

PROGRAM OF STUDIES

2023-2024

VERITAS PREP CHARTER SCHOOL

MIDDLE SCHOOL CAMPUS • 370 PINE STREET • SPRINGFIELD, MA 01105

HIGH SCHOOL CAMPUS • 225 CARANDO DRIVE • SPRINGFIELD, MA 01104

Veritas Prep High School

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Overview of Academic Policies

As an Early College high school where our students will graduate high school while simultaneously earning up to 60+ college credits or even an associate degree, our academic policies are slightly different than those of more traditional high schools. Some differences are listed below and are included in detail in each section. In some cases, there will be a high school policy and a college policy listed.

College instructors, according to their contracts, have complete educational freedom to design, teach and grade their courses. As a result, their policies vary from course to course and may be different from our high school policies. We ensure students understand expectations and grading in all courses.

Our policies are designed to create as much access to learning opportunities for all students as is possible, while providing high levels of support with a gradual increase of independence for each student.

Use of google classroom, our Learning Management System (LMS)

Students will use google classroom to access their academic coursework, assessments, report cards, and communicate with high school staff members. Student progress and assignments will also be accessible to families through Powerschool.

1. Access to Equal Opportunity

In compliance its Charter and with state and federal laws, Veritas Preparatory Charter school does not discriminate on the basis of race, color, creed, ethnicity, sex, gender, gender identity, religion, national origin, sexual orientation, mental or physical disability, special need, proficiency in the English language or a foreign language, academic achievement, athletic ability, homelessness, pregnancy or pregnancy related condition. This will mean that every student will be given equal opportunity in school admission, admission to courses, course content, guidance, and extracurricular and athletic activities. Any suspected failure to abide by the provisions of federal and state statutes providing for equal opportunity should be reported to the Principal, Title IX Coordinator, or Section 504 Coordinator, as appropriate.

2. Graduation Competencies, Requirements and Opportunities

Massachusetts recommends all high schools follow at least a [MassCore program](#). Veritas Prep meets MassCore and goes well beyond through our Early College program.

Aligned with state requirements and with additional components that reflect our community and program values, Veritas has established graduation requirements for all students receiving a Veritas Prep High School diploma. Courses offered each year ensure students can earn these credits through either high school or college level courses.

Veritas assigns credits to units/courses based on time similar to our college partners. A passing grade in a full “Unit” earns students 3 credits, equivalent to a full year high school course or semester college course. Semester-long high school courses earn Scholars 1.5 credits.

Graduation Requirements

Subject	MassCore or State Requirements	Veritas
English	4	4 Units* or 12 credits
Math	4	4 Units or 12 credits (including Algebra II or Integrated Math equivalent)
History (including U. S. History) and Social Science	3	3 Units or 9 credits
Science	3	3 Units or 9 credits (lab-based science)
Electives Includes 1 Arts	5	5 Units or 7.5 credits 1 Unit or 1.5 credits Arts
World Language	2 (of the same language)	2 Units or 3 credits
PE/Wellness	A PE “Experience” each year that includes some learning and growth over time.	4 Units or 6 credits
College Coursework - depends on pathway and may include up to 60 credits and/or associate degree	High School Accountability Metrics include Goal of 50% taking Advanced Coursework (AP, EC, some PLTW)	2 Units min requirement; 4 recommended min for all students 8-12 credits
Extra-curriculars: Athletics, Clubs & Service	No specific requirement	2
Portrait of a Graduate Competencies: Success Portfolio Defense; Naviance Success Plan/Success Portfolio	MYCAP: My Caree and Academic Plan	Meets Expectations

MCAS (Biology, ELA, Math) -	Updated Requirements for Competency Determination post-COVID	As required by the state
	Total	66-70 Credits

Graduation Requirements - Additional Information

Physical Education: Requirements are defined by the state with several opportunities for meeting them

- Students must complete a physical education course each year. These are typically 1 semester at Veritas and include health content as well.
- Some college course options may be available in future years
- Students are expected to take Health and Fitness in 9th grade
- In grades 10-12, students may waive this requirement in consultation with their Advisor or CC Counselor, by completing an approved alternative to the course, including but not limited to school-sponsored athletics and community-based competitive athletics not offered at Veritas
- To apply for a waiver, students must schedule a meeting with their CC Counselor to begin the process during the course registration period for each semester (see Course Registration)
- Waivers are granted in consultation with Veritas Physical and Health Education staff
- Families are consulted for all course registration decisions or course changes

3. Graduation Competencies for College, Career and Life Readiness

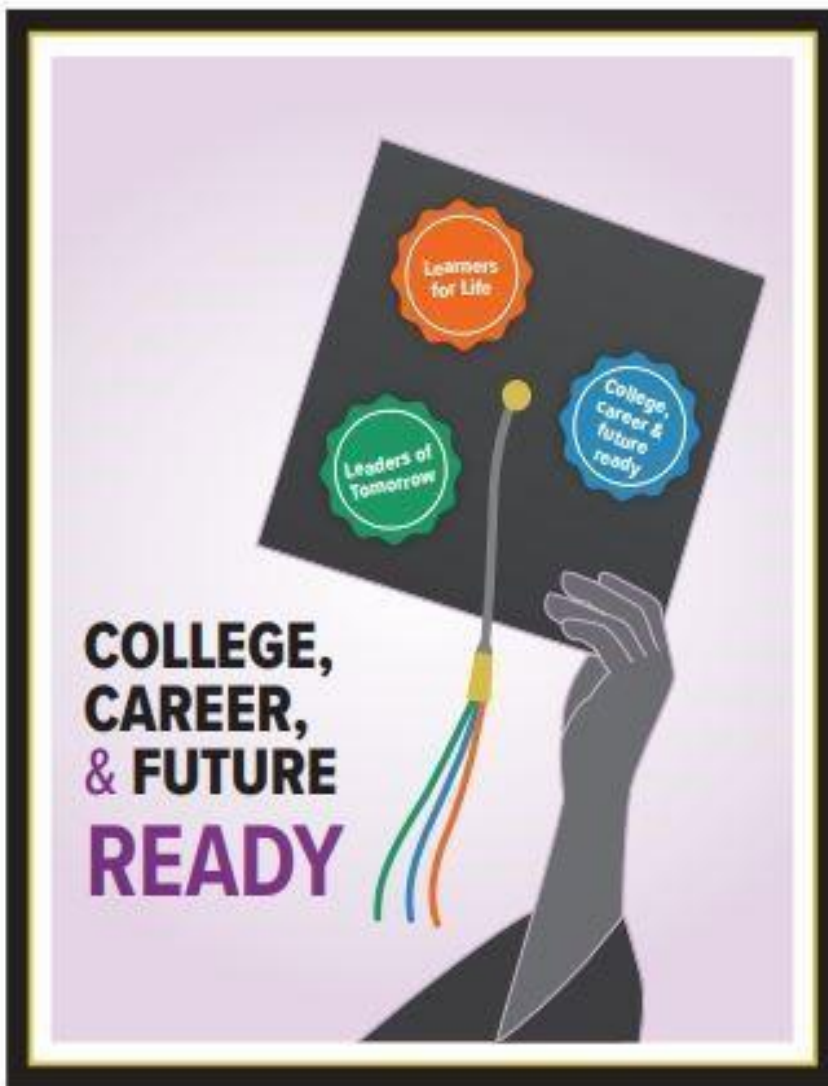
Portrait of a Graduate:

Our Portrait of a Graduate aligns to Massachusetts’ defined College and Career Readiness standards. It is our shared community vision of what Veritas Prep High School graduates will know, experience and be able to do. It was developed with in-depth college and career readiness research and with input from over 200 community members, including families, staff, local business and community leaders, alumni and VPCS students.

From the POG our team identified the specific Habits of Success our students will need to demonstrate to meet the POG competencies. Explicit instruction and work to meet these Habits annually and the POG over time takes place primarily in Seminar, assessed through the Success Portfolio which aligns to the state required MYCAP process.



PORTRAIT OF A GRADUATE



WE ARE ...

College, career & future ready

- We have a clear future vision
- We plan and act to reach our goals
- We have college and career knowledge and skills
- We cultivate networks and habits to thrive

Learners for life

- Put people first
- We persist through challenges
- We create, analyze and iterate
- We learn from success and grow from failure

Leaders of tomorrow

- We speak our truth
- We communicate and collaborate
- We take action for justice
- We own our part

Habits of Success

The behaviors and traits of highly successful individuals have long been recognized as skills youth must develop along with academic knowledge to prepare for college, careers, and life. The Habits of Success

(HOS) we identified for Veritas were the behaviors and traits named in our design process by members of our community as we developed our Portrait of a Graduate. Our local college and industry partners have emphasized these traits over all others as what they need and look for in applicants. They align to the habits that predict Early College success, and to 21st century skills.

HABITS OF SUCCESS SUMMARY		
College, Career & Future Ready	Learners for Life	Leaders of Tomorrow
<p>Time and Task Management: We are on time; we prepare effectively; we organize our materials and supplies; we plan and pace our tasks.</p> <p>Planning for Success: We set an aspirational vision; we set goals and track progress; we establish plans for high school, college and career success.</p> <p>Exploring Careers and Colleges: We build college and career knowledge; we explore opportunities and interests; we analyze and prepare for college and career requirements.</p> <p>Leveraging Resources and Support: We build networks for success; we select and use resources effectively; we seek out and leverage support.</p>	<p>Honoring myself and others: We build self- knowledge; we explore multiple perspectives; we celebrate and affirm ourselves and others.</p> <p>Learning Focus: We ask questions to learn; we track our learning with notes and tools; we engage in tasks and activities; we manage and eliminate distractions.</p> <p>Iterating and Problem Solving: We develop and test new ideas; we adjust based on evidence; we persist through challenges</p> <p>Reflection, Feedback and growth: We reflect on progress; we build on our strengths and learn from failure; we use feedback and reflection to grow.</p>	<p>Effective communication: We share ideas; we use inclusive language; we speak our truth and communicate verbally; we listen to understand; we portray ideas clearly through writing, visuals and digital tools.</p> <p>Inclusive collaboration: We use inclusive behavior; we contribute to successful group work; we honor shared agreements; we support others to reach our goals.</p> <p>Self-Direction and Ownership: We know our role and tasks; we take proactive action to move forward; we seek opportunities; we follow up and follow through.</p> <p>Standing up for justice: We identify systems of power, oppression and injustice; we disrupt injustice; we take action for greater equity.</p>

For more information about MYCAP, see <https://www.doe.mass.edu/ccte/ccr/mycap/>.

For more information about Habits of Success and the Success Portfolio, see [Assessment and Grading](#)

Graduation Opportunities

Students will take a range of college level courses, depending on their pathway of interest or other future aspirations. Students may

- Graduate with a Veritas Diploma, a range of college credits and one or more of several useful certifications including CNA, Google Certifications, Business Certifications, etc.

- Graduate with a Veritas Diploma and 12 transferable college credits
- Graduate with a Veritas Diploma and 20-30 transferable college credits that adhere to a degree pathway
- Graduate with a Veritas Diploma and 50-60 transferable college credits that adhere to a degree pathway in Liberal Arts, Business, Health Sciences, Engineering, or Computer Science
- Graduate with a Veritas Diploma and an associate degree in Liberal Arts, Business, or Health Sciences

Credits and Degrees

Students at VPHS take college courses aligned to their levels of readiness to succeed in those courses. All courses track towards a General Studies associate degree. For students pursuing STEM or business or other fields outside of Liberal Arts, they will use the 22 elective credits within the GS degree to take foundational courses for their major, to minimize time to a bachelor’s degree.

Why we do it: Completion of a General Studies Associate Degree guarantees students will be Juniors in any Massachusetts public college or university with aligned majors. The General Education Foundation Block makes up most of this degree and is required for all degree pathways. The numerous electives in this degree enable students pursuing STEM and other fields to take essential foundational courses towards their specific pathway of interest. Students at Veritas also use these elective courses to explore more than one career pathway in sectors including

- Business & Entrepreneurship, Education, Law and Criminal Justice, Public Policy, Health Sciences, Biotechnology, Computer Science, Engineering, Architecture

Each student’s plan is customized to their future aspirations and current knowledge and skills.

Type	Student Profile	Credits	Degree Information
Early College 1 (Launching)	<p>For students still mastering high school standards across most core content areas.</p> <p>Students may still be developing in foundational Habits of Success such as Success ready and Learning Focus.</p> <p>Students take four or more college courses, primarily in high interest electives in VPHS cohorts and at the 100/introductory level.</p>	12-20	Courses represent part of the STCC General Education Foundation, building towards a General Studies associate degree.
Early College 2 (Intensive EC)	<p>For students who have mastered most high school content aligned with the pacing of our Early College Program.</p> <p>Students may still be working on some high</p>	20-50	Courses represent part of the STCC General Education Foundation, building towards a General Studies associate

	school content, such as math or science.		degree.
Early College 3 (Associate Degree + Maximum Early College)	For students who have mastered all high school content, aligned with the pacing of our program. Some students may be ready for more advanced coursework than outlined in our Associate Degree pathways and may be ready for courses at 4-year colleges prior to Veritas graduation. In this unique case, students may begin coursework with our 4-year partners and have a shortened path to a bachelor's degree	60+	Students earn the General Studies or General Studies STEM associate degree. Credits go beyond the General Studies or STEM associate degrees and students are on a pathway to an accelerated bachelor's degree

4. Promotion Policy

Students at the high school level are identified as freshmen (grade 9), sophomores (10), juniors (11) and seniors (12) based on their year of attendance rather than courses or credits completed. This means in the first year, students are considered freshmen, second year students are sophomores and so on, regardless of credit accumulation or standing in courses.

Veritas Preparatory Charter School is committed to setting students up for success throughout high school and into college. Our standards-based grading system tracks student success on state expectations for each grade level, and students who do not meet those expectations for a course will have to retake that course or a similar course or courses focused on the same standards. Several courses are tied to specific grade levels, like English 9. However, a student may be considered a sophomore (10th grader) even if they are retaking English 9.

However, in order to graduate within 4 years, students need to accumulate a certain number of credits each year (see Program of Study) and failing to meet course standards and earn course credits and having to repeat courses or standards may interfere with the timeline to graduation or require summer and alternate programming to graduate within 4 years.

In addition, with our Early College program and as is true in any high school where courses may have a specific sequence to prepare students for the next level, students may not be able to access a sophomore or junior level course if they haven't successfully completed the previous year's expectations. In such cases, students will focus on meeting the standards not yet met. We make every effort to support students to meet standards in the planned amount of time and provide extra tutoring and support sessions during school vacations and more.

Students are also expected to regularly attend all courses for which they are registered. In line with the Veritas Preparatory Charter School's Attendance Policy (see Student and Family Handbook) the school may retain a student who has fifteen (15) or greater unexcused absences in one school year.

5. Course Sequences and Offerings

The courses we offer meet high school and college degree requirements, making them useful for students as career foundations. We carefully select the courses we offer to ensure they align to the requirements of the General Studies degree as well as multiple 4-year degree pathways.

Because our program is still growing and will be built in collaboration with our college partners and founding Scholars, course sequences are not yet decided and are only in draft form.

Why we do it: Our Scholars are young, and our program is designed for them to explore their interests while earning useful credits. Most college degrees require multiple years of core courses in English, math, science and history/social sciences, as well as courses in languages and the arts. MassCore, the recommended program for Massachusetts high school diplomas, has many of the same requirements. We focus on these courses first. This allows our students to explore their interests with a few optional courses, while meeting the requirements of a general degree with room to explore and begin to specialize.

Students take many of the same courses in 9th and 10th grades and some of 11th.

Students begin to specialize in 11th and 12th grades. Depending on Scholars' emerging career interests, certain courses will be required or preferred for their longer-term plans.

The **SAMPLE HIGH SCHOOL COURSE PLANS** below include possible course sequences for students with the same General Studies degree pathway but with different career focus areas.

Course Catalog: Detailed course descriptions for the courses we currently offer are included in the [Course Catalog](#) section and on Schoology. This catalog will grow significantly as our program grows.

Sample High School Course Plans

*****COURSES FOR GRADES 10-12 HAVE NOT BEEN FINALIZED and will require extensive planning in the coming year.**

The Course Plans below are LIKELY SEQUENCES for students interested in different career pathways. Each plan has a lot of flexibility and room for students to try new things.

SAMPLE COURSE PLAN - GENERAL STUDIES ASSOCIATE DEGREE

PSYCH/SOCIAL WORK FOCUS

Courses are Yearlong (Y) or Semester/Half Year (S)

	Grade 9	Grade 10	Grade 11	Grade 12	HS Credits/ College Credits
1	English 9 (Y)	English 10 (S)	EC Lit 101 (S)	Journalism (S)	18 HS ELA 12 HUM credits
		EC Comp 101 (S)	EC Comp 102 (S)		
2	Algebra 1 (Y)	Geometry (Y)	Alg 2 (S)	EC Statistics (S)	15 HS MATH 6 MATH credits
			EC Tech Math (S)		
3	US History (Y)	World History (Y)	EC Intro to Psych (S)	EC Cognitive Psych (S)	18 HS Hist/SS 12 HUM Credits
			EC US Govt (S)	EC Adolescent Psych (S)	
4	Biology	Chemistry	EC Human Biology w Lab (S)	EC Anatomy & Physiology (S)	14 HS SCI 8 STEM Credits
5	Health & Fitness (S)	Games (S)	Athletics & Physiology (S)	Personal Wellness (S)	6 HS PE Req: 6 or waiver
	Nutrition (S)	EC Computer Basics (S)	EC Intro to Comp Sci (S)	EC Elective/Career Related (S)	10.5 HS Elective* 6 STEM Credits
6	EC Spanish 1 (S)	EC Spanish 2 (S)	EC Conversational Spanish for Public Service (S)	EC Elective/Career Related (S)	9 HS WRLD LANG/Elect* 9 HUM Credits
	EC Experimental Digital Imaging (S)	EC Art/Music Elective (S)	EC Comm & Professionalism in Healthcare (S)	EC Counseling or Healthcare Elective (S)	12 HS Elect/Art* 12 HUM/STEM Credits
7	Freshman Seminar (Y)	Sophomore Seminar (Y)	Advising (Y)	Advising (Y)	HS MYCAP
High School TOTALS		102 HS Credits 55-65 Credit High School Diploma Requirements & Meets MassCore Plus			

COLLEGE TOTALS	65+ College Credits 60-Credit Gen Studies AA Met
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SAMPLE STEM COURSE PLAN - GENERAL STUDIES ASSOCIATE DEGREE

(ENGINEERING or COMPUTER SCIENCE FOCUS) - Many courses have labs and are 4 credits

Courses are Yearlong (Y) or Semester/Half Year (S)

	Grade 9	Grade 10	Grade 11	Grade 12	HS Credits/ College Credits
1	English 9 (Y)	English 10 (S)	EC Lit 101 (S)	EC Comp 102 (S)	15 HS ELA 9 HUM credits
		EC Comp 101 (S)			
2	Geometry (Y)	Alg 2 (S)	EC Calculus 1 (S)	EC Calculus 2 (S)	16.5 HS MATH 12 MATH credits
		EC Tech Math (S)		EC Statistics (S)	
3	US History (Y)	World History (Y)	EC Intro to Psych (S)	EC Intro to Psych (S)	12 HS HSS 6 HUM Credits
4	Biology	Chemistry	EC Biology (S)	EC Physics w Lab (S)	22 HS Sci 16 STEM Credits
			EC General Chemistry (S)	EC Physics for Engineers (S)	
5	Games (S)	Health & Fitness (S)	Athletics & Physiology (S)	Personal Wellness (S)	4 HS PE
	Nutrition (S)	EC Computer Basics (S)	EC Intro to Comp Sci w Lab (S)	EC Intro to Java Programming (S)	10.5 HS Elective 10 STEM Credits
6	EC Spanish 1 (S)	EC Spanish 2 (S)		EC Conversational Spanish for Public Service (S)	9 HS WRLD lang 9 HUM Credits
	EC Experimental Digital Imaging (S)	EC Art/Music Elective (S)	EC Intro to Engineering Technology (S)	EC Intro to Materials Science (S)	12 HS Elect/Art 12 HUM/STEM Credits

7	Freshman Seminar (Y)	Sophomore Seminar (Y)	Advising (Y)	Advising (Y)	HS MYCAP
HIGH SCHOOL TOTALS		101 HS Credits 55-65 Credits= High School Diploma & Meets MassCore Plus			
COLLEGE TOTALS		65+ College Credits 60-Credit Gen Studies AA Met			

6. Advanced Courses and Early College

Massachusetts expects at least 50% of high school students to take advanced courses, including college courses, Advanced Placement (AP) and other specific courses that meet this requirement.

Early College (EC) Courses: We offer college-level courses directly through our college partners. These are included in the Course Catalog and Pathway Sequences and are strategically selected aligned to the degree pathways we believe are the most useful for our students on any path they may choose

- The Course Catalog includes prerequisites for all courses
- In general, we keep as many courses open to as many students as possible - see [Course Placement](#) policy below

Why we do it: We offer EC as the central focus of our program and do not offer Advanced Placement (AP) high school courses. We made this decision because EC has the strongest record of success for students in graduating from high school and obtaining college degrees, the most consistent path to future success. We also made this choice because

- For EC courses, students earn college credit immediately upon successful completion
 - Veritas students can take enough EC courses to earn an Associate degree and transfer after high school graduation as a Junior to any MA public 4-year college or university
 - We only offer EC courses that align to high school requirements and a useful degree
- For AP courses, a student can only earn credit if
 - 1) They successfully complete the course.
 - 2) They take the AP test.
 - 3) They receive a score of 3 or higher.
 - 4) The college they attend accepts the AP course as transfer credit.
 - Note: AP courses may not be accepted for similar credit at colleges. Colleges limit the number of AP courses accepted, some to only two.

Honors Courses: We offer Embedded Honors rather than separate Honors classes.

Why we do it: This enables small schools to offer Honors for all courses, while keeping a homogeneous grouping of students in inclusive classrooms to cultivate equity and shared learning across our range of talented Scholars. It also enables any Scholar with any schedule to access Honors and provides a stretch or challenge within units that Scholars can take on when ready and not as part of an Honors contract.

Embedded Honors means

- Honors challenges take place within all high school courses that do not have a corresponding Early College course.
- Most Honors level options are at the 9/10 level.
- All students can take Honors level challenges at the right level for them and increase their grades in those areas by demonstrating mastery.

To earn Honors credit for a course and the Honors level GPA of 4.5*, students must

- Note their intention to contract for Honors in each relevant course (part of their Course Plan)
- Have their proposed Course Plan approved as outlined in Course Selection and Placement Process (see Program of Study)
- Be enrolled in the Honors section of the course in PowerSchool
- Sign the Honors contract when the course launches
- Complete all Honors challenges
- This will earn students Honors credit for the course with up to 0.5 additional points on their weighted GPA

[*See Assessment & Grading – GPA Scales](#)

7. Course Selection and Placement

Course Selection and Placement

Course selection and placement processes vary by grade level and course type. Some higher-level courses require specific prerequisites (Calculus 2 students must first complete Calculus 1), while others have no requirements. We prioritize as much access to all courses as possible and partner with Scholars to place them in the courses that are best for them. However, at times staffing and scheduling constraints or essential courses for student learning and alignment to requirements may mean students are placed in a course they did not select. In these cases, every effort is made to align the placement with student interest and learning needs.

For Grade 9 High School Courses:

- Students are required to take English, math, US History, Biology and Health & Fitness
- Students may choose electives, including college courses

Honors Placement:

- Students who have earned 3's and 4's in a course are recommended for Honors level work in the same content areas
- Students who successfully complete Algebra 1 will be enrolled in Geometry Honors, the math Honors option for 9th grade

- Students who do not meet these criteria may request and enroll in Honors in collaboration with their Advisor and content area teacher or a school leader

Electives Placement

- All students taking two EC classes Semester 2 will be enrolled in Health and Fitness Semester 1 and will select one other elective for Semester 1
- All other students will select 1-2 high school electives each semester with one per year being Health & Fitness
- Students will rank order their choices and be prioritized for one of their top two
- We will continue to expand elective offerings as our school grows

For Grade 9 Early College Courses: College courses appear on college transcripts and are permanent records for Scholars. They dramatically impact future opportunities for students. We make every effort to keep all courses open to all students, especially at the 9/10 level as students explore their interests. But we also protect their transcripts and work to ensure they're really ready for the courses they choose.

Our young scholars are taking college courses at a time of significant learning and growth, and we do not want their desire to stretch to result in a failure on their transcript or a reduced GPA.

This means

- A course failure is significant for students and shows up on their transcript and affects their GPA
- We must protect student transcripts and avoid permanent F's
- We must work closely and carefully with students to ensure they are ready for college courses, while not discouraging them from stretching where they are motivated and capable
- We have intentionally designed College Readiness Assessments (CRAs) that include frequent check-ins on progress with students
- The CRA will result in recommendations for student course selection and a detailed support plan for student success if needed. Teachers, students and Early College and Counseling staff are part of this shared process.

Grade 9 Course Readiness Assessment: We use a Course Readiness Assessment with multiple assessments that show us students' strengths and growth areas. This CRA is a review of already existing student data from course grades, Habits of Success grades, and MCAS or our NWEA MAP assessment. Students also complete a writing task. In 10th grade and beyond, additional measures are added depending on the course.

Why we do it:

- Multiple measures are essential because we can see the range of student strengths and challenges through their performance on different assessments

- The CRA will vary for courses at different levels due to their varying demands. This ongoing work is under development with our higher education partners and will continue as specific courses are identified

What we focus on:

Assessment Focus	Details
Background knowledge and skills	<p>TOOLS: Course grades and GPA, standardized assessment scores and recommendations</p> <ul style="list-style-type: none"> - This ensures students have the information and skills necessary to their current grade level and prepared with the foundations expected in introductory college courses - This also ensures students are on track to earn their high school credits which much come first in our program for on time graduation for all students
Ready for College Literacy	<p>TOOLS: English grades, standardized literacy assessments and college writing task</p> <ul style="list-style-type: none"> - This ensures students are prepared for the written communication necessary in college courses and the reading levels expected - Text analysis is also included at certain levels where that thinking, and writing is expected in the course and not explicitly taught
College Ready Behavior	<p>TOOLS: Habits of Success grades; Seminar grade and progress</p> <ul style="list-style-type: none"> - These critical skills are reflected in our Habits of Success and Seminar Course and include digital literacy, time and task management, organization and preparation and more

8. Course Registration Process

During 9th grade in Seminar, students explore their interests and strengths, our course offerings, pathways and college and career opportunities. They use this learning to work with their Advisor and Counselor to create a 4-year draft high school/early college plan. These Course Plans inform all other course choices.

The steps below take place in Seminar or in 1:1 Advising and Counseling sessions.

1. **Students give input into preferred courses** for the coming year by Semester 2 start
2. **Projected course offerings for the coming year shared** by end of Quarter 3
3. **Students and Advisors meet to discuss course plans** end of Quarter 3/beginning Quarter 4
4. **Students share course plans with family and finalize** in March SLCs with Advisors
5. **Students complete and submit Course Registration forms** by April 15
6. **Semester 2 Course Plans are revisited and confirmed** in November SLCs

9. Course Changes and Withdrawals

Course Changes:

We build our schedule around student course selection and plans. And as a small school, and with Massachusetts high school requirements, there are limited options especially in grades 9 and 10. We try to establish the best possible schedule for students as early as possible and avoid course changes. There will be limited alternative courses for Scholars requesting course changes. However, we recognize there are unavoidable circumstances for which we use the procedure listed below.

High School:

- 1) Course change requests must be made within the first week of the course and preferably 3 or more days prior to the first day of classes
- 2) Course changes made within this timeline will not appear on the student's transcript
- 3) Course change requests are made through SCHOOLGY messaging to your counselor and Advisor
- 4) All course requests will be investigated but may not be approved if not
 - a) Associated with an error
 - b) Associated with a pre-referral or change in an IEP or IEP status
 - c) Based on a request from Special Education or ESL staff or school leadership
- 5) Whenever possible, decisions are shared in a conference with the student
- 6) A written rationale will always be provided to the student and family and the option for conference to discuss the decision

Please avoid course change requests after the one-week window or the specific dates defined by our Early College partners.

- Failure to meet these timelines may result in lost credits for high school.
- For Early College classes, this may result in lost credits and a course failure noted on the Scholar's permanent college record. See Course Withdrawals below.

Early College: Our college partners have specific course change dates, or the course may appear as an F on the college transcript. Veritas staff support students to understand and track these requirements and timelines. Students are ultimately responsible for following all course expectations and should not make any changes to their schedules without consulting their CC Counselor or the Early College Team.

For all course changes, Scholars should send a Course Change Request message to their Advisor and CC Counselor. The CC Counselor will flag the request for the right Early College staff.

STCC: Scholars must request a Course Change no later than January 29th for Spring Semester 2023 and should send a Course Change request email to their Advisor and CC Counselor. Course changes generally must happen within two weeks of the start of the course.

WSU: Scholars must request a Course Change no later than January 31st, 2023.

Course Withdrawals

High School: Students typically do not withdraw from high school courses and instead change their courses following the timelines above. As noted, if students do not follow the timeline, this may result in loss of credits for that high school class.

Every effort will be made to ensure the student does not lose time or progress and if a change is best for the student based on multiple clear data points, a family conference is implemented to discuss implications and next steps.

Scholars in this situation should request a Course Change by messaging the Scholar's Advisor or CC Counselor.

Early College: Course withdrawals from Early College classes have a negative impact on a Scholar's permanent record.

Course withdrawals after the course change period are strongly discouraged because they

- May result in failing grades.
- Appear as a Withdrawal on Scholar's college transcripts and have a negative impact on transcripts.
- If a Scholar withdraws outside of the withdrawal period, a failing grade may be averaged together with other grades and bring down a Scholar's GPA, a number widely used for access to programs, scholarship funds and more
- Waste Scholars' precious learning time and can leave them without a good fit for a new course late in the semester

We ask that students only withdraw from EC or other courses in consultation with their Advisor, CC Counselor and family representatives. Once again students should send a [Course Change request](#) email to their Advisor and CC Counselor.

If a course withdrawal is determined to be necessary based on this consultation, the CC Counselor will make the schedule change for high school courses and Scholars must follow the STCC or WSU procedures for Early College courses.

10. Academic Supports

We use a system of support often called a "tiered" system because of its multiple levels.

Why we do it: We believe all students can achieve at high levels with the right support and all scholars should have access to equitable, high quality, grade level curriculum that happens in the general education classroom. This is the work that will prepare them for our early college and career focused program. Therefore, Veritas Prep strives to include every child in the general education program to the greatest extent possible. At the same time, we recognize that at the high school level, student challenges can vary significantly, and we provide targeted supports aligned to individualized student learning needs within and outside of individualized educational plans.

All learners receive supports for their learning in an inclusive classroom. Additional supports and transitional services are available to all learners based on need and on individual educational plans, the chart below is not an exhaustive list of all services.

Veritas Prep High School Supports

Learning Support	What it Looks Like	Students Served
High Quality, Inclusive Classrooms with Supports for all learners	<p>Engaging, standards-aligned curriculum and instruction in all classes, with differentiation for a range of learners.</p> <ul style="list-style-type: none"> - Accommodations provided for all students who benefit - Special Education staff provide in-class support and co-plan and advise regular education teachers 	All students
<p>Seminar for College, Career and Life Success Skills including Executive Functioning</p>	<p>Grade Level Seminar Course, 2 times weekly</p> <ul style="list-style-type: none"> - 12-15 students meet with an Advisor - Includes College, Career and Life Readiness curriculum - Focus: Habits of Success, Executive Functioning, My Career and Academic Plan, college, career and life exploration and preparation; tracking academic progress and setting goals for growth - Some Seminars are co-taught by Special Educators and Assistant Teachers who provide additional targeted support for executive functioning <p>Seminar includes Weekly Structured Study Days</p> <ul style="list-style-type: none"> - Students learn about, develop and implement study plans - Students access support from teachers - Some students receive personalized supports in study sessions led by special educators 	<p>All Students</p> <p>Some specialized supports for students with IEPs</p>
<p>Targeted Skill Acceleration to build skills necessary to reach grade level standards</p>	<p>Personalized Learning Block (PLB) 90 mins 3 times weekly</p> <ul style="list-style-type: none"> - Targeted supports for literacy and math to accelerate student learning to reach or stretch beyond grade level standards - Small groups based on skill levels and learning focus, - May include English Language Development assessments and 	<p>Some Students based on IEPs and/or academic performance</p>

	instruction	or EL levels below 3.5
	<p>Acceleration Block/Specialized Instruction 75 mins 3 times weekly (30 mins Literacy; 30-40 mins math)</p> <ul style="list-style-type: none"> - For students with specific support included in IEPs - Small group or individual specialized instruction in literacy, math or for social-emotional and mental health supports - Delivered by trained interventionists/special educators/counselors 	Some Students with specific, identified specialized supports.
College Companion Courses for Grade Level and College Course Success	<p>College Companion Class (CCC) - 75 mins 1 time per week for each college class</p> <ul style="list-style-type: none"> - This course includes focused support for the college class it is connected to - Students enrolled in early college courses are automatically enrolled in that course’s CCC - Veritas Prep High School teachers who are Early College Liaisons in college classes lead this course 	<p>All Students enrolled in college courses</p> <p>2nd Semester Only for 9th</p>

Developmental Courses for Students with IEPs: Students requiring access to instruction and supports that address a language or learning disability and focus on standards well below high school grade level expectations access those courses through the PLB and the Acceleration/Specialized Instruction blocks as outlined above. These courses count as elective credit and fulfill mandatory requirements for students with these goals and supports outlined in their IEPs.

English Language Development Courses and Supports (ELD): English learner levels are assessed on the ACCESS assessment. All high school classes incorporate Sheltered English Immersion strategies to support language learners in their mainstream classes to access grade level content and work. Students’ learning English who fall below a Developing level will have ELD-focused instruction based on their language proficiency as measured by the ACCESS assessment. ELD coursework takes place during PLB and counts as elective credit. This coursework fulfills mandatory state language development requirements for students learning English. Students and families can opt out of their ELD course assignments by completing a written opt out request.

11. Assessment and Grading

We use a system of assessments to partner with Scholars to understand where they are towards our learning goals and what they most need next.

Why we do it: It is our most important job to provide our Scholars with the learning opportunities they need to grow. To do this we must know where they are. We need multiple assessments and assessment types to do this well, but also work hard to not over-test students. We strive to create a smart and efficient system of assessments that don't over test students but give us timely information to share with students and provide the best possible support for their growth.

Each assessment type below is used to evaluate student learning towards the outcomes identified. We do not use typical midterms and finals in our high school classes. Instead, we use other research-based assessments during those times to assess Scholar progress in the most important areas and high school classes have mid and end of course assessments within their curriculum.

Early College Course Assessments: College professors use a variety of course assessments, and some have midterms and finals while others focus on culminating projects. Early College course grades will appear on Scholars' report cards along with their high school grades, as well as separately upon special request for a transcript when Scholars are preparing to graduate or transfer.

Assessment Purpose	Title	Type	Grade Level	Frequency*
Evaluate College Readiness	Course Readiness Assessments	A combination of assessments to evaluate student readiness for different college courses	Starts fall/winter of 9th grade, then course-specific	Each semester for some courses
	PSAT	College Readiness Exam - assesses readiness for SAT	Grades 10 and 11	October Annually
	SAT	College Readiness Exam (may be used for entrance criteria)	Grades 11 & 12	Veritas intends to host one session/year Scholars may access SAT testing at various locations throughout the year.
Track College Readiness and Career Exploration including MA	Success Portfolio	A collection of evidence from Seminar that meets state requirements for MYCAP (My Career and	Grades 9-12 Updated Annually	End of year final assessment

required MYCAP		Academic Plan) and demonstrates our HOS and POG. Includes college transcripts.		
Track progress towards national and state achievement expectations	NWEA MAP Assessment	Assess student literacy and math skills compared to the nation	Grades 9-10	Sept January
	ANET ELA	Standards-focused assessment; predictive of MCAS performance	Grades 9-10	Tentative Dates: Grade 9: Mar Grade 10: Nov
Evaluate state high school achievement and graduation expectations	MCAS	Biology	Grade 9	June 1-6
		ELA	Grade 10	March TBD
		Math	Grade 9 or 10 depending on year of Geometry course	May 16-20, 2023
Track progress towards Course Standards	Course Grades	All subjects	All grade levels	2 times per year Semester report cards Jan 2023 June 2023
	Student Led Conferences	Progress Updates and EC Early Alerts: Share overall course grades & HOS grades and any concerns in EC courses	9-10 11/12 TBD	Nov Mar

***Dates to be finalized and published annually in the academic calendar**

Grading at Veritas Prep High School

In order to understand and track student success on the Massachusetts Curriculum Frameworks and the knowledge, skills and behaviors required for success in college, careers and life, we use a standards-based grading system throughout grades 5-12. We assess each standard separately so that students, staff, and families are clear about student success in distinct areas like reading, writing, time and task management, problem solving, specific science and history and social science topics and more.

We assess each standard on a 4-point scale that aligns to our scale for Grade Point Averages (GPAs). These numbers represent student progress towards standards as outlined in the chart below:

Number	Level of Progress	Description
1	Beginning	The Scholar is just beginning to show evidence of this standard.
2	Developing	The Scholar demonstrates developing knowledge and skills around this standard or has mastered some elements of the standard but not met all components.
3	Meeting	The Scholar is meeting all or the majority of the elements for the standard.
4	Exemplary	The Scholar is meeting all elements of the standard consistently and without errors and/or has included additional optional elements.

Grade Point Averages (GPAs) and Grading Scales:

GPAs are hugely important for college access and ongoing success. Colleges use them to determine admission, access to certain courses or opportunities, scholarships, awards and more. We take GPAs seriously and align them for easy translation to college contexts and to ensure our students' GPAs show their high-level work.

Our GPAs are weighted. This means the scale is adjusted depending on the course level.

Why we do it: This common practice among many high schools communicates the advanced level of coursework our students are completing. It provides students with up to 4 points for standard courses and up to 4.5 for Honors and 5.0 for Early College. While colleges typically use a 4.0 scale, and we will also include this version on student transcripts, they are accustomed to the 5.0 scale.

The table below includes the VPCS weighted grading and GPA scale. The letter scale is only used for report cards and is not included in progress reports or updates.

Minimum Course Grades for Academic Credit

- Course grades at a 2.4 or higher are considered to be meeting expectations.
- Course grades at a 2.0-2.3 are meeting minimum expectations
- Grades below a 2.0 are not meeting expectations and will lead to a loss of credit or need to recuperate credits through additional time on learning. Students at this level in 2 or more classes will lose eligibility for athletics and possibly other extracurricular activities until grades are meeting the minimum expectations or higher. For more on athletics and eligibility, see Student and Family Handbook.

Veritas Prep Grading and GPA scale			
Letter Scale*	Standard	Honors	Early College
A+	4	4.5	5
A	3.8	4.3	4.8
A-	3.6	4.1	4.6
B+	3.4	3.9	4.4
B	3.2	3.7	4.2
	3	3.5	4
B-	2.8	3.3	3.8
C+	2.6	3.1	3.6
	2.4	2.9	3.4
C	2.2	2.7	3.2
	2	2.5	3
C-	1.8	2.3	2.8
D+	1.6	2.1	2.6
D	1.4	1.9	2.4
D-	1.2	1.7	2.2
F	1	1.5	2
	0.8	1.3	1.8
	0.6	1.1	1.6
	0.4	0.9	1.4
	0.2	0.1-0.7	0.1-1.2

	0	0	0
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College grade scale conversions					
VPCS Scale					
Letter Scale*	Grade points		Letter Scale	STCC	WSU
A+	4		A	4.0	4.0
A	3.8		A-	3.7	3.7
A-	3.6		N/A		
B+	3.4		B+	3.3	3.3
B	3.2		N/A		
	3		B	3.0	3.0
B-	2.8		B-	2.7	2.7
C+	2.6		N/A		
	2.4		C+	2.3	2.3

C	2.2		N/A		
	2		C	2.0	2.0
C-	1.8		C-	1.7	1.7
D+	1.6		D+	1.3	1.3
D	1.4		D	1.0	1.0
D-	1.2		D-	0.7	0.7
F	1		F	0.0	0.0
	0.8		I	No Grade	
	0.6		W	No Grade	No Credit
	0.4		AU	Non-Credit*	Audit
	0.2				
	0				

Grading and Reporting Windows

Report Type	Frequency and Timing	Explanation & Procedure
Report Card	2x/year, end of each semester JAN 2023 JUNE 2023	Report cards are available electronically and printed copies are mailed home.
Progress Reports & Student Led Conferences	2x/year, mid-Semester (10-week mark) NOVEMBER 2022 MARCH 2023	Families select time slots for SLCs where Progress Reports are shared.
Grade Updates	Biweekly Between Progress Reports, roughly every 5-6 weeks	Teachers update grades at a minimum every 2 weeks. Scholars email progress notes to families at the mid-quarter mark (roughly 5 weeks)

Honor Rolls and Recognitions

Honor Roll - Academics

- Students are considered on the Honor Roll when their overall GPA is at least 3.0 with no more than one course grade below 2.5
- Students do not need to be taking Honors level classes to be on the Honor Roll
- Honor Roll is a recognition of Scholars' consistent high-quality work across all of their classes and adds to a student's transcript for future colleges or jobs
- Honor Roll designation shows students' readiness for Early College coursework
- Honor Roll includes recognitions and privileges, and opens doors to scholarships, leadership development and service that connects students to the community and builds their college and career profile

Habits of Success Recognition

With the importance of Habits of Success in students' overall school and life success, recognizing strong HOS helps us all recognize the full range of each learner's talents. Strong HOS also show Scholars' consistent responsibility and leadership and signals student readiness for privileges such as flexible use of space, lunch privileges and more.

- Students who earn HOS scores of 3 or higher each quarter will be eligible for incentives, privileges, and rewards, identified in the Student and Family Handbook

Homework

High School: Homework (HW) is assigned nightly and is an essential component of Veritas Preparatory Charter School's academic program. Each night, you can expect your scholar to have homework in multiple classes. Most homework is graded on HOS and specifically on Time and Task Management. Some HW, such as completing a draft of an essay or finalizing a lab report, may be graded on course content standards. For a detailed HW policy and procedures, please see the Student and Family Handbook.

Early College: Homework at the college level is entirely determined by the professor and students must follow those policies outlined in the course syllabus. Veritas staff will ensure students understand all course expectations and it is the student's ultimate responsibility to complete all assignments.

Missing and Makeup Work

Students who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold students accountable for all missed assignments and assessments, as well as to ensure timely make-up work so that students do not fall behind academically. For detailed policy and procedure information, please see the Student and Family Handbook.

In general, for makeup work

- Students must make up missed work within the same number of days the student was absent (e.g., by the next day for a class missed when present in school; 2 days absent means 2 days to make up the work).
- Students are responsible for requesting missed work and asking for the support they need to make it up and meet expectations.
- Students who fail to complete their missed work within the timeline will earn a "0" (zero) for that assignment in their gradebook which has a significant impact on their GPA and should be avoided whenever possible.
- In rare circumstances, exceptions to the make-up policy may be granted by a school administrator.

Early College: EC Instructors set their own rules for missed and makeup work. Veritas staff will work closely with students to ensure they understand these policies and are meeting college course expectations.

12. Transcripts

Transcripts are a permanent record of Scholars' achievement and include their overall GPA, courses taken with their corresponding credits and grades. Any degrees earned or certificates are also included. Scholars at Veritas receive two transcripts, one for high school that includes college courses and one specifically for college, from our college partners.

High School Transcripts:

These are generated for students during their junior and senior years as they apply to colleges or at other times for transfer purposes. These include all high school credits, which for many Veritas students are earned through college courses. These transcripts therefore include both high school and college information.

College Transcripts:

These are generated and released through our college partners only. As we develop the details of our program, more information will be shared about which partner will issue transcripts, STCC or WSU. College transcripts will only include college courses, credits and related grades and overall GPAs.

Course Placement and Protecting Transcripts:

College transcripts are permanent records that dramatically impact future opportunities for students. We make every effort to keep all courses open to all students, especially at the 9/10 level as students explore their interests. However, we take multiple precautions given our young scholars are taking college courses at a time of significant learning and growth and we do not want their desire to stretch to result in a failure on their transcript or a reduced GPA. For more information, see [Course Placement](#).

13. COURSE CATALOG

Below is a list of current course offerings for 9th grade in the 2022-2023 school year. Descriptions include course numbers and titles, levels, credits earned, prerequisites, etc. This list will continue to expand as we build our program.

All high school titles begin with HS. College courses begin with STCC or WSU depending on which higher education partner offers the course.

CORE COURSES

English

English I: In this course, students explore the foundational question "Who am I?" as they develop their reading, writing, speaking, and listening skills. Students explore literature of all genres from a diverse set of time-periods and authors, including Ralph Ellison and Judith Ortiz Cofer. Students develop narrative, expository, argumentative, and journalistic writing skills, alongside the research and note-taking that will prepare them for post-secondary success. Student led discourse is at the center of every unit within this course.

PREREQUISITE: None

Full Year Course Course: #ENG1-01001 Credits: 3 (HS) GPA weight: 4.0

English I Honors: This Honors level English course builds on HS English 01001. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These Challenges include additional reading and sharing expanded learning with the class, specific leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: Honors Criteria (3-4 in similar subject in previous year)

Full Year Course Course: #ENG1H-01001 Credits: 3 (HS) GPA weight: 4.5

HS English 2: English/Language Arts II (10th grade) offers a balanced focus on composition and literature. Through the lens of World Literature and selections from ancient and modern times from countries around the world, students improve their critical-thinking skills as they comprehend the diversity of literary traditions and the influences of those traditions. Students explore a range of written styles and global expression, and investigate the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature around the globe, students improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by authors to deliver their message. Discussion is a central part of literature courses, and writing, speaking and reading in this course are often aligned to 10th grade World History.

PREREQUISITE: None

Full Year Course Course: #ENG2-01002 Credits: 3 (HS) GPA weight: 4.0

HS English 2 Honors: This Honors level English course builds on HS English 01002. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These

Challenges may include additional reading and sharing expanded learning with the class, specific leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: None

Yearly Course or S1 Course: #ENG2H-01002 Credits: 3 (HS) GPA weight: 4.5

STCC English 101: The objective of this course is to improve the student's ability to communicate effectively in writing. Areas covered will include basic writing patterns and effective construction of paragraphs and essays. In addition, students will be introduced to summary, quotation, paraphrase, and documentation of outside material.

PREREQUISITE: ENG 101 CRA; HS ENG 2H

Semester Course Course: #STCCENG-101 Credits: 3 (HS) GPA weight: 5.0

English 101 College Companion Course: This English 101 College Companion Class supports student success in the Early College course, including developing and implementing content-specific study skills, leveraging resources to solve points of confusion, communicating with college course instructors and navigating college systems, mini-lessons on prerequisite skills/tools for effective task completion.

PREREQUISITE: None; Co-requisite: ENG 101

Semester Course Course: #STCCENG-101 Credits: N/A GPA weight: N/A

Mathematics

HS Algebra 1: In Algebra 1, students add to the statistical work from the middle grades by working with standard deviation, describing statistical distributions more precisely, and measuring goodness-of-fit with residuals and the correlation coefficient. Students further their work with linear equations and inequalities as they transition from representations tied to tangible objects to working with abstract expressions. Students develop their abilities to see structure in expressions to show that expressions involving several operations are equivalent, and they solve linear and quadratic equations by writing a series of equivalent statements, justifying each step. Students formalize their concept of function and encounter exponential and quadratic functions as well as other examples of non-linear functions. A function that arises from a real context requires students to attend to an appropriate domain and to the meaning of various features of the function in the context. As they explore various functions, students should also leverage the power of making connections between graphical, tabular, symbolic, and contextual representations.

PREREQUISITE: None

Full Year Course Course: #ALG1-02052 Credits: 3 (HS) GPA weight: 4.0

HS Algebra 1 Honors: This Honors level Algebra 1 course builds on HS Algebra 1 02052, moving at a faster pace. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These Challenges may include additional reading or problem sets and sharing expanded learning with the class, specific leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: 8th Grade Alg 1 successful completion, Pre-Alg grades of 3+ or teacher/ leader recommendation

Full Year Course Course: #ALG1H-02052 Credits: 3 (HS) GPA weight: 4.5

HS Geometry Honors: This Honors level Geometry course builds on HS Geometry 02072, moving at a faster pace with more emphasis on independent student work. Students build up to formal proofs through a cycle of conjecture, rough draft, peer feedback, and final narratives. Students use transformation-based definitions of congruence and similarity to rigorously prove the triangle congruence and similarity theorems. They apply these theorems to prove results about quadrilaterals, isosceles triangles, and other figures. Students extend understanding of similarity through right triangle trigonometry. They derive volume formulas and study the effect of dilation on both area and volume. They connect ideas from algebra and geometry through coordinate geometry and use transformations and the Pythagorean Theorem to build equations of circles, parabolas, and lines, and they link transformations to the concept of functions. Students analyze relationships between segments and angles in circles and develop the concept of radian measure for angles. They close the year considering probabilities of combined events, including identifying when events are independent. Students engage in the full mathematical modeling cycle.

PREREQUISITE: Alg 1 in 8th grade OR HS Alg 1 min GPA 2.5 + student interest (lower GPA can be waived with teacher rec and student commitment letter)

Full Year Course Course: #GEOH-02072 Credits: 3 (HS) GPA weight: 4.5

HS Geometry: Students build up to formal proofs through a cycle of conjecture, rough draft, peer feedback, and final narratives. Students use transformation-based definitions of congruence and similarity to rigorously prove the triangle congruence and similarity theorems. They apply these theorems to prove results about quadrilaterals, isosceles triangles, and other figures. Students extend understanding of similarity through right triangle trigonometry. They derive volume formulas and study the effect of dilation on both area and volume. They connect ideas from algebra and geometry through coordinate geometry and use transformations and the Pythagorean Theorem to build equations of circles, parabolas, and lines, and they link transformations to the concept of functions. Students analyze relationships between segments and angles in circles and develop the concept of radian measure for

angles. They close the year considering probabilities of combined events, including identifying when events are independent. Students engage in the full mathematical modeling cycle.

PREREQUISITE: Algebra 1

Full Year Course Course: #GEO-02072 Credits: 3 (HS) GPA Weight: 4.0

HS Algebra 2 Honors: Students begin with a study of sequences, revisiting linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling and study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior. Students study polynomial identities and use some key identities to establish the formula for the sum of the first terms of a geometric sequence. Students extend exponent rules to include rational exponents. They solve equations involving square and cube roots, ultimately solving quadratic equations with non-real solutions. They return to exponential functions and use logarithms to solve for unknown exponents. Students transform functions graphically and algebraically and work with the unit circle to make sense of trigonometric functions. They use those functions to model periodic relationships. The last unit focuses on statistical inference. Students analyze data from experiments using normal distributions and learn to account for variability in data.

PREREQUISITE: Geometry Honors

Full Year Course Course: #ALG2H-02106 Credits: 3 (HS) GPA Weight: 4.0

Science

HS Biology: This phenomena-based biology course explores everything from the chemistry of life to the ecosystems that sustain a global food market. Through simulations and investigations that explore human biology, students will work to answer the fundamental questions "what is life?" and "how is life sustained?" As students deepen their understanding of life in all its forms and connections, they will also practice the science and engineering practices used by scientists and engineers in the field.

PREREQUISITE: None

Full Year Course Course: #BIO1-03051 Credits: 3 (HS) GPA Weight: 4.0

HS Honors Biology: This Honors level Biology course builds on HS Biology 30501. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These Challenges may include additional reading and sharing expanded learning with the class, specific

leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: Honors Criteria (3-4 in similar subject in previous year)

Full Year Course Course: #BIO1H-03051 Credits: 3 (HS) GPA Weight: 4.5

HS Chemistry: This lab-based chemistry course involves studying the composition, properties, and reactions of substances. Students explore such concepts as the behaviors of solids, liquids, and gasses; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. For each concept, this course emphasizes the development of scientific inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains of science. This course builds towards advanced chemistry content, preparing students for college-level sciences.

PREREQUISITE: High School Biology or Biology Honors

Full Year Course Course: #CHM-03101 Credits: 3 (HS) GPA Weight: 4.0

HS Honors Chemistry: This Honors level Chemistry course builds on HS Chemistry CHM-03101. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These Challenges include additional investigations and sharing expanded learning with the class, specific leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: High School Biology Honors or Biology with readiness for Honors

Full Year Course Course: #CHMH-03101 Credits: 3 (HS) GPA Weight: 4.5

History

HS US History: In this comprehensive US history course, students dive deeply into case studies of pivotal times, people and events covering the US 1 and US 2 time periods. Students analyze those case studies in context and build understanding of their role in time and over time, constructing a full picture of the United States from Native cultures and early contact with Europeans, through the Civil War, Reconstruction and into modern times.

PREREQUISITE: None. Fulfills MassCore US History Graduation Requirement

Full Year Course Course: #USHIS-04101 Credits: 3 (HS) GPA weight: 4.0

US History Honors: This Honors level US History course builds on US History 04101. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These Challenges include additional reading and sharing expanded learning with the class, specific leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: Fulfills MassCore US History Graduation Requirement Honors Contract Required

Full Year Course Course: #USHISH-04101 Credits: 3 (HS) GPA weight: 4.5

HS World History: This Modern World History course is based on the Advanced Placement version. It examines world history from 1200 CE to the present with the aim of helping students make connections of historical evolution across times and places. This course highlights the interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion and interaction of economic systems; development and transformation of social structures; and technology and innovation.

PREREQUISITE: US History or US History Honors

Full Year Course Course: #WHIS-04053 Credits: 3 (HS) GPA weight: 4.0

HS Honors World History: This Honors level World History course builds on HS World History 04053. It requires an Honors contract, committing to completing the Honors Challenges offered in the course. These Challenges include additional reading and sharing expanded learning with the class, specific leadership roles for classroom activities, and Honors Challenges for all major tasks and assessments in a unit.

PREREQUISITE: US History with readiness for Honors or US History Honors

Full Year Course Course: #WHISH-04053 Credits: 3 (HS) GPA weight: 4.5

ELECTIVES

World Language

HS Spanish 1 Honors: Designed to introduce students to Spanish language and culture, Spanish I courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures. This semester-long accelerated high school Spanish course earns students 3 credits due to its alignment with college level WSU SP-101 and prepares students for WSU SP-102 or for HS Spanish 2 H.

PREREQUISITE: Honors Criteria (3-4 in similar subject in previous year or strong habits and readiness for work level)

Semester Course weight: 4.5	Course: #SPN1H-24052	Credits: 3 (HS)	GPA
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HS Spanish 2 Honors: Spanish II courses build upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

PREREQUISITE: HS Spanish 1 H or similar

Semester Course weight: 4.5	Course: #SPN2H-24053	Credits: 3 (HS)	GPA
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WSU SP-102 Beginning Spanish 2: Spanish 102 is a continuation of SP 101 focusing on introducing students to Spanish language and cultures. It prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

PREREQUISITE: SP-101 or appropriate placement score.

COREQUISITE: SP-102CCC Beginning Spanish 2 College Companion Course

Semester Course weight: 5.0	Course: #WSUSP-102	Credits: 3 (HS)	GPA
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Beginning Spanish 2 College Companion Course: This Spanish 2 College Companion Class supports student success in the Early College course, including developing and implementing content-specific study skills, leveraging resources to solve points of confusion, communicating with college course instructors and navigating college systems, mini-lessons on prerequisite skills/tools for effective task completion.

PREREQUISITE: SP-101 or appropriate placement score.

COREQUISITE: WSU SP-102 Beginning Spanish 2

Semester Course weight: N/A	Course: #SP-102CCC	Credits: N/A	GPA
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Habits Grade

PLB HS Spanish 2 Minicourse: This Spanish mini-course applies the language and content learned in a combination of our Spanish offerings for levels 1 and 2. It applies the knowledge and skills from prior Spanish courses to specific topics that are relevant to a deeper understanding of Spanish speaking cultures and history and/or to specific modern and useful contexts to students such as film, music, application(s) to career/technical fields, or a specific dialect.

PREREQUISITE: For any student missing 1.5 credits in Spanish HS Sp 1 or HS Sp 1 H, Sp 102 or HS Spanish 2 H

Semester Course	Course: #PLB-24061	Credits: 1.5(HS)	GPA weight: 4.0
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Fitness/Wellness

HS Health and Fitness I: In this course, we focus on a fitness-for-life approach that combines essential elements of health and fitness. Students attain the knowledge and skills needed to develop and maintain a healthy lifestyle and level of fitness, with practical approaches to improving health, addressing health challenges and increasing physical capability, self-esteem and the motivation to pursue lifelong health and physical activity.

PREREQUISITE: None

Semester Course	Course: #FIT-08052	Credits: 1.5 (HS)	GPA weight: 4.0
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HS Health & Fitness 2: This lifetime fitness courses emphasize acquiring knowledge and skills regarding lifetime physical fitness. Building on Fitness for Life 1, students dig into topics such as nutrition, stress management, and consumer issues. Students develop and implement a personal fitness plan and increase their capacity and motivation to pursue lifelong fitness.

PREREQUISITE: None

Semester Course	Course: #FIT-08016	Credits: 1.5 (HS)	GPA weight: N/A P/F Habits
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Grades

HS Wellness Series: HS Wellness Series includes fitness, conditioning activities and other wellness routines such as meditation and yoga, and common fitness classes available through gym

memberships. This course emphasizes conditioning activities that help develop muscular strength, flexibility, cardiovascular fitness and overall wellness.

PREREQUISITE: None

Semester Course	Course: #FIT-08005	Credits: 1.5 (HS)	GPA weight: N/A P/F Habits
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Grades

HS Wellness Series Q: HS Wellness Series - Quarter Version includes a series of 2-3 mini-courses in fitness, conditioning activities and other wellness routines such as meditation and yoga, and common fitness classes available through gym memberships. This course emphasizes conditioning activities that help develop muscular strength, flexibility, cardiovascular fitness and overall wellness.

PREREQUISITE: None

Quarterly Course	Course: #FITQ-08005	Credits: .75 (HS)	GPA weight: N/A P/F Habits
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Grades

HS Fitness Independent Study: Fitness/Physical Education—Independent Study, is conducted with instructors as mentors, and enables students to explore topics of interest related to physical education. Independent Study courses serve as an opportunity for students to expand their expertise in a particular sport or activity, to explore a topic in greater detail, or to develop more advanced skills.

PREREQUISITE: None

Semester Course	Course: #FIT-08047	Credits: 1.5 (HS)	GPA weight: N/A P/F Habits Grade
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HS Physical Education Equivalent: The Physical Education Equivalent awards students physical education credit for other at-school athletic activities, such as participation in any of our seasonal sports teams or other city or regional athletic teams.

PREREQUISITE: None

Semester Course	Course: #FITEQ-08014	Credits: .75 (HS)	GPA weight: N/A
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HS Health Q: Topics covered within Health may vary but typically include personal health (nutrition, mental health and stress management, healthy relationships, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also

include brief studies of environmental health, personal development, and/or community resources.

PREREQUISITE: None

Quarterly Course	Course: #HEA-08051	Credits: .75 (HS)	GPA weight: N/A P/F Habits
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Grades

Arts & Music

HS Fine Art - Drawing and Painting: Visual Arts—Drawing/Painting courses focus on the inter-relationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative process and develop their own artistic styles following and breaking from traditional conventions.

PREREQUISITE: None

Semester Course	Course: #FINART-05155	Credits: 1.5 (HS)	GPA weight: 4.0
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HS Graphic and Digital Art: In this course students apply the fundamental processes of artistic expression to both printmaking and visual communications design. Students investigate printmaking media, techniques, and processes, and learn about the purposeful arrangement of images, symbols, and text to communicate a message. Printmaking/Graphics courses also include a study of historical and contemporary printmaking and visual communications design and provide instruction in the critique process. Students begin work with digital tools, applying the fundamentals of design to digital imaging tasks.

PREREQUISITE: None

Semester Course	Course: #GRAART-05160	Credits: 1.5 (HS)	GPA weight: 4.0
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HS Music Ensemble: Instrumental Ensemble courses help students perform a variety of modern musical styles. At the same time, students learn technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. Music ensemble emphasizes instrumental music but may also include vocal music. The focus of this course is determined by student and instructor skills and interests and may vary year to year. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own.

PREREQUISITE: None

Semester Course Course: #MUSENS-05105 Credits: 1.5 (HS) GPA weight: 4.0

HS Music Production: Music Production provides students with an opportunity to learn and apply skills in music recording techniques, music editing, mixing, and creating finished musical recordings for distribution as sound files in order to enhance, convey, and capture the expressive intent of music and the musician.

PREREQUISITE: None

Semester Course Course: #MUSPRO-05123 Credits: 1.5 (HS) GPA weight: 4.0

EARLY COLLEGE ELECTIVES

STCC CMP-106 Computer Basics: This course covers the most important computer literacy topics including a fundamental understanding of computer hardware (input, output, processing, and storage), and software (systems, applications, and productivity); using operating systems and common program functions; a practical study of the Internet (e-mail, Internet search techniques; resource evaluation and citations); a practical study of common productivity software (word processing, spreadsheet, database, and presentation); and an understanding of the implications and effects of computers in our social order.

PREREQUISITE: None; Co-requisite: CMP-106CCC

Semester Course Course: #STCCCMP-106 Credits: 3 (HS) GPA weight: 5

HS CMP-106 College Companion Course: This Computer Basics College Companion Class supports student success in the Early College course, including developing and implementing content-specific study skills, leveraging resources to solve points of confusion, communicating with college course instructors and navigating college systems, mini-lessons on prerequisite skills/tools for effective task completion.

PREREQUISITE: None; Co-requisite: STCC CMP-106

Semester Course Course: #CMP-106CCC Credits: N/A GPA weight: N/A

WSU CM-110 Public Speaking OR STCC ENG-105 Fundamentals of Oral Communication:

WSU: Essentials of speech production and speech writing for large and small groups. Classroom practice in delivering various types of speeches. [formerly ME 110 Speech)

STCC: This course offers students opportunities to practice the fundamental principles of oral communication. These include but are not limited to preparing, organizing, and delivering various kinds of speeches; evaluating verbal and nonverbal patterns and habits; using vocabulary and tone appropriate to the audience and topic; and listening and responding to others. In addition to drawing from their own experiences, students will research and document information from diverse sources.

PREREQUISITE: None; Co-requisite: CM-110CCC

Semester Course	Course: #WSUCM-110	Credits: 3 (HS)	GPA
weight: 5			

HS WSU CM-110 College Companion Courses: This Public Speaking College Companion Class supports student success in the Early College course, including developing and implementing content-specific study skills, leveraging resources to solve points of confusion, communicating with college course instructors and navigating college systems, mini-lessons on prerequisite skills/tools for effective task completion.

PREREQUISITE: None; Co-requisite: WSUCM-110

Semester Course	Course: #CM-110CCC	Credits: N/A	GPA
weight: N/A			

STCC MKT-101 Principles of Marketing: This course emphasizes a well-rounded basic approach that provides maximum exposure to the role of marketing in today's economy which is a marketing economy-not just for marketers of conventional products and services, but also for government, social institutions and social causes and the professions. To achieve this exposure, an overview is presented of the marketing process including marketing research, consumer behavior, market segmentation, target consumers, product strategy, packaging, branding, pricing and the promotional mix. The course will service two types of students-those who want a knowledge of marketing fundamentals, principles and activities to meet specific personal or professional needs, and those who plan a career in marketing.

This course is a requirement for business degrees.

PREREQUISITE: None; Co-requisite: Principles of Marketing CCC

Semester Course	Course: #STCCBUS-148	Credits: 3 (HS)	GPA
weight: 5			

Principles of Marketing CCC: This Principles of Marketing College Companion Class supports student success in the Early College course, including developing and implementing content-specific study skills, leveraging resources to solve points of confusion, communicating with college course instructors and navigating college systems, mini-lessons on prerequisite skills/tools for effective task completion.

PREREQUISITE: None; Co-requisite: STCC MKT-101 Principles of Marketing

Semester Course	Course: #BUS-148CCC	Credits: N/A	GPA
weight: N/A			

STCC Fundamentals of Acting: This course introduces students to the art of acting with an emphasis on characterization, voice, and movement. In addition, varieties of acting techniques, script analysis, improvisation, and theater exercises will be used to prepare monologues, duet scenes, and one-act plays. Additional emphasis is on acting as a method of improving self-presentation and self-development.

PREREQUISITE: None; Co-requisite: Fundamentals of acting CCC

Semester Course	Course: #THR101	Credits: 3 (HS)	GPA
weight: 5			

Fundamentals of acting CCC: This Theater 101 Companion Class supports student success in the Early College course, including developing and implementing content-specific study skills, leveraging resources to solve points of confusion, communicating with college course instructors and navigating college systems, mini-lessons on prerequisite skills/tools for effective task completion.

PREREQUISITE: None; Co-requisite: STCC Fundamentals of acting

Semester Course	Course: #THR-101CCC	Credits: N/A	GPA weight: N/A
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MISCELLANEOUS

HS Independent Study: Independent Study courses at Veritas are overseen by an academic leader on staff and are typically organized as a mentorship with a teacher or outside professional with strong expertise in the subject area. This enables students to conduct investigations related to their field(s) of

interest. Note: if the particular subject area is known, the course code is adjusted to the Independent Study code associated with that subject area.

PREREQUISITE: Habits grade cutoff; Advisor and no similar course available

Semester Course	Course: #IND-22997	Credits: 1.5 (HS)	GPA weight: N/A P/F Habits
Grades			

CCLR/Career

HS Freshman Seminar: HS 9th Grade Seminar is a college and career exploration course that includes student development of My Career and Academic Plan (MyCAP). It serves as an advisory program that builds executive functioning, study skills, an understanding of identity and community specific social-emotional skills for success. Students engage in assessments of their strengths and build understanding of careers and related degrees and requirements. Students develop college knowledge, centered on our partner schools and other colleges, unpacking college expectations, systems, and available support in preparation for college courses. During structured study sessions, students build time and task management skills and develop study strategies and strengthen written communication. They set goals and implement their study strategies to reach them. This explicit instruction in our Habits of Success also includes building empathy, inclusive collaboration and leadership skills. Specific lessons on anti-bullying, managing stress and more are created to support the social-emotional development of all students.

PREREQUISITE: None. Course 1 of 2 year sequence Next course: HS 10th Grade Seminar

Semester Course	Course: #SEM9-22301	Credits: N/A	GPA weight: N/A P/F Habits Grades
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HS Sophomore Seminar is a college and career exploration course that includes development of 10th grade components of My Career and Academic Plan (MyCAP). It serves as an advisory program that builds on the Habits of Success taught in SEM9. Students continue exploration of their strengths and identities, career interests, related colleges and degree requirements. Students build deeper college and career knowledge, evaluating their readiness for and success in college and high school courses and refining their plans for courses, credits and career pathways. During structured study sessions, students increase their independent learning skills and proactively leverage supports such as Office Hours and peer study groups to succeed in their courses. Students build leadership and presentation skills and prepare to transition to learning on the college campus in 11th grade.

PREREQUISITE: SEM9 or similar/advising

Semester Course	Course: #IND-22997	Credits: N/A	GPA weight: N/A
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Grades

ACADEMIC SUPPORTS

Personalized Learning Block Q - MATH In this math focused Personalized Learning Block, Quarter Version, students build problem-solving and numeracy skills appropriate for their strengths and areas for growth. Students requiring prerequisite math skills to meet grade level standards work in small groups to accelerate their progress. Research-based, small group instruction and tools, along with ongoing progress monitoring supports their growth. Students who are at or above grade level in math stretch their problem solving skills through problem-based challenges. Students shift groups at the quarter mark to target their specific needs.

PREREQUISITE: None

Semester Course	Course: #PLBQ-02996	Credits: 0.75(HS)	GPA weight: N/A
			P/F Habits Grades

Personalized Learning Block Q - Literacy In this literacy focused Personalized Learning Block, Quarter Version, students build literacy and analysis skills appropriate for their strengths and areas for growth. Students requiring prerequisite literacy skills to meet grade level standards work in small groups to accelerate their progress. Research-based, small group instruction and tools, along with ongoing progress monitoring supports their growth. Students who are at or above grade level in literacy stretch their literacy skills through text and writing analysis work at increasing levels of complexity. Students shift groups at the quarter mark to target their specific needs.

PREREQUISITE: None

Semester Course	Course: #PLBQ-02996	Credits: 0.75(HS)	GPA weight: N/A
			P/F Habits Grades