working with traditional brick, block, stone, tile, and concrete. Additionally, students will learn how to install modern masonry products like thin stone and brick veneer, segmental retaining wall blocks and segmental concrete pavers. Students will also receive hands-on training in the proper use of hand and power tools and equipment. The curriculum combines theory with practical application. In addition, students will also develop skills in blueprint reading and estimating. Masonry knowledge is an integral part of the curriculum for several professional and graduate certificates in Construction Management.

Career Opportunities include: Local 3 - Union Apprenticeship Program, bricklayers, stonemasons, cement finishers, tile setters, salespersons, construction management, general contractors, design professionals, cost estimators and more.

Many of our graduates have found success by becoming skilled journeyman workers through the Local 3 Apprenticeship Program\*.

\*The Building Trades unions and their signatory contractor partners operate over 30 joint apprenticeship training centers (JATC's) across Massachusetts producing the most qualified craftspeople in the industry. Union apprenticeship allows you to earn while you learn. For more information go to [www.builtbest.org](http://www.builtbest.org).



**Masonry graduates and co-op students are working at the following companies:**

**Bayberry & Co  
Hastings Floor Covering  
Masonry Company  
Local 3 - Bricklayers &  
Allied Craftsmen  
Martignetti Enterprises  
M. O'Mahoney Company  
NE Fieldstone Walls  
Shea Concrete  
Sherwood Masonry  
Tile Expressions**

### Licenses, Certifications, and Affiliations

Union Apprenticeship Program Local 3, OSHA 10-hour construction safety certification, Joint Apprenticeship Training Centers in Massachusetts (JATC), Massachusetts Trowel Trades Association (MTTA), Hot Work Certification, SkillsUSA, Stoneyard thin stone certified installers.

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## Vocational/Career Technical Education (CTE) Programs

### Medical Assisting

Within the **Medical Assisting - Allied Health Program**, Freshmen will have the opportunity to explore careers and opportunities within the Health Care Industry. Students learn and perform the administrative and clinical tasks needed to assist physicians in examining and treating patients. Medical assistant duties include but are not limited to: registering patients, updating EMR, scheduling appointments, taking medical history, measuring vital signs, POCT, capillary punctures, phlebotomy and performing EKGs. The program further develops principles about EMR simulation, pharmacology, HIPAA, Legal / Ethical issues, response to medical emergencies and communication. Students become eligible for clinical internships during the 3rd quarter of their junior year. It is understood that students will complete 180-200 hours of unpaid clinical practicum before being considered for a paid Cooperative Education placement. This certification is highly desirable by many employers. At the conclusion of the Junior year, students can opt to sit for the NHA exam which is a nationally recognized industry credential. Students are encouraged to take advantage of the cooperative education program and put their skills to work at various health care facilities. Graduates will be able to pursue many career paths. Medical assistants work in a variety of settings including physicians offices, outpatient care facilities, and hospitals.



**Medical Assisting graduates and co-op students are working at the following companies:**

**Clipper Cardiology  
CVS  
Dr. Richard Choi  
Greater Lawrence Family  
Health Center  
Merrimack Valley Medical  
Associates  
Methuen Podiatry Associates  
New England Foot and Ankle  
Pistone Foot Center  
Smithers and Ko Healthcare  
United Family Medical Center  
Walgreens**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Medical Assisting program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

ServSafe Food Certification, ServSafe Alcohol Certification, ChokeSaver/CPR Certification, Allergen Training Program Certification, OSHA 10-hour safety certification

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## Vocational/Career Technical Education (CTE) Programs

### Metal Fabrication

In the ***Metal Fabrication*** program students develop working skills in several fabricating fields. Training is accomplished with state-of-the-art equipment, including LVD STRIPPIT Precision Sheering (Computer Numerical Control - CNC press brake forming), LVS STRIPPIT Turret Punch, CNC precision plasma cutting, Computer Numberized Control spot welding and new Inverter multi-function welding machines. Welding processes also included are Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), and Shielded Metal Arc Welding (SMAW) Manual Plasma Pipe Cutting, Pipe Position Accessories, Oxy Fuel Cutting and welding and electrode selection.

The Metal Fabrication curriculum includes related math, blueprint reading, orthographic projection, parallel line development, triangulation and sciences associated with the above welding discipline and completed by live industrial work situations. Students are trained to be certified in their chosen welding disciplines and are prepared to take various welding certification exams. Students who meet the “American Welding Society's” standards can become Qualified Welders prior to graduation.

In addition, through an articulation agreement, graduates of the program can apply to the Sheet Metal Local 17 & Local 63 Joint Apprenticeship & Training Committees (JATC). Graduates who meet the standards for admission have the opportunity for accelerated advancement through the program.



**Metal Fabrication graduates and co-op students are working at the following companies:**

**Brazetronics  
Cassidy Bros. Inc  
CP. Blouin Inc.  
East Coast Welding  
Ergomet, Inc.  
Lytron Metal-Tronics  
Metal Crafters**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Metal Fabrication program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

Sheet Metal Workers 17 and Local 63, Joint Apprenticeships Training Committees, SkillsUSA, OSHA 10-hour construction safety certification, Hot Work Certification, On site American Welding Society- CWI

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## Vocational/Career Technical Education (CTE) Programs

### Plumbing and Heating

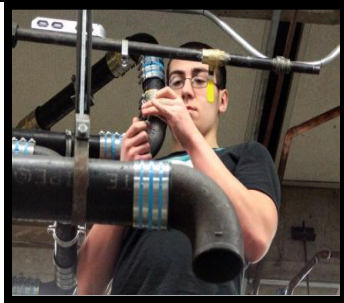
In the **Plumbing and Heating** program students are trained in all phases of commercial and residential plumbing, including tool and material recognition, drain installations, the installation of forced hot water and steam heating systems. Students are also trained to install water lines and gas lines. Further instruction is provided for the students in the Massachusetts State Plumbing Code, Plumbing and Heating theory, and the safe use of required hand and power tools. Students learn how to use gas torches for soldering and brazing. Students also learn new plumbing joining technologies that are being used such as Propress and Megapress. Through the use of a battery powered tool in which compression jaws (in the variety of pipe sizes ranging from ½” to 3”) can create a water and a gas tight seal. There are many more joining technologies our plumbing students are becoming certified to use such as Aquatherm water piping and the use of Uponor Heat and AquaPex.

Upon graduation from this program, students complete 220 hours of Tier I and II of the V, 550 tier hours in a Massachusetts state mandated plumbing apprenticeship training program and receive over 1000 hours of practical work experience.

Career opportunities include positions as: apprentice plumbers, journeyman plumbers, master plumbers, plumbing estimators, plumbing tool and supply sales positions, plumbing inspectors, oil burner technician, hvac technician, pipefitters and gas fitters.

Many of our graduates have found success through the Joint Apprenticeship Training Centers (JATC) programs including: Local 12 Plumbers and Gasfitters and Local 537 represents pipefitters, Welders and HVAC Technicians.

\*Building Trades unions and their signatory contractor partners operate over 30 joint apprenticeship training centers (JATCs) across Massachusetts producing the most qualified craftspeople in the industry. Union apprenticeship allows you to earn while you learn. For more information go to [www.builtbest.org](http://www.builtbest.org)



**Plumbing and Heating graduates and co-op students are working at the following companies:**

**Bilo Plumbing  
Breen and Sullivan  
Burke and Sons  
Brian Damaso Plumbing  
Caswell Mechanical  
Corso Plumbing and Heating  
DiPietro Climate Zone  
Design Mechanical Inc  
Galinsky Plumbing and Heating  
Giard Plumbing and Heating  
J.C. Cannistrano  
Joe Roy & Sons Plumbing & Heating, Inc.  
Locher Plumbing  
Maffei Plumbing and heating  
Morris Plumbing and Heating  
North Mechanical Plumbing  
Process Piping Co.  
Riverside Plumbing  
Stark and Croak  
Uptack Plumbing & Heating  
Well Water Inc.**

**Articulation Agreements between Whittier Regional Vocational Technical High School's Plumbing and Heating program and a college/university** are formal partnerships that allow students to earn college credits while still in high school. These agreements help streamline the transition to higher education by aligning coursework and credit transfer policies to continue your education after graduation.

#### **Licenses, Certifications, and Affiliations**

OSHA 10-hour construction safety certification, SkillsUSA, Massachusetts Plumbing, Heating and Cooling Contractors Association (PHCC), Hot Work Safety Certification, Wardflex C.S.S.T Certification, Uponor Certification, Viega Certification [Back to Top](#)

## **Appendix - Admissions Policy**

*Puede encontrar una política traducida y los procedimientos de solicitud aquí: [Español](#)*

*Uma política traduzida e procedimentos de inscrição podem ser encontrados aqui: [Português](#)*

### **Whittier Regional Vocational Technical High School Admissions Policy 2025-2026**

#### **I. Introduction**

In May 2025, The Massachusetts Board of Elementary and Secondary Education adopted new regulations for admissions to Chapter 74 Technical Schools and Chapter 74 Technical Programs at comprehensive schools. This admissions policy is in compliance with Massachusetts Board of Elementary and Secondary Education regulations 603 CMR 4.02(6). Whittier Regional Vocational Technical High School (Whittier Tech) will run a blind lottery with no additional option for extra lottery opportunities. In order to attend Whittier Tech, a student must reside in one of the 11 cities and towns in alignment with the Whittier Tech Admission Residency Statement.

An admissions policy and process is necessary in regional career technical schools where space is limited due to interest exceeding the availability of seats. Seats are limited due to the fact that technical shops are designed and equipped to serve a maximum number of students safely. Therefore, when the number of applicants exceeds the student capacity, a lottery will take place to determine which applicants will be offered admission and which will be placed on the waitlist.

#### **II. Equal Educational Opportunity**

In compliance with federal and state law, Whittier Regional Vocational Technical High School admits students and makes available to them its programs, privileges, and courses of study without regard to race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

Consistent with Massachusetts regulations, Whittier Tech has created a plan with deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile.

If a student's primary home language is not English, Whittier Tech will provide admissions materials and an application in the primary home language. Whittier Tech has an online application that is adaptable to languages other than English. If there is a student with limited English proficiency that needs assistance, a qualified representative from Whittier Tech will assist the applicant throughout the

entire Admission Process. Please contact our Admissions Office at 978-373-4101 extension 252 or email [admissions@whittier.tec.ma.us](mailto:admissions@whittier.tec.ma.us) if you have questions or need help throughout any part of the admissions process.

Whittier Tech is committed to providing educational opportunities to students experiencing homelessness. Please contact Whittier Tech's liaison, the Director of School Counseling and Admissions, at [admissions@whittiertech.org](mailto:admissions@whittiertech.org) or 978-373-4101 ext. 263 with any questions.

Students with disabilities may, but need not, voluntarily identify themselves to Whittier Tech to request reasonable accommodations during the application and admission process.

Any Information submitted voluntarily by the applicant during the entire application and admission process, will not affect the applicant's admission to the school.

### **III. Eligibility**

#### **Resident Students**

Any eighth, ninth, or tenth grade student who is a resident of the Whittier Regional Vocational Technical High School District (Amesbury, Georgetown, Groveland, Haverhill, Ipswich, Merrimac, Newbury, Newburyport, Rowley, Salisbury, and West Newbury), who expects to be promoted by their local district to the grade they seek to enter, is eligible to apply for fall admission. Students should be aware that their admission is contingent upon them being promoted to the grade they are seeking to enter. If they are not promoted, their admission will be rescinded.

Admission for 9th grade mid-year, 10th or 11th grade is dependent upon capacity and availability in existing classes and CTE programs.

Resident students will be considered in accordance with the apportionment by city or town, established by the district and will be selected by way of lottery drawing. Whittier Regional Vocational School District does have a predetermined city/town apportionment in regard to the number of students admitted from sending communities.

Residency must be verified in order to adhere to district/town apportionments. Proof of Residency will be required after the lottery to verify residency prior to enrollment. Failure to do so within 14 days of notification of acceptance will result in the loss of the seat and it will go to the next apportioned student on the list.

#### **Homeschooled Students**

Any student who is formally being homeschooled and is a resident of the Whittier Tech District is eligible to apply for 9th grade fall admission or admission during the mid 9th grade school year and to the fall of grades ten and eleven provided all admission criteria are followed. If selected in the lottery, the home schooled student's parent(s)/guardian(s) must submit a copy of the home school approval letter from the local school superintendent in addition to the residency verification.

#### **Career Technical Transfer Students**

Students from other M.G.L. c.74 state approved career technical programs who move into the Whittier Regional Vocational Technical School District are eligible to apply for fall admission or admission during the school year to grades nine through twelve. Applications will be considered for admission for students to pursue the same program of study at Whittier Tech, provided space in the school and/or program is available.

## **School Choice**

Whittier Tech School Committee votes annually in June as to whether or not to participate in the inter-district school choice program. The inter-district school choice program, M.G.L c. 76 allows parents/guardians to send their children to school in communities other than the city or town in which they reside. School Choice applicants may be accepted if Whittier Tech does not meet the desired enrollment number from our in-district students.

## **Withdrawn Students**

Previously enrolled students who withdraw from school may reapply following the procedures contained in this admission policy.

## **IV. Organizational Structure**

Whittier Regional Vocational Technical High School is a public career/technical school in Haverhill, Massachusetts. It is operated by the Whittier Regional Vocational School District and is accredited by the New England Association of Schools and Colleges. Whittier is governed by a School Committee composed of representatives from each of its sending districts. Whittier Tech is committed to providing quality academic and career technical programs.

It is the responsibility of Whittier Tech's Superintendent to supervise the administration of the Admissions Policy and to submit an annual attestation to the Department of Elementary and Secondary Education stating that Whittier Tech's Admissions Policy complies with federal and state law and any relevant guidance. Any changes to the policy must be approved by the Whittier Tech School Committee.

Whittier Tech has an Admission Committee appointed by the Superintendent. Responsibilities of the Admissions Committee include:

- Development and implementation of admission policy and procedures.
- Processing applications
- Acceptance of students according to the procedure and criteria in the Admission Policy
- Establishment and maintenance of a waiting list drawn from the lottery.

Whittier Tech's Director of School Counseling and Admissions, who is a member of the Admission Committee, is responsible for disseminating information about Whittier Tech and its programs. The Director of School Counseling and Admissions reviews the applications and works directly with the sending schools throughout the Admissions Process. In addition to the Superintendent and Director of School Counseling and Admissions, other members of the Admissions Committee include the School Principal/Associate Superintendent, the Associate Principal, the Director of Pupil Personnel Services and members of the school counseling staff.

## **V. Recruitment and Communication Process**

The Whittier Tech recruitment process includes deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in the Whittier Tech sending municipalities, have a comparable academic and demographic profile.

1. Whittier Tech offers tours to all 8th grade students from our sending districts during the school day. The Director of School Counseling and Admission will decide on a mutually agreeable date



- allowing all students to tour the building. Transportation is provided by Whittier Tech.
2. The Director of School Counseling and Admission will be available to visit all middle schools from sending districts and meet with 7th grade students, as outlined in the new middle school guidelines and agreed upon by both parties.
  3. The District will hold an Open House during the first Sunday of November. Prospective students and parent(s)/guardian(s) have an opportunity to visit all career technical programs, speak with teachers and meet with members of the Admission Team about all offerings available at Whittier Tech.
  4. The Director of School Counseling and Admission will offer information sessions for families not able to attend the Open House.
  5. Whittier Tech offers materials which describe all career technical programs and also include academic programming, sports, extracurricular activities and clubs, special education resources, and any pertinent information about the school that allows students to make informed decisions based on its offerings.
  6. Whittier Tech has a comprehensive website available in multiple languages as a public resource.
  7. Whittier Tech will provide translation and interpreter services to parents and students whose primary language is not English.
  8. Publications will be in both English and Spanish. Whittier Tech ensures that all admissions materials are in both English and primary language of the home. Publications will be translated in other languages as needed.

## **VI. Application Process**

### **Application Process for Fall Admission to the 9th, 10th, 11th Grade**

1. A current grade 8 student interested in applying to Whittier Tech for fall admission to the ninth grade can do so by applying online between November 1, 2025 and January 9, 2026.
2. A current 9th grade student interested in applying to Whittier Tech for mid-year admission can submit an application between November 1 and December 1, 2025. Admission for Grade 9 midyear is dependent upon availability in the class and is subject to city/town apportionments. Applicants who apply for a Grade 9 midyear transfer and are not selected in that lottery will be notified that they have the opportunity to apply for the fall admissions lottery by the posted deadline. Applicants who choose not to reapply will not be entered into that lottery.
3. A current grade 9 or 10 student interested in applying to Whittier Tech for fall admission can submit an application between November 1 and February 1, 2026. Fall admission into grade 10 or 11 is dependent upon availability in the appropriate class and subject to city/town apportionments. After acceptance, placement into a CTE area will be based on interest as identified on the application and on CTE area availability.
4. After the application has been submitted, an applicant may review the status of their application by logging into the account that they created in the online system.
5. A completed application for applicants includes:
  - a. Required signatures
  - b. All required information completed in the application.
6. If incomplete applications are received, the following procedures will be followed: The applicant's parent(s)/guardian(s) will be notified by the Whittier Tech Admissions Office. If after notifying the parent(s)/guardian(s), the application remains incomplete for 10 school days, the application will be set to "Application Incomplete" and will not be processed further.

### **Late Applicants**

Applications received after the published deadline will be drawn from an additional lottery after all students from the original lottery have been exhausted and if additional seats become available in accordance with the district's published admission, recruitment, and retention policy.

## **VII. SELECTION PROCESS**

### **LOTTERY**

When more students apply to Whittier Tech than we have available seats, Whittier Tech uses an unweighted lottery system. Each applicant receives one entrance into an electronic, random number-generated lottery. Parents and caregivers will be notified of the lottery drawing date and time, via district communication tools and posts on the school and district website. This notice will be made at least thirty (30) days in advance of the public admissions lottery. Applicant's privacy during any public sessions will be maintained consistent with FERPA. This process will be verified by a third party that is not a Whittier Tech employee. Students accepted in the lottery have 14 days from the date of notification to accept the seat by providing residency verification. Failure to do so will result in forfeiting the seat and it will be filled by the next apportioned student on the wait list. If all lottery entries from the apportioned amount for the city or town are exhausted, the next available seat will go to the next student on the master waiting list.

### **RESIDENT COMMUNITY SEAT ALLOCATION**

Beginning with the 2025-2026 school year admissions cycle for 9th grade students entering at the mid-year and all students entering in Fall 2026, Whittier Tech will implement a Resident Community Seat Allocation procedure. The Whittier Tech School Committee has established a process governing the distribution of available seats. The lottery will be drawn adhering to this procedure to ensure compliance with state legislation while maintaining equitable access for all district communities. The allocation of seats will be determined by the average enrollment of each city or town within the district for the last 10 years. This procedure will be reviewed and updated each year to maintain a fair distribution.

Non-resident/School choice applicants will only be considered if there are an insufficient number of applications to fill the incoming class from within the district. In that event, non-resident applications are evaluated using a separate lottery.

### **WAITING LIST**

The waiting list will stay in effect until September 15th of the same calendar year in which it was established.

### **TRANSFER STUDENT ADMISSIONS PROCESS**

Selection through the lottery process for transfer students does not guarantee availability of specific CTE area placement. CTE areas that are already at capacity may not be available for transfer applicants.

Applicants currently in grade 10 (applying to join Whittier Tech in the fall of eleventh grade) may not select the following CTE areas based on hour requirements that could not be satisfied within two years of study: Cosmetology, Electrical, Health Assisting, Plumbing & Heating. If a student's number is picked in the lottery but has chosen CTE areas that do not have openings, the student will be provided with the option to select an available CTE program or forfeit their seat.

## **VIII. EXPLORATORY PROGRAM**

Because Whittier Tech offers 5 or more Chapter 74 state-approved programs, Whittier Tech provides a half year exploratory program for 9th grade students, which is based on applicable Career Technical Education and Massachusetts Curriculum Frameworks.

All ninth grade students enrolled at Whittier Tech participate in a career technical exploratory program from September through January designed to introduce each student to all the career pathways offered, while helping them discover their talents and interests.

## **IX. PROGRAM-SPECIFIC ADMISSION**

Whittier Tech uses the following system for students to identify and enroll in their Chapter 74 technical program:

During the exploratory period, career technical instructors evaluate each student based upon a common rubric/scoring guide including the following:

- 25% Health/Safety Strand 1
- 25% Technical Skills Strand 2
- 25% Embedded Academics Strand 3 (reflective writing)
- 25% Employability Strand 4

Based on the above criteria, students may receive a maximum total of 100 points over each exploratory cycle. Exploratory scores are then tabulated, organized, and reported to each individual student and their parent/guardian. At the conclusion of the Exploratory Program, each student selects their program of choice; as well as second and third choices from the explored technical programs for which they earned a passing grade. Student requests are sorted to rank order the students according to their score in the career technical program the student requested as their first choice. Students are admitted into the career technical program of their choice based on the point total they received in their first choice career technical program. When a career technical program exceeds its capacity for enrollment, the following steps are taken for placement:

1. Students are placed in their 2nd and 3rd choices according to their choice of career technical program.
2. Their rank order (using exploratory scores) is then compared to other students requesting that career technical program.
3. In all cases, tie scores are broken by the cumulative average of all exploratory evaluations. If a tie remains the academic grade point average (consisting of English Language Arts, math, science and social studies); and student discipline will be used to break the tie according to the admission policy rubric.
4. Program waitlists are created when students are placed in a career technical program other than their first choice, yet would like to be in a different career technical program. Students on a waitlist are rank-ordered by their exploratory evaluations. Waitlisted students are notified if an opening occurs in their desired choice and given the option to change or remain in their current placement up to the commencement of grade 10 CTE programming.
5. If a student did not receive any of their three choices and wishes to explore additional career technical programs, they may do so for two additional cycles provided there is space available. After placement, students continue in the career technical program in which they were placed for the remainder of their school tenure unless they request a transfer. Students who wish to transfer from one career technical program to another may apply for transfer through their school counselor by completing a Request for Technical Program Transfer form.

Transfer requests will be considered subject to availability of openings in the requested program(s). Students who enroll in Whittier Tech after grade 9 will be placed into a specific career technical program upon admission. If, after enrollment, the student desires a career technical program change, the student may apply for transfer through their school counselor by completing a Request for Technical Program Transfer form. Transfer requests will be considered subject to availability in the requested career technical program(s).

**X. RETENTION**

At Whittier Regional Vocational Technical High School, we are committed to increasing student retention through a comprehensive, tiered system of support that promotes equitable access to high-quality learning for all students. Our District Curriculum Accommodation Plan (DCAP) provides a framework to ensure that instructional practices, accommodations, and interventions are responsive to diverse learning needs. In addition, after school day and credit recovery opportunities offer targeted academic support, remediation, and acceleration aligned to student progress data. From the point of admission through enrollment, our staff—including the district’s administration and Student Support Team—collaboratively identify and proactively plan for students who may be at risk. This process ensures barriers to success are addressed early by aligning programmatic and individualized supports to student needs. By fostering an inclusive, supportive learning environment where students and educators are engaged and valued, Whittier Tech promotes persistence and empowers all students to graduate prepared for postsecondary and career success.

**XI. ADMISSIONS REVIEW AND APPEALS PROCESS**

Upon receipt of notification from Whittier Tech indicating that the applicant was placed on a waiting list, the parent or guardian of the student may request an appeal. This will be done by sending a letter or email to the Superintendent or their designee, to be received (not postmarked) within 14 days of the decision. The Superintendent or their designee will then respond in writing within thirty days of receiving the request for appeal.

| By email                                                                                           | By mail or hand delivery                                                         |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <a href="mailto:superintendentsoffice@whittiertech.org">superintendentsoffice@whittiertech.org</a> | Superintendent<br>Whittier Tech<br>115 Amesbury Line Road<br>Haverhill, MA 01830 |

## **XII. ADMISSION TO SPECIFIC PROGRAMS WITHIN WHITTIER TECH**

Students who have been admitted to Whittier Tech will need to apply to a specific program of study during the second semester of Freshman year. If the student applies to a program and is denied or waitlisted, the student may appeal their rejection to the Superintendent or their designee in the following ways:

| By email                               | By mail or hand delivery                                                         |
|----------------------------------------|----------------------------------------------------------------------------------|
| superintendentsoffice@whittiertech.org | Superintendent<br>Whittier Tech<br>115 Amesbury Line Road<br>Haverhill, MA 01830 |

## **XIII. Maintenance of Records**

Whittier Regional Vocational Technical High School maintains records of all students who apply, enroll, or are waitlisted, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Whittier Regional Vocational Technical High School will provide this information to the Department of Elementary and Secondary Education upon request.

*Approved by The Whittier Vocational Technical High School School Committee on October 1, 2025.*

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