“Developing the Unique Potential of Each Learner”
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**INQUIRIES CONCERNING THE APPLICATION OF NONDISCRIMINATION POLICIES MAY BE ALSO BE REFERRED TO THE REGIONAL DIRECTOR, OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION, BOSTON, MA 02109-4557**
OBJECTIVES

• To ensure that every student is given opportunity to develop his/her potential without regard to race, color, creed, national origin, gender, sexual orientation, economic status, or disability.

• To provide state-of-the-art, integrated academic and vocational/technical programs which optimize the potential of each student and prepare them to meet the state’s performance standards.

• To provide opportunities for students to acquire contemporary workplace skills such as communicating, organizing and analyzing information, solving problems, using technology, initiating and completing assignments, acting ethically and professionally, interacting with others, understanding the structure and dynamics of organizations, and taking responsibility for career and life choices.

• To provide all grade 9 students with an opportunity to explore their interests in a wide array of trade/career options.

• To provide counseling and assistance to students concerning social issues, employment and educational opportunities, and vocational orientation.

• To provide programs and activities which contribute to health and well-being, a safe environment, a sense of belonging, and respect for self and others.

• To use student assessment results to review and improve curricula, courses, programs, and instructional practices.

• To encourage students to pursue professional improvement leading to certification/licensure in their trade areas and post-secondary education.

• To provide continuing adult education with a focus on developing technical skills.

• To continuously seek, with the guidance of active Advisory Boards, new areas of training required for community and industrial development.

• To provide personnel with the resources and the support needed to grow and develop professionally toward a goal of raising student achievement.

• To promote cultural understanding within a diverse population.

• To develop partnerships with business, industry, government, and the community.

VISION STATEMENT

Diman RVTHS graduates will be occupationally skilled workers whose academic, vocational/technical, and workplace competencies will make them responsive to socioeconomic, technological, and environmental challenges in a complex and changing society.

MISSION STATEMENT

The mission of Diman RVTHS is to develop the unique potential of each learner by enabling students to acquire knowledge, skills, and dispositions that are needed to achieve personal, academic, vocational/technical, and civic goals.

PURPOSE OF CATALOGUE

This catalogue offers the complete list of course offerings at Diman Regional Vocational Technical High School. As such, it has been designed to help parents and students at Diman Regional Vocational Technical High School make informed decisions regarding course selection and educational programs. This catalogue should be used during the spring course selection process and in conjunction with teacher recommendations. At Diman RVTHS, faculty, staff, and administration recognize the importance of partnering for student success. Therefore, all program of studies decisions at Diman RVTHS are made in partnering with students’ guidance counselors. For more information regarding the course selection process, parents and students are encouraged to contact the Office of Guidance and Admissions.

ACCREDITATION

Diman Regional Vocational Technical High School is accredited by the New England Association of Schools and Colleges (NEASC), the New England Association of Schools and Colleges and Certificate of Occupational Proficiency (COP), and the Massachusetts Department of Elementary and Secondary Education.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Diman Regional Vocational Technical High School complies with all aspects of Section 504 of the Rehabilitation Act of 1973. As such, Diman RVTHS is dedicated to providing all students with a free, appropriate public education (FAPE). For further information regarding 504 accommodations, please contact the Office of Pupil Personnel Services.

DIRECTOR OF GUIDANCE

Diman Regional Vocational Technical High School
(508) 678-2891 x1250
Special Education Services

Diman provides a range of services to all students with disabilities as per their Individualized Education Plans (IEPs). For those students requiring a more concentrated daily curriculum due to their learning difficulties, Diman Regional Vocational Technical High School offers a modified educational program. This program employs a modified curriculum and is specifically designed to address the needs of students with disabilities by providing instruction in academics and shop on a daily basis, thus allowing for continuous instruction and reinforcement of curriculum.

For more information, please contact Diman’s Office of Special Education.

DIRECTOR OF SPECIAL EDUCATION
Diman Regional Vocational Technical High School
(508) 678-2891 x1320

COURSE SELECTION

Each student is expected to discuss individual course selection with a parent and guidance counselor. Though the Diman team works to ensure that most students are placed in the courses that they request, it is understood that sometimes certain course requests will not fit within a student’s schedule. For this reason, the Diman team cannot guarantee that all course requests are met. It is important to remember that course selections are requests only. In placing students, the Diman team reviews student selections, previous grades, career/college goals, course prerequisites, and teacher recommendations.

GRADE POINT AVERAGE AND CLASS RANK CALCULATION

Grade Point Averages (GPA) and class rank are important to students seeking scholarships, financial assistance, and other post-secondary endeavors. GPA and class rank are calculated using a system of levels and credits.

Each academic and elective course is assigned the appropriate level based on the rigor of the curriculum and the performance expectations: generally Advanced Placement and dual enrollment courses are rated at the highest level, followed by honors courses, college prep courses, and then college and career readiness level three courses. For the purposes of calculating GPA only, each level is assigned a specific weight. It is important to note that levels do not affect the grade published on a student’s report card. Levels provide a means of accurately calculating class rank for a diverse population. Levels may also be utilized to adjust for an individual with significant modifications to his/her course expectations. GPA and class rank are calculated by multiplying a student’s adjusted class averages by the corresponding credit value and then dividing by the total number of attempted credits.

CURRICULUM LEVEL/GRADE SCALE

Diman Regional Vocational Technical High School utilizes a 4.0 curriculum level/100 point grade scale. The values associated with each course are listed below:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Curriculum Level</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>College Preparation</td>
<td>2</td>
<td>4.09</td>
</tr>
<tr>
<td>Tech Preparation</td>
<td>3</td>
<td>3.87</td>
</tr>
<tr>
<td>AP/Dual Enrollment</td>
<td>5</td>
<td>4.8</td>
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</tbody>
</table>
Honors Courses

Honors courses are an integral part of the total curriculum at Diman Regional Vocational Technical High School. These courses have been developed keeping in mind the Diman mission statement: “to develop the unique potential of each learner”. They are designed to accelerate students’ learning in classes that have elevated expectations.

Because of the challenging nature of these courses, they carry higher quality points than the courses for the general student population. It is important to note that Advanced Placement and dual enrollment courses carry a higher weight than all honors sections.

FRESHMEN HONORS PLACEMENT

Eighth grade students who have been selected to attend Diman will receive notice of a placement exam in the spring of 2019. During this placement exam, students will be assessed upon their writing, reading, and mathematics skills. Utilizing placement test scores, MCAS scores (when available), and grades from sending schools, students will be placed in honors or college preparation sections of history, biology/physics, English language arts, and algebra or geometry. Since placement is limited in many of these honors level courses, other factors such as attendance, discipline record, and guidance counselor recommendations are also considered. To ensure that placement in the honors courses reflect students’ abilities, as well as motivation and work ethic, a review of students’ progress begins after the first academic cycle. At this time, or later in the trimester, teachers may recommend a change in the placement. All changes must take place before October 1st.

UPPERCLASSMEN HONORS PLACEMENT

Diman Regional Vocational Technical High School offers the following upperclassmen honors and Advanced Placement level courses:

• Honors ELA 10, 11, and 12
• Advanced Placement English Literature and Composition
• Honors United States History II, Honors Contemporary United States History, and Honors World History
• Honors Biology II, Honors Physics First II, Honors Chemistry I & II, and Honors Applied Physics I & II, Honors Accelerated Biology
• Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics
• Honors Geometry, Honors Algebra 2 Honors Trigonometry and Analytics, Honors Pre-Calculus, and Honors Calculus
• Advanced Placement Statistics
• Advanced Placement Computer Science Principles

Students in the sophomore, junior, and senior year are placed into honors course based upon their past academic performances, student selection, placement testing, and teacher recommendation. Honors students should be highly motivated and have a work ethic that will ensure that all assignments are passed in on time and meet the expectations of the honors course. A student, who is not meeting the expectations of the course and does not maintain an 80% average, may be removed from the class or have a written contract drawn up allowing him/her to remain in the class under certain criteria.

It is important to note that honors selection can only be granted when a student has met all course prerequisites. Honors placement cannot be granted without meeting all required expectations. The prerequisite criterion for each course is detailed in the course description section of this catalogue. Students wishing to discuss course placement and override forms should meet with a guidance counselor.

DUAL ENROLLMENT

Diman Regional Vocational Technical High School strives to provide all students with a rigorous and competitive education. Due to the demanding nature of these courses, some Diman students are prepared for college courses at an early age. Students who are ready to face the challenge that college offers may then enroll in dual enrollment courses. In accordance with the District’s Dual Enrollment Policy, students who take and pass college courses may be eligible for replacement credit. For assistance with this course scheduling, students interested in dual enrollment courses should see a guidance counselor prior to registering for college level courses.

For more information on Diman’s Dual Enrollment policy, please visit www.dimanregional.org.
Graduation Requirements
Class of 2019- Class of 2022

In order to receive a diploma from Diman Regional Vocational Technical High School, a student must earn a minimum number of credits. This is outlined in the chart below:

| Class of 2019 | 155/180 credits |
| Class of 2020 | 175/200 credits |
| Class of 2021 | 195/220 credits |
| Class of 2022 | 210/240 credits |

A student must have passed three years of shop related, four years of English, four years of mathematics, and three and one half years of shop receiving a passing grade of at least 65 in each subject. All students must pass the MCAS tests in the subjects required by the state of Massachusetts.

Students are required to pass their ninth and tenth grade science, technology, and/or engineering (STE) classes and two years of history/social studies. Overall minimum course requirements are listed below:

| Shop | 3.5 years |
| Shop Related | 3 years (where available) |
| English | 4 years |
| Mathematics | 4 years |
| Science | 2 years (must include grades 9 and 10 courses) |
| Social Studies | 2 years |

Updated Graduation Requirements

Diman graduation requirements for incoming students were amended effective March 9, 2017, in order to align more closely with MassCore. The updated graduation requirements will impact all students in the Class of 2021 and beyond. All Diman students must still adhere to the minimum credit threshold in order to graduate. The updated graduation requirements are listed below:

| Shop | 3.5 years |
| Shop Related | 3 years (where available) |
| English | 4 years |
| Mathematics | 4 years |
| Science | 3 years (must include grades 9 and 10 courses) |
| Social Studies | 3 years (must include World History) |

Admission Policy

NON-DISCRIMINATION STATEMENT FOR DIMAN

Diman Regional Vocational Technical High School prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, district/school policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

I. INTRODUCTION

An admission process is necessary in regional vocational schools where space is a limiting factor. Vocational-technical shops are designed and equipped to serve a specific maximum number of students. Each such shop is specialized. Consequently, Diman Regional Vocational Technical High School lacks both the space and flexibility to accommodate the possible needs and/or interest of all eligible applicants. Therefore, a selection process is necessary to determine which applicants may most benefit from such opportunities. All applicants at Diman Regional Vocational Technical High School will be evaluated using the criteria contained in this Admission Policy.
II. EQUAL EDUCATIONAL OPPORTUNITY

Diman Regional Vocational Technical High School admits students of any race, religion, color, national origin, sex, sexual orientation or handicap with all the rights, privileges and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, color, national origin, sex, gender identity, sexual orientation or handicap.

A qualified representative from Diman will assist applicants with limited English proficiency in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect their admission to the school.

III. ELIGIBILITY

• Residency and Education Status

Eighth and ninth grade students, who are a residents of the Greater Fall River Vocational School District (Fall River, Somerset, Swansea and Westport), and who expect to be promoted to the grade they seek to enter by their local district, are eligible to apply for fall admission or admission during the school year subject to the availability of openings to Diman Regional Vocational Technical High School. Resident students will be evaluated using the criteria contained in this Admission Policy. Priority for admission is given to the Greater Fall River Vocational School District residents according to the Regional Agreement. Greater Fall River Vocational School District Committee decides annually as to whether or not Diman Regional Vocational High School will participate in the School Choice Program.

Students who reside outside the Greater Fall River Vocational School District and are seeking admission to Diman Regional must file a Chapter 74 Vocational Technical Nonresident Student Tuition Application (located at: www.doe.mass.edu/cte/admissions) with the superintendent of the student’s district of residence in accordance with the MA Department of Elementary and Secondary Education Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process pursuant to M.G.L., c. 74. www.doe.mass.edu/cte/admissions/nonres_guidelines. Resident students will be given priority admission before non-resident students. Non-resident students will be evaluated using the criteria contained in the Admission Policy.

• Home School Students

Students who are home schooled may apply for admission to Diman, including admission during the school year, provided all admissions policy criteria are followed. The home school student’s parent or guardian must submit a copy of the home school approval letter from the local school superintendent. If grades are not available, a representative sample or portfolio of the student’s body of work in English, math, science and social studies must be submitted. Home schooled students will be ranked on their portfolio/grades, recommendation (from a community member not directly related to applicant), and interview. If student has attended school at any time within the two years of applying, the current year’s and one year prior records will be included as appropriate.

• School Choice

The Greater Fall River Vocational School Committee has voted to not accept School Choice students. The School Committee will vote by June 1st of each year if changes in the School Choice Policy are to be made for the admissions cycle for the following school year. If the Greater Fall River Vocational School Committee votes to accept School Choice students in the future, all School Choice applicants will be evaluated and ranked using the criteria set forth in this Admissions Policy.

Students who have been expelled from school pursuant to M.G.L. c. 71, section 37H, 37H 1/2, 37H 3/4 are not eligible to apply for admission to the school.

IV. ORGANIZATIONAL STRUCTURE

Diman Regional Vocational Technical High School is a public regional vocational technical school located on a scenic campus in Fall River, Massachusetts. Diman Regional Vocational Technical High School is a member of the Greater Fall River Vocational School District, which consists of the City of Fall River and the towns of Somerset, Swansea, and Westport. Diman is accredited by the New England Association of Schools and Colleges and is committed to providing quality vocational technical programs.
It is the responsibility of the Diman Regional Vocational Technical High School superintendent to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

The Director of Guidance and Admissions is responsible for disseminating information about Diman Regional Vocational Technical High School through local school assemblies and press releases, for collecting applications from the local schools, and for completing the enrollment process.

The Greater Fall River Vocational School District shall enroll students from the member towns based on the regional agreements and the criteria stated in this admissions policy.

In the event a member town or city does not have sufficient applicants, those vacancies will be filled from the remaining member towns or city on the basis of the scoring criteria. Grade ten applicants for September vacancies will be accepted on the basis of availability and scoring criteria. All other upperclass applications will be considered contingent upon prior vocational experience and scoring criteria.

V. RECRUITMENT

Diman Regional Vocational Technical High School disseminates information about the school through a variety of methods.

a. An annual Guidance Counselors’ function, which is held to review the Admission Policy and procedures with area guidance counselors.

b. A video presentation and discussion of the programs available is conducted at the district schools in November and December. This includes discussion of opportunities for students to pursue non-traditional careers.

c. A description of the vocational programs, academic pathways information, an application and other pertinent information is available on Diman's web site: www.dimanregional.org.

d. Several tour dates will be available for student and parents during the school day in the months of December and January. The tour includes presentations about vocational-technical programs including academic offerings, athletic programs, and extracurricular activities and clubs.

e. In November, a Parent/Guardian Open House is held to inform and disseminate information regarding the application process and services at Diman Regional Vocational Technical High School.

f. Brochures that describe vocational/technical programs including academic courses, sports, cooperative education and special education resources are distributed during the Open House and presentations at the district schools.

g. Newspaper articles are published about specific accomplishment of Diman Regional Vocational Technical High School students in traditional and non-traditional programs, cooperative education, and the school in general.

VI. APPLICATION PROCESS

A. Application Process For Fall Admission To The Ninth Grade

1. Students interested in applying to Diman Regional Vocational Technical High School must:
   a. Obtain an application from their local school Guidance Counselor, from the Guidance Office at Diman Regional Vocational Technical High School, or on-line at www.dimanregional.org.
   b. Return the completed application form to their local school Guidance Counselor by the deadline set by the Guidance Counselor or submit to Diman Guidance Office directly by January 15th. Online applications are available.

2. It is the responsibility of the local school guidance counselors to:
   a. Complete their portion of the application form, which includes conduct, grades attendance, recommendation (refer to rubric for recommendation), and required signatures.
   b. Include a copy of the student’s academic, attendance, and discipline records.
   c. Forward materials to Diman Regional Vocational Technical High School’s Guidance Department by the Friday before February vacation for fall admission.

3. Applications are considered complete when:
a. All the required information is completed on the first and last page of the application.

b. All required signatures are present.

c. A copy of the student’s academic, attendance, and discipline records are attached to the application.

4. If incomplete applications are received, the following procedures will be followed:

a. Diman Regional Vocational Technical High School’s Guidance Office will notify the local school guidance counselor responsible for submitting the application, that the application is incomplete and will request completion.

b. The applicant’s parent(s)/guardian(s) will be notified by Diman Regional Vocational Technical High School’s Guidance Office in the event the problem is not resolved by the local school guidance counselor.

c. If after notifying the local school’s guidance counselor and parent(s)/guardian(s), the application remains incomplete for ten (10) school days, the application will be voided.

B. Application Process For Fall Admission To The Tenth, Eleventh, And Twelfth Grade

1. Students interested in applying to Diman Regional Vocational Technical High School must:

a. Obtain an application from their local school guidance counselor, from the Guidance Office at Diman Regional Vocational Technical High School, or via the Diman website.

b. Return the completed application form to their local school guidance counselor no later than June 1 or by the deadline set by the student’s Guidance Counselor.

c. Submit to Diman Regional Vocational Technical High School Guidance Office a copy of their final report card no later than July 15.

2. It is the responsibility of the local guidance counselor to:

a. Complete their portion of the application which includes conduct, grades, attendance, and recommendation (refer to rubric for recommendation), and required signatures.

b. Include a copy of the student’s academic, attendance, and discipline records.

c. Forward materials to Diman Regional Vocational Technical High School’s Guidance Department by the last day of the school year for fall admissions.

3. If incomplete applications are received, the following procedures will be followed:

a. Diman Regional Vocational Technical High School Guidance Office will notify the local school guidance counselor responsible for submitting the application that the application is incomplete and will request completion.

b. The applicant’s parent(s)/guardian(s) will be notified by the Guidance Office at Diman Regional Vocational Technical High School in the event that the problem is not resolved by the local school guidance Counselor.

c. If after notifying the local school’s guidance counselor and parent(s)/guardian(s), the application remains incomplete for ten (10) school days, the application will be voided.

C. Transfer Students

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and within the district and wish to pursue the same program of study at Diman Regional Vocational Technical High School. Their applications will be evaluated according to the provisions of this Admission Policy.

D. Withdrawal Students

Students who withdraw from Diman Regional Vocational Technical High School and who are attending or not attending another high school may reapply to Diman Regional Vocational Technical High School following the procedures contained in this Admission Policy and will be evaluated using the criteria contained in this Admission Policy.

E. Late Applications

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications, and their composite score will be computed. They will be placed in rank order on the established applicant list.
VII. SELECTION CRITERIA

Completed applications are processed by the Guidance Office using admissions criteria. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

- **Conduct - Maximum 50 Points**
  
  For applications to grades nine, ten, eleven and twelve (fall admission and admission during the school year), the student will be given fifty points for perfect conduct. Perfect conduct is defined as not having any detentions or any form of suspensions. For each detention a student has three points deducted, and for any suspension in school or out of school, a student has six points deducted. A copy of the student’s disciplinary record must accompany the application.

- **Academic Marks - Maximum 160 Points**

<table>
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<tr>
<th>Grade Average</th>
<th>Points</th>
</tr>
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<tr>
<td>A (100-90)</td>
<td>20 Points</td>
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<tr>
<td>B (89-80)</td>
<td>15 Points</td>
</tr>
<tr>
<td>C (79-70)</td>
<td>10 Points</td>
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<tr>
<td>D (69-60)</td>
<td>5 Points</td>
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<tr>
<td>E or F (Below 60)</td>
<td>0 Points</td>
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- **Attendance - Maximum 60 Points for Grade 9**

  Maximum 80 Points for Grades 10, 11 and 12

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</tbody>
</table>

For applications to grade nine (fall admission), the final grade seven and terms 1 and 2 grade eight marks (or first trimester marks) in English, social studies, mathematics, and science from the local school report card/transcript are used. Applications to grades ten, eleven, and twelve (fall admission) the final marks of the last two school years in English, social studies, mathematics and science from the local school report card/transcript is used.

For applications to grades nine, ten, eleven, and twelve (admission during the school year) the previous final grade marks in English, social studies, mathematics and science from the local school report card/transcript is used. For applications to grades nine, ten, eleven, and twelve (admission during the school year) the previous final grade marks in English, social studies, mathematics, and science from the local school report card/transcript are used.

For applications to grade nine (fall admission), grade seven and Terms 1 and 2 grade eight unexcused absences or first trimester unexcused absence from the local school report card/transcript are used. For applications to grades ten, eleven and twelve (fall admission) the previous school year and current school year unexcused absences from the local school report card/transcript are used.
For applications to grades nine, ten, eleven, and twelve (admission during the school year), the previous year's unexcused absences and the current school year to the date of the application, along with unexcused absences from the local school report card/transcript are used.

An unexcused absence is defined as an absence that is not school approved. Examples of school approved absences are medical appointments, funeral leave, court appearances, religious observances, or any other reason approved by the school. A copy of the student's attendance record must accompany the application.

- **Recommendation – Maximum 50 Points**
  - Strongly Recommended = 50 Points
  - Recommended = 35 Points
  - Recommended with Reservations = 15 Points
  - Do Not Recommend = 0 Points

**Rubric for Recommendation**

<table>
<thead>
<tr>
<th>Vocational Interest</th>
<th>Maturity Level</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong interest in vocational education (10 Points)</td>
<td>Maturity level above peers (10 Points)</td>
<td>Highly motivated and proactive (10 Points)</td>
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<tr>
<td>Moderate interest in vocational education (6 Points)</td>
<td>Maturity level with peers (6 Points)</td>
<td>Motivated and action-oriented (6 Points)</td>
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<tr>
<td>Some interest in vocational education (3 Points)</td>
<td>Maturity level below most peers (3 Points)</td>
<td>Takes action only when required (3 Points)</td>
</tr>
<tr>
<td>No interest in vocational education (0 Points)</td>
<td>Maturity level significantly lower than peers (0 Points)</td>
<td>Lacks motivation and willingness to take action without direction (0 Points)</td>
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**Scoring:**

<table>
<thead>
<tr>
<th>Totals From Each Column</th>
<th>Total Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Vocational Interest: ___</td>
<td>21-30............Strongly Recommend</td>
</tr>
<tr>
<td>Maturity Level: ___</td>
<td>11-20................Recommended</td>
</tr>
<tr>
<td>Motivation: ___</td>
<td>1-9.............Recommended with Reservations</td>
</tr>
<tr>
<td>Total Points Earned: ___</td>
<td>0............Do Not Recommended</td>
</tr>
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</table>

For application to grades nine, ten, eleven, and twelve (fall admission and admission during the school year), the Guidance Counselor's assessment of the student's overall performance within his/her school is used for the recommendation.

After points are given in each area, the points are totaled for each applicant. A maximum total of the three hundred and twenty (320) points can be earned for incoming grade nine students, and a maximum of three hundred and forty (340) points can be earned for incoming grades ten, eleven and, twelve students.

**VIII. SELECTION PROCESS**

The Director of Guidance and Admissions at Diman Regional Vocational Technical High School considers scholastic achievement, attendance, conduct, the local Guidance Counselor's recommendations. Applications are reviewed, processed, and assigned points by grade level.

After a point total for each resident applicant has been determined, all resident applicants are placed in order of their “point total” and town of residence. Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the first highest point total is accepted first, the resident applicant with the second highest point total is accepted second and so on until all seats are filled. All applicants are accepted, declined, or receive a letter to submit their final report cards. If openings occur, the seats are filled by accepting resident applicants from the next student in order of point total.

Applications received after the second Friday of February will be evaluated using the same criteria as other applications, and their composite score will be integrated in rank order on the established applicant list. All applicants whose applications are received by Diman Regional Vocational Technical High School are notified of their status by a letter to their parent(s)/guardian(s).
**IX: ENROLLMENT**

In order to enroll at Diman Regional Vocational Technical High School for the fall, applicants must have been promoted to the grade they wish to enter by their local school district. In addition, they must have passed courses in English Language Arts or the equivalent and mathematics for the school year immediately preceding their enrollment at Diman Regional Vocational Technical High School.

**X: VOCATIONAL TECHNICAL PROGRAM PLACEMENT**

All ninth graders who enroll in Diman Regional Vocational Technical High School participate in a vocational technical exploratory program designed to help them learn about their talents and interests. Students list their top three exploratory choices on their application and explore each of them along with nine other shops (one of which is a non-traditional shop) for two to four days. Students are evaluated and scored by each shop instructor. At the end of the students’ shop exploratory period, each student selects his/her program of choice, as well as a second third, fourth, fifth, and sixth choice. Students are admitted into the shop of their choice based on the point total they receive on the Exploratory Evaluation Rubric. If a shop fills, based on point total, before a student gets his/her first choice, the Director of Guidance and Admissions then moves to the student’s second, third, fourth, fifth, or sixth choice depending upon whether there is an opening in the shop. If a student’s point total on the Exploratory Evaluation Rubric does not qualify them for a shop of their choice, the Director of Guidance and Admission will place the student in a shop taking into consideration availability, shops explored, and student exploratory performance. This process continues until all students are placed.

**XI. REVIEW AND APPEALS**

The applicant’s parent(s)/guardian(s) upon receipt of a letter from Diman Regional Vocational Technical High School indicating that the applicant was not accepted may request a review of the decision by sending a letter requesting a review to the superintendent within thirty days of the receipt of the letter. The superintendent will respond in writing to the letter with the findings of the review they may do so by sending a letter requesting that they be scheduled to appear before the School Committee to appeal the superintendent’s findings. The School Committee will respond in writing to the parent(s)/guardian(s) with a scheduled date for the appeal within thirty days of the receipt of the letter. The School Committee will respond in writing to the letter with their decision on the appeal within thirty days of the School Committee meeting when the appeal was presented.

The student’s/applicant’s parent(s)/guardian(s), upon notification from Diman, indicating that the student’s/applicant’s was not placed in a particular shop program may request a review of the decision by sending a letter requesting a review to the principal within thirty days of the receipt of the letter. The principal will respond in writing to the letter with the findings of the review within thirty days.
Academic Programs
ENGLISH LANGUAGE ARTS
## English Department Course Offerings

### COURSE OFFERINGS 2019-2020

<table>
<thead>
<tr>
<th>NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>LEVEL</th>
<th>CREDITS</th>
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</table>
The English Language Arts curricula are integrated literature-based courses in which students of all four years are grouped heterogeneously. All four levels concentrate on reading comprehension through strategies for active readers, literary analysis, critical thinking skills, vocabulary development, and the writing process. In addition, for enhancement and enjoyment, all four levels are supplemented with novels that correspond to each year of study.

**3001 – ENGLISH LANGUAGE ARTS 9**

The freshman English Language Arts curriculum introduces selections of various genres including fiction, nonfiction, ballad, lyric poetry, personal essay, mystery story and drama, and Shakespearean drama. Critique writing, narrative writing, descriptive writing, persuasive writing and expository speech skills are also developed. Author studies are also explored.

*7001 - In this course, modifications to the above curriculum are made as dictated by students’ Individualized Education Plans.

**3081 – ENGLISH LANGUAGE ARTS ENRICHMENT 9**

This course is mandatory for all freshmen students. This is a skills-based course focused on active reading and academic writing that compliments students’ regularly scheduled English class. The genres explored are fiction, nonfiction, mystery story, poetry, myths, and historical narratives. Students work on specific skills such as drawing conclusions, reading for concepts, finding the main idea, characterization, and using context clues.

**3201 – HONORS ENGLISH LANGUAGE ARTS 9**

The freshman honors English Language Arts curriculum focuses and extends students’ understanding of the various genres offered in the freshman English Language Arts curriculum. Novels will be assigned during the shop cycle interim, as well as, during the academic cycle. These will be the basis for in-depth literary analysis presentations before a critical audience for discussion and debate. In addition, emphasis is placed on developing greater proficiency in paragraph development and vocabulary of the writing process.

*Prerequisites: Enrollment in this course is based upon student placement exam results. As part of this placement exam, students must score at least a 17/20 on the written portion of this test in order to be eligible for Honors English Language Arts 9 placement. Additionally, previous student English scores and overall transcripts will be considered when placing students in this class.
3002/7002 – ENGLISH LANGUAGE ARTS 10
5 CREDITS
The sophomore English Language Arts curriculum encourages students to grow as critical readers and thinkers while supporting the frameworks for MCAS strategies. The genres studied are fiction, science fiction, realistic fiction, nonfiction, mystery story, poetry, sonnets, Greek drama, and Shakespearean drama. In the sophomore year, an integrated expository writing/speech project is required. An author study of a science fiction writer is investigated. The writing process includes critique, narrative, descriptive and persuasive writing.

*7002- In this course, modifications to the above curriculum are made as dictated by students’ Individualized Education Plans.

3202 – HONORS ENGLISH LANGUAGE ARTS 10
5 CREDITS
The sophomore English Language Arts curriculum reinforces and expands competencies initiated in freshman level English Language Arts. Students read the various works of the sophomore English Language Arts curriculum and analyze form and purpose of these genres. Novels will be assigned during the shop cycle interim, as well as during the academic cycle, which will be the basis for in depth literary analysis presentations to demonstrate considerations of audience, purpose, and information conveyed. There is also greater emphasis on organization, precision of expression, and wider use of vocabulary to demonstrate their understanding of answering open-ended research questions, while relying upon different sources of information and research techniques.

*Prerequisites: Students should have earned an 80 or above in their honors level English Language Arts 9 course. Students wishing to move from college prep and into this honors level course must have earned a 90 or above in English Language Arts 9 and have passed the writing placement exam with a score of a 17/20 or higher. Teacher recommendation is also required as a prerequisite for this course.

**Students wishing to take the writing placement exam for this honors course must see their English teacher(s) prior to April of their freshman year.

3082 – ENGLISH LANGUAGE ARTS ENRICHMENT 10
2.5 CREDITS
This course is mandatory for all sophomore students. It is designed to help foster critical thinking skills, while at the same time hone reading and writing skills that compliment students’ regularly scheduled English class. Students will focus and practice on the DESE approved TestNav website, the new MCAS assessment platform, so that they may be better prepared for the MCAS 2.0 exam and how to navigate this new tool.
3003/7003 – ENGLISH LANGUAGE ARTS 11
5 CREDITS
The junior English Language Arts curriculum gives students knowledge of American writers for a sense of the diversity of our country. This course provides students with an awareness of cultural and historical influences on literature. American literature genres include myths, songs, foktales, poetry, sermon, primary sources, legend, fiction, nonfiction and historical narrative. Four author studies are also examined. Students also complete an integrated expository writing/speech project, as well as critique writing, narrative, descriptive and persuasive process writing.

*7003: In this course, modifications to the above curriculum are made as dictated by students’ Individualized Education Plans.

3085 – READING LANGUAGE ARTS 11/12 LAB
2.5 CREDITS
The junior Reading Language Arts curriculum continues to work on skills to enable students to pass the MCAS and to become independent readers. The genres explored are fiction, nonfiction, mystery story, poetry, Shakespearean drama, myths, folktales, legends and historical narratives. Students work on specific skills such as drawing conclusions, reading for concepts, finding the main idea, and using context clues. Literary terms are practiced and the Current Events magazine is read and discussed. An integrated expository writing/speech project is required. Students are post-tested with the Stanford Diagnostic Reading Test in May to record gains and those who have reached grade level are mainstreamed into the English Language Arts program.

3203 – HONORS ENGLISH LANGUAGE ARTS 11
5 CREDITS
Students read the various genres of the junior English Language Arts curriculum and analyze style, form, and historical content. Students develop an understanding of literature as a basis for social commentary, inquiry, and critical analysis. Students will be required to present informal and formal speech presentations. Novels will be assigned during the shop cycle interim, as well as during the academic cycle, which will be the basis for in depth literary analysis presentations to demonstrate considerations of audience, purpose, and information conveyed. Students improve organization, content, paragraph development, level of detail, style, tone, and word choice in their own writing through the writing process. SAT vocabulary and word analogies preparation are an integral part of this course.

**Prerequisites: Students should have earned an 80 or above in their honors level English Language Arts 10 course. Students wishing to move from college prep and into this honors level course must have earned a 90 or above in English Language Arts 10 and have passed the writing placement exam with a score of a 17/20 or higher. Teacher recommendation is also required as a prerequisite for this course.

**Students wishing to take the writing placement exam for this honors course must see English teacher(s) prior to April of their sophomore year.

3325 – HISTORY OF BROADWAY
2.5 CREDITS
This course is an elective for students who have an interest in drama, theater, music, and film. The primary objective is to expose students to the rich history, heritage, and evolution of the American Musical. It will explore different periods of history in which popular Broadway musicals and Hollywood films are set. Students will learn about New York’s theatrical history through the use of audio and visual media and will examine how the period is represented within each show. Optional field trips to see live performances will be offered.

3326 – ART & LITERATURE FUSION
2.5 CREDITS
This course is an elective for students who have an interest in art, creative expression, and literature. Students will focus on self-expression through personal artwork and creative writing, combined with both ancient and modern poetry and texts. This includes paintings, drawings, and performances, fused with various literary works. This course will foster an appreciation for how the arts, humanities, and literature fuse together in today’s world. Students will design and keep an art journal of their work. Museum visits, as well as poetry slams and creative workshops may be offered.
ENGLISH LANGUAGE ARTS

3145 – AP ENGLISH LITERATURE AND COMPOSITION
5 CREDITS

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

*Weighted towards GPA

**Course goals and further descriptions can be found at collegeboard.org

INTRODUCTION TO AMERICAN SIGN LANGUAGE

The senior English Language Arts curriculum focuses on classic British literature from the Anglo-Saxon Period, the English Renaissance, the Restoration Period, the Romantic and Victorian Eras to contemporary times. The genres are epic poetry, romantic poetry, Victorian poetry, framework stories, sonnets, Shakespearian drama, novels, diaries, and fiction. In addition, students complete an author study on Chaucer. Process writing includes narrative, descriptive, expository, and persuasive writing.

*7004- In this course, modifications to the above curriculum are made as dictated by students’ Individualized Education Plans.

3144 – AP ENGLISH LITERATURE AND COMPOSITION
5 CREDITS

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

*Prerequisites: Students should have earned a grade of A- or better in their prior year English class. They must also take a writing placement examination.

**Weighted towards GPA

**Course goals and further descriptions can be found at collegeboard.org

3204 – HONORS ENGLISH LANGUAGE ARTS 12
5 CREDITS

This is a literature course that provides students with an opportunity to develop their writing through various stages of composing, revising, and editing, while simultaneously developing a critical view of the world surrounding them. While developing an understanding of literature as a basis for enjoyment, social commentary, inquiry, and critical analysis, students in this course also learn to formulate and support a thesis using a number of rhetorical strategies; conduct research; integrate a variety of sources according to the Modern Language Association guidelines; and write in standard, formal English with consideration given to audience, purpose, and context.

*Prerequisites: Students should have earned an 80 or above in their honors level English Language Arts 11 course. Students wishing to move from college prep and into this honors level course must have earned a 90 or above in English Language Arts 11 and have passed the writing placement exam with a score of a 17/20 or higher. Teacher recommendation is also required as a prerequisite for this course.

**Students wishing to take the writing placement exam for this honors course must see their English teacher(s) prior to April of their junior year.
MATHEMATICS
# Mathematics Department Course Offerings

## COURSE OFFERINGS 2019-2020

<table>
<thead>
<tr>
<th>NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
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<td>Topics of Algebra 1</td>
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The study of mathematics is an integral component of a variety of academic and vocational disciplines. All mathematics curricula were redesigned in 2016 to meet the various needs of Diman Regional Vocational Technical High School students to prepare them for MCAS 2.0, PSAT/SAT, and Accuplacer in accordance with NCTM and Common Core guidelines. Graduates who are continuing their education by enrolling in a two year or four year institution, enlisting in the military, or entering the workforce will be well prepared for the future after completing the comprehensive four year mathematics program.

**1063 – ALGEBRA 1**

In this course, students will use algebra to solve one and two variable equations, follow more complex order of operations as well as graphing linear equations using tables and slope intercept method. Students will also graph inequalities. Students will solve systems of equations using graphing, substitution and elimination. The Power Rule of Exponents will also be introduced. Students will also work with exponents, polynomial expressions both multiplying and factoring, and will be introduced to the Quadratic Formula.

*This course is suited for students who intend to continue their post-secondary education at a two or four year college, post-secondary vocational school, or intend to enter the work force or enlist in the military.*

**1301/ **7421 – TOPICS OF ALGEBRA 1**

This course introduces such topics as operations with real numbers and order of operations. Students will also solve linear equations and inequalities with one variable. Students will then graph linear equations and inequalities with two variables using tables and the slope intercept method. Students will also be introduced to parallel and perpendicular lines. They will also be introduced to the concept of using slope intercept to write the equation of a line. Students will be introduced to solving systems of equations using substitution, elimination and graphing. Scientific notation and rules for exponents will also be covered. Students will be introduced to the uses of exponential growth and decay as they study simple compound interest and depreciation.

*This course is suited for students who intend to continue their post-secondary education (with remediation) at a two-year college, post-secondary vocational school, or intend to enter the work force or enlist in the military.*

**1414 – TOPICS OF ALGEBRA 1 ENRICHMENT**

This supplementary course is designed to fill-in conceptual gaps from Algebra 1 that students have not yet mastered. Common MCAS deficiency areas include sequences and series, ratios and proportions, exponent rules, and solving literal equations. Extensive practice on TestNav, the online MCAS 2.0 platform, will be utilized each cycle to prepare to take the computer-based test in the sophomore year.

**1413 – ALGEBRA 1 ENRICHMENT**

This supplementary course is designed to strengthen core Algebra 1 skills. Common MCAS deficiency areas include sequences and series, ratios and proportions, exponent rules, and solving literal equations. Extensive practice on TestNav, the online MCAS 2.0 platform, will be utilized each cycle to prepare to take the computer-based test in the sophomore year.

**7421 – A modified curriculum course for students on Individualized Education Plans.**
1032 – HONORS GEOMETRY
5 CREDITS

This in-depth study of theorems and postulates uses two column proofs and expects students to form conclusions based on given information. Topics which are covered at an accelerated rate include pairs of angles, properties of polygons and circles, properties of right triangles, properties of parallel lines, and the proofs of congruent and similar triangles. Students will use formulas to find area of plane figures, and the surface area and volume of solid figures. Emphasis is placed on logical reasoning and problem solving using algebra where appropriate. Prior subject knowledge is expected. Students must be able to utilize appropriate academic language to express complex mathematical concepts. Successful students will be able to demonstrate mastery on rigorous assessments.

*Prerequisite: Grade 9 placement or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in Algebra 1)

**Grade 9 students enrolled upon demonstrating mastery on placement exam.

***This course is suited for students who intend to continue their post-secondary education at a four year college.

1052 – GEOMETRY
5 CREDITS

This course covers two and three dimensional geometric figures and their properties. In addition, students will study pairs of angles, the properties of parallel line, similar and congruent figures, right triangles, special right triangles and circles. Students will use formulas to find area of plane figures, and the surface area and volume of solid figures. Algebra will be integrated where appropriate.

*Prerequisite: Topics of Algebra 1 or Algebra 1 with teacher recommendation.

**This course is suited for students who intend to continue their post-secondary education at a two-year college, post-secondary vocational school, or intend to enter the work force or enlist in the military.

***7422 – A modified curriculum course for students on Individualized Education Plans.

1418 – HONORS GEOMETRY ENRICHMENT
2.5 CREDITS

This supplementary course extends the concepts from Algebra 1 with content critical to success in both honors-level Geometry and in the MCAS 2.0 exam. Extensive practice on TestNav, the online MCAS 2.0 platform, will be utilized each cycle leading up to the exam.

1416 – GEOMETRY ENRICHMENT
2.5 CREDITS

This supplementary course extends the concepts from Algebra 1 with content critical to success in both Geometry and in the MCAS 2.0 exam. Students will perform arithmetic operations on polynomials, simplify radicals, and factor quadratic expressions. Extensive practice on TestNav, the online MCAS 2.0 platform, will be utilized each cycle leading up to the exam.

1302/**7422 – TOPICS OF GEOMETRY
5 CREDITS

This course introduces such topics as properties of polygons, properties of circles, volume, area and perimeter of compound figures. Students will also become familiar with properties of triangles, similar and congruent figures, and the Pythagorean Theorem. Students will also solve simple problems involving parallel lines. Algebra concepts will be integrated where appropriate. Key student-friendly objectives including academic vocabulary will be introduced. Students will learn to use appropriate tools strategically.

*Prerequisite: Topics of Algebra 1 or Algebra 1 with teacher recommendation.

**This course is suited for students who intend to continue their post-secondary education with remediation at a two-year college, post-secondary vocational school, or intend to enter the work force or enlist in the military.

***7422 – A modified curriculum course for students on Individualized Education Plans.

1412 – TOPICS OF GEOMETRY ENRICHMENT 10
2.5 CREDITS

This supplementary course is designed to fill-in conceptual gaps from Geometry that students have not yet mastered. Common MCAS deficiency areas include special right triangles, Pythagorean Theorem, and angle theorems. Extensive practice on TestNav, the online MCAS 2.0 platform, will be utilized each cycle to prepare to take the computer-based test in the sophomore year.
1053 – HONORS ALGEBRA 2
5 CREDITS
This accelerated paced course will feature sophisticated methods of solving linear, quadratic, and higher-order equations. Matrices will be used to solve for three or more unknowns in a system of equations with a focus on applications of simultaneous equations. Students will be able to simplify, classify, and solve equations with higher-order polynomials and will apply the Fundamental Theorem of Algebra to find real and complex solutions. An in-depth study of radicals will allow students to simplify and rationalize higher-order roots and rational exponents. Students will use combinatorics to simulate real-life situations. Students will be able to work with rational expressions and equations and find and describe points of discontinuity on their related graphs. Sequences and series will be evaluated as well as standard deviations. When time allows, the mathematics of finance is considered. Emphasis is placed on analysis of applications throughout the course.

*Prerequisite: Honors Geometry or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in Geometry)

**This course is suited for students who intend to continue their post-secondary education at a four year college.

1113 – ALGEBRA 2
5 CREDITS
This course continues the study of algebraic concepts with quadratics and polynomials. An in-depth study of quadratic equations will help students identify, solve, and use technology to graph quadratic functions. Students will examine the complex number system. Operations on polynomials will be performed and higher-order equations will be solved with both real and complex roots. An in-depth study of radicals will allow students to simplify and rationalize higher-order roots and rational exponents as well as solve rational equations. Exponential functions and their applications will also be considered.

*Prerequisite: Geometry or Topics of Geometry with compensatory work after teacher recommendation.

**This course is suited for students who intend to continue their post-secondary education at a two or four year college, post-secondary vocational school, or intend to enter the work force or enlist in the military.

1415 – ALGEBRA 2 ENRICHMENT
2.5 CREDITS
This supplementary course extends the concepts from Algebra 2 with content critical to success in both Algebra 2 and in the MCAS 2.0 exam. Students will solve quadratic equations, find relative extrema, divide polynomials, and explore the imaginary number system. Extensive practice on TestNav, the online MCAS 2.0 platform, will be utilized each cycle leading up to the exam.

1313/**7033 – TOPICS OF ALGEBRA 2
5 CREDITS
The course begins with an introduction to quadratic functions and their applications. Students will learn to solve quadratic equations using a variety of methods, including the quadratic formula. Students will also be introduced to complex numbers. Students will perform operations on polynomial expressions. Students will be introduced to radical expressions. They will also learn to multiply and divide these expressions. This course concludes with a study of rational exponents.

*Prerequisite: Topics of Geometry or Geometry with teacher recommendation.

**7033- This is a modified curriculum course for students on Individualized Education Plans.
1034 – HONORS PRE-CALCULUS
5 CREDITS
This upper level course will begin with the use, as well as manipulation of exponential and logarithmic functions – both common and natural. It continues with angle measurements in radians, revolutions, and degrees. Students will also study right triangle trigonometry with applications of the six trigonometric functions and their graphical representations. Additionally, modeling of sinusoidal waves using sine and cosine functions (amplitude, period, etc.), inverse functions of sine, cosine, and tangent with basic trig identities, Laws of Sines, and Laws of Cosines with applications to conic sections will also be investigated. Students will also become familiar with the properties and translations of parabolas, circles, ellipses and hyperbolas. Extensive use of the graphing calculator is required throughout the course.

*Prerequisite: Honors Algebra 2 or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in Algebra 2)

**This course is suited for students who intend to continue their post-secondary education at a four year college.

1165 – ADVANCED ALGEBRA & TRIGONOMETRY
5 CREDITS
This course begins with students exploring how to simplify, add, subtract, multiply & divide rational functions and solve rational equations. Students will also study right triangle trigonometry with applications of the six trigonometric functions and their graphical representations. Students will define general angles and use radian measure. They will evaluate trig functions of any angle and their inverse functions of sine, cosine and tangent. Students will explore oblique triangles, finding missing lengths, sides and angles using the Laws of Sines and Laws of Cosines. Extensive use of the graphing calculator is required throughout the course.

*Prerequisite: Honors Algebra 2 or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in Algebra 2)

**This course is suited for students who intend to continue their post-secondary education at a two or four year college, post-secondary vocational school or intend to enter the work force or enlist in the military.

1994 – SAT/ACT PREP
2.5 CREDITS
This course is designed for students who intend to take the SAT or ACT exam. Students in this course begin with a brief review of topics covered on the exams. The course includes an SAT Prep review book with practice SAT exams. Student will also use online ACT and SAT resources.

*This is a supplementary course which is taken in conjunction with a junior level course and is suited for students who intend to continue their post-secondary education at a four-year college, or post-secondary vocational school.

1996 – INTRODUCTION TO ACCOUNTING
2.5 CREDITS
Students will learn the importance of accounting, the main accounting concepts, and how they form the basis for generally accepted accounting principles (GAAP). Students will learn how to use the basic accounting equation and understand how to analyze basic business transactions. They will learn about assets, liabilities, owners’ equity, revenues, and expenses.

An introduction to formal record keeping and the steps involved in the accounting process including transaction analysis, chart of account, general journal, posting process, journalizing, and preparing financial statements.

Students will learn how the income statement and the balance sheet relate. Students will be introduced to the two financial statements that are reflected in the accounting equation. They will learn how to prepare a trial balance and financial statements including an income statement and a balance sheet.
1300 – GRADE 11/12 MATH LAB
2.5 CREDITS

This supplementary course is intended for students whose math skills are below grade level. Students begin with a brief review of topics covered in Algebra 1 and continue with systems of equations, rules for exponents and radical expressions. The course includes introduction to matrices, adding and multiplying matrices, quadratic equations, complex numbers, the quadratic formula and its applications, dividing polynomials, combinations and permutations, radical expressions – multiplying and dividing, and rational exponents.

**Prerequisite: Concurrent enrollment in Topics of Algebra 2 or Business Math.

**This supplementary course is taken in conjunction with Topics of Algebra 2 and is suited for students who intend to continue their post-secondary education at a two-year college, post-secondary vocational school, or intend to enter the work force.

1454 – STATISTICS & PROBABILITY
5 CREDITS

Students will learn how to analyze and interpret data as well as justify their conclusions. Topics include: displaying categorical and quantitative data appropriately, distribution analysis, determining correlation between two variables, making predictions, collecting data and the basics of probability. Students will use technology to aide in all computations and focus on what the numbers mean in the context of the problem.

*Prerequisite: Algebra 2 or Topics of Algebra 2 with teacher recommendation.

**This course is suited for college-bound seniors.

1455 – STATISTICAL REASONING & PROBABILITY
5 CREDITS

Did the Houston Astros use a computer algorithm to help them win the 2017 World Series? Is Lebron James “clutch” or just a product of luck on game-winning shots? Is there a mathematic formula to predict who will play in the Super Bowl this season?

Students in this course will be able to justify their conclusion to these questions and many others through analysis of data in the realm of sports. Students will also use technology to collect, analyze, and predict sports-related data (i.e. fantasy sports, player performance, and probability of winning). Topics include displaying categorical and quantitative data appropriately, distribution analysis, determining correlation between two variables, making predictions, collecting data, and the basics of probability.

*Prerequisite: Algebra 2 or Topics of Algebra 2 with teacher recommendation.

**This course is suited for college-bound seniors.

1500 – ADVANCED PLACEMENT STATISTICS
5 CREDITS

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

*Weighted course towards GPA

**This course is suited for college-bound seniors.
1284 – HONORS CALCULUS  
**5 CREDITS**

In this course, students will build on the foundational topics introduced in Pre-Calculus. Students will learn about concepts, techniques and applications of differential calculus of one variable and begin the study of integral calculus. Topics include the study of limits, derivatives and their applications, including graphs, optimization, and related rates. Students will apply these concepts to a wide range of real-world problems, including rates of change, optimization, and velocity/acceleration.

*Prerequisite: Honors Pre-calculus or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous pre-calculus class)

**This course is suited for students who intend to continue their post-secondary education at a four year college with a major requiring Calculus.

9601 – AP COMPUTER SCIENCE PRINCIPLES 5 CREDITS

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practice of computational thinking, and inviting students to understand how computing changes the world. Students develop innovating computational artifacts using the same creative process artist, writers, computer scientist, and engineers use to bring ideas to life. *Prerequisite: Honors Pre-calculus or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous pre-calculus class)

**This course is suited for students who intend to continue their post-secondary education at a four year college with a major requiring Calculus.

1244 / **7084 – BUSINESS MATH  
**5 CREDITS**

This course is designed for career bound seniors. Students will be introduced to the mathematical skills and concepts needed to be successful in their personal finances and in their business. Topics such as payroll & salary, managing personal income, budgeting, credit, banking services, insurance, home and car ownership and rental, and personal taxes will be explored in depth.

*Prerequisite: Topics of Algebra 2 or Algebra 2 with teacher recommendation.

**This course is suited for college-bound seniors.

***7084 – This is a modified curriculum course for students on Individualized Education Plans.

**This course is suited for students who intend to continue their post-secondary education at a four year college with a major requiring Calculus.
SCIENCE
## Science Department Course Offerings

### COURSE OFFERINGS 2019-2020

<table>
<thead>
<tr>
<th>NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>LEVEL</th>
<th>CREDITS</th>
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<td>Advanced Placement Physics</td>
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<td>Marine Biology</td>
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<td>Advanced Placement Chemistry</td>
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<td>Honors Applied Physics II</td>
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<td>Applied Physics II</td>
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<td>Honors Chemistry II</td>
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<td>Chemistry II</td>
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<td>Anatomy &amp; Physiology II</td>
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<td>Zoology</td>
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<td>Current Events in Science</td>
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<td>11/12</td>
<td>2</td>
<td>2.5</td>
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<td>Medical Terminology</td>
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</table>
The Diman science curriculum is aligned to the Massachusetts Science, Technology, Engineering, and Math (STEM) frameworks. Students are enrolled in either biology or physics in their freshmen year, depending on their aptitude in science and math and their physical or life science related vocational interests. Students learn problem solving skills and gain hands on experience through lecture, demonstrations, and laboratory experiments that help prepare them for their vocational shops, post-secondary education, and their future careers. Diman students take the high school biology or physics Massachusetts Comprehensive Assessment System (MCAS) test in the end of their sophomore year to meet high school science graduation requirements. Diman science teachers are highly qualified under NCLB and ESSA.

*Prerequisite: Honors placement is based upon student testing results. All testing is completed during the placement exam period.

2221 – HONORS BIOLOGY I
5 CREDITS
This course is aligned with the Massachusetts State Frameworks and includes an overview of the chemistry of life, cell structure and function, photosynthesis, cellular respiration, genetics, evolution, and biodiversity. The curriculum includes activities, labs and projects to enhance the learning of the student. Placement is based on the Diman honors criteria. It is the first of two courses designed for students who must meet the state requirement on the MCAS Biology Test as part of the graduation requirement for a high school diploma.

2224 – TOPICS IN BIOLOGY/FORENSICS
5 CREDITS
This course gives the student instruction in forensic science. Topics to be covered include evidence collection, the court system, fingerprint evidence, blood evidence, forensic anthropology, and what occurs to the body after death. Students will be certified to serve in Fall River Youth Court and be required to perform at least four hours of community service at the Youth Court.

2304 – ANATOMY & PHYSIOLOGY II
5 CREDITS
This course includes a study of structures, functions, and dysfunctions of major systems of the body. Topics include blood, the circulatory system, the lymphatic system, the respiratory system, the digestive system, the excretory system, and the reproductive system. Career opportunities in medicine-related fields are examined.

*Prerequisite: Anatomy & Physiology I.
2222 – HONORS BIOLOGY II
5 CREDITS
This course is aligned with the Massachusetts State Frameworks and includes an overview of the chemistry of life, cell structure and function, photosynthesis, cellular respiration, genetics, evolution, and biodiversity. The curriculum includes activities, labs and projects to enhance the learning of the student. It is the second of two courses designed for students who must meet the state requirement on the MCAS Biology Test as part of the graduation requirement for a high school diploma.

*Prerequisite: Honors Biology I or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class)

2232 – HONORS PHYSICS FIRST II
5 CREDITS
This course is aligned with the Massachusetts State Frameworks and includes the study of electricity, magnetism, electromotive forces, parallel and series circuit design, Ohms law, Kirchhoff’s law, waves, electromagnetic waves (light), and optics. The curriculum includes demonstrations, activities, and labs to enhance the learning of students. Placement is based on the Diman’s honors criteria. It is the second of two courses designed for students who must meet the state requirements on the MCAS Physics Test as part of the graduation requirements for a high school diploma.

*Prerequisite: Honors Physics First I or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class)

2333 – HONORS APPLIED PHYSICS I
5 CREDITS
This course is a hands-on physics program that studies four unifying concepts and systems: mechanical, fluid, electrical, and thermal. Experiments include levers and pulleys, thermometers, conveyor belts, and electrical circuits.

*Prerequisite: Completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class).

**Weighted course towards GPA
2137 – ADVANCED PLACEMENT PHYSICS
5 CREDITS
AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through lecture, demonstrations and inquiry-based investigations where time permits as they explore: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

*Prerequisite: Students should have completed Honors Physics I, Geometry, and Algebra II or be concurrently taking Algebra II or beyond. As time permits, laboratory work for this course will emphasize inquiry-based investigations related to the foundational principles in accordance with the AP Physics I course framework.

**Weighted course towards GPA

2133 – HONORS CHEMISTRY I
5 CREDITS
This course is the study of matter. The content of this course includes modern atomic theory, how chemicals combine, formulas and equations, quantum theory, electron arrangement, chemical and physical properties, and states of matter

*Prerequisite: Completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class).

2324 – HONORS APPLIED PHYSICS II
5 CREDITS
This course is a continuation of Honors Applied Physics I.

*Prerequisite: Honors Applied Physics I or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class)

2053 – APPLIED PHYSICS I
5 CREDITS
This course is part of a hands-on physics program that studies four unifying concepts and systems: mechanical, fluid, electrical, and thermal. Experiments include levers and pulleys, thermometers, conveyor belts, and electrical circuits.

2135 – ADVANCED PLACEMENT CHEMISTRY
5 CREDITS
This course continues the study of chemical techniques and principles from Chemistry I. This is a highly rigorous, fast-paced college-level course which covers a wide breadth of advanced material in deep detail. This course has a strong mathematical focus and requires independent completion of online lesson materials as well as extensive readings. An online summer preparatory course is required preceding the beginning of this class. The College Board AP Chemistry exam must be passed to earn college credit for this course.

*Prerequisite: Honors Chemistry I, Pre-calculus or Advanced Algebra, 10-15 hour/week home study commitment with online access.

**Weighted course towards GPA

2353 – CURRENT EVENTS IN SCIENCE
2.5 CREDITS
This course provides students with an increased knowledge of their environment and the vital science-based issues of the day. Students will be urged to develop opinions and rationale for the events occurring around them and to foster a sense of environmental responsibility to their local community, the nation, and the world.

2500 – MEDICAL TERMINOLOGY
2.5 CREDITS
This course teaches the basic design of medical terminology as used in academic, business, and health institutions. Applying a unique instructional system of memory technology, the student learns to interpret and understand thousands of complex medical terms using root words, prefixes, and suffixes. Comprehensive presentations of various body systems and anatomical structures provide a powerful foundation for technical language used in medical practices. No previous knowledge of biology, anatomy, or physiology is needed.
2063 – MARINE BIOLOGY
5 CREDITS
This course is an elective science course for upperclassmen. This course covers the basic principles of marine science, marine organisms, and the different marine ecosystems.

2225 – ZOOLOGY
2.5 CREDITS
This course explores the twenty-one major animal phyla. The focus of this course will be structure and function and may include observation of preserved members of each group and dissection. Other areas to be explored are the effects animals have on ecology and the biology and care of domestic animals (cats, dogs, farm animals, etc.).

2034 – CHEMISTRY II
5 CREDITS
Chemistry is the study of matter. This course continues the study of chemical techniques and principles from Chemistry I. The content of this course includes chemical reactions, mass relationships, solutions and concentrations, acids and bases, and oxidation and reduction reactions.
*Prerequisite: Chemistry I.

2054 – APPLIED PHYSICS II
5 CREDITS
This course is a continuation of Applied Physics I.
*Prerequisite: Applied Physics I.

2033 – CHEMISTRY I
5 CREDITS
This course is the study of matter. The content of this course includes modern atomic theory, how chemicals combine, formulas and equations, quantum theory, electron arrangement, chemical and physical properties, and states of matter.

2300 – HONORS ACCELERATED BIOLOGY
5 CREDITS
This one-year course will cover the major concepts associated with Biology I and Biology II. As this course will occur in a one-year format (as opposed to a two-year design), Honors Accelerated Biology will be fast-paced and rigorous. Students enrolled in this course should be prepared for several hours of homework per week. Most reading for this course will take place at home, and discussions/application will be covered in class.
*Prerequisite: Completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class).

2303 – ANATOMY & PHYSIOLOGY I
5 CREDITS
This course includes a study of structures, functions, and dysfunctions of major systems of the body. Topics include an introduction to structural units, tissues and membranes, the skeletal system, the integumentary system, and nutrition. Career opportunities in medicine-related fields are examined.

2134 – HONORS CHEMISTRY II
5 CREDITS
Chemistry is the study of matter. This course continues the study of chemical techniques and principles from Chemistry I. The content of this course includes chemical reactions, mass relationships, solutions and concentrations, kinetics and equilibrium, acids and bases, and oxidation and reduction reactions. This course also incorporates a project-based component and may involve cross-disciplinary collaborations. Students will work in teams to devise and execute Honors Project investigations involving independent laboratory work, planning, and presentation of results.
*Prerequisite: Honors Chemistry I or completion of honors entrance requirements (teacher recommendation, entrance assessment for all students coming from college prep level, and grade over 90% in previous science class).
## Social Studies Department Course Offerings

### COURSE OFFERINGS 2019-2020

<table>
<thead>
<tr>
<th>NAME</th>
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<th>GRADE</th>
<th>LEVEL</th>
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<tr>
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<td>20th Century History through Music and Culture</td>
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<tr>
<td>Topics in Personal Finance</td>
<td>4444</td>
<td>11/12</td>
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</tr>
</tbody>
</table>
The history and social studies curricula are aligned with Massachusetts State Frameworks and are designed to provide students with the knowledge, skills, and judgment to become responsible citizens of the nation and to have an understanding of world issues.

**4011 – U.S. HISTORY I**

This course examines the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. The basic framework of American democracy and the basic concepts of American government are studied. Students also study America’s westward expansion, the establishment of political parties, economic and social change, the growth of sectional conflict, the Civil War and its consequences, and finally, Reconstruction. Honors level U. S. History will require students to analyze the important moments in the nation’s development. An important goal of this course is to foster the development of the student’s ability to think critically and read and write proficiently.

*Prerequisite: Teacher recommendation, entrance writing assessment for all students coming from college prep history, grade over 90% in previous history class. All honors students will be assigned required summer reading.

**4012 – U.S. HISTORY II**

Students will examine the political, social, economic, and cultural aspects of the United States beginning in the mid-19th century through 1945. Topics to be covered include industrialization, labor organization, urban growth, American imperialism, progressive reforms, World War I, The Great Depression, and World War II. Social and political trends are also addressed. Students in this course will identify the ways that these important historical themes changed the United States and impacted the development of the nation.

*Prerequisite: Teacher recommendation, entrance writing assessment for all students coming from college prep history, grade over 90% in previous history class. All honors students will be assigned required summer reading.

**4111 – HONORS US HISTORY I**

This course examines the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. The basic framework of American democracy and the basic concepts of American government are studied. Students also study America’s westward expansion, the establishment of political parties, economic and social change, the growth of sectional conflict, the Civil War and its consequences, and finally, Reconstruction. Honors level U. S. History will require students to analyze the important moments in the nation’s development. An important goal of this course is to foster the development of the student’s ability to think critically and read and write proficiently.

*Prerequisite: Teacher recommendation, entrance writing assessment for all students coming from college prep history, grade over 90% in previous history class. All honors students will be assigned required summer reading.

**4022 – HONORS U.S. HISTORY II**

This course examines the political, social, economic and cultural aspects of the United States beginning in the mid-19th century through 1945. Topics to be covered include industrialization, labor organization, urban growth, American imperialism, progressive reforms, World War I, The Great Depression, and World War II. Honors level U. S. History will require students to analyze the important moments in the nation’s development. An important goal of this course is to foster the development of the student’s ability to think critically and read and write proficiently. Research reports, oral presentations, essays, projects, and primary and secondary source readings will be assigned.

*Prerequisite: Teacher recommendation, entrance writing assessment for all students coming from college prep history, grade over 90% in previous history class. All honors students will be assigned required summer reading.

**Students who are having difficulty with the honors curriculum are subject to removal. They will be placed into a college prep level class. Students will be identified by October 1st. After October 1st, students may not be able to be moved.**
4224 – HONORS WORLD HISTORY
5 CREDITS
This course covers a wide range of topics from the enlightenment in Europe to the Cold War Era. A focus will be placed on the student’s ability to research and compose college level essays pertaining to history and political matters. This course will examine the varied history of countries from different continents. The intention is to understand the current world climate by examining past events. A critical goal of this course is to foster the development of the student’s ability to read and write proficiently. Research reports, oral presentations, essays, projects, and primary and secondary reading will be assigned.

*Prerequisite: Teacher recommendation, entrance writing assessment for all students coming from college prep history, grade over 90% in previous history class. All honors students will be assigned required summer reading.

**Students who are having difficulty with the honors curriculum are subject to removal. They will be placed into a college prep level class. Students will be identified by October 1st. After October 1st, students may not be able to be moved.

4124 – WORLD HISTORY
5 CREDITS
This course examines the origins and consequences of the Industrial Revolution, political and social reform in 19th century Europe, as well as imperialism in Africa, Asia, and South America. Also studied are the military and economic events of the 19th and 20th centuries, including the rise of nationalism, World War I, the Great Depression, World War II, the Russian and Chinese Revolutions, the Cold War and its aftermath.

4034 – HONORS CONTEMPORARY U.S. HISTORY
5 CREDITS
This course examines the political, social, economic, and cultural aspects of the United States from the end of World War II to the present. Topics to be covered include America’s role in the Cold War, the Civil Rights Movement of the 1950’s and 1960’s, The Korean War, The Vietnam War, and key people, places, and events in the 1970’s and 1980’s. Honors level U. S. History will require students to analyze the important moments in the nation’s development. An important goal of this course is to foster the development of the student’s ability to think critically and read and write proficiently. Research reports, oral presentations, essays, projects, and primary and secondary source readings will be assigned.

*Prerequisite: Teacher recommendation, entrance writing assessment for all students coming from college prep history, grade over 90% in previous history class. All honors students will be assigned required summer reading.

**Students who are having difficulty with the honors curriculum are subject to removal. They will be placed into a college prep level class. Students will be identified by October 1st. After October 1st, students may not be able to be moved.

4044 – CONTEMPORARY U.S. HISTORY
5 CREDITS
This course examines the political, social, economic, and cultural aspects of the United States from the end of World War II to the present. Topics to be covered include America’s role in the Cold War, the Civil Rights Movement of the 1950’s and 1960’s, The Korean War, The Vietnam War, and key people, places, and events in the 1970’s and 1980’s. The course will primarily focus on key people, places, and events in the United States since the conclusion of World War II and how they have shaped present day America.
SOCIAL STUDIES

4113 – INTRODUCTION TO PSYCHOLOGY
2.5 CREDITS
This course is designed to help students develop an insight into their own psychological processes and those of others. Members of this course will be provided with an introduction to the content and scope of psychology as a behavioral science and will study of such topics as development, adjustment, learning, intelligence, motivation, emotion, and personality.

4114 – 20TH CENTURY HISTORY THROUGH MUSIC AND CULTURE
2.5 CREDITS
A study of the political, social, economic, and cultural history of the United States in the 20th century through the lens of music and culture. Emphasis will be placed on how musical trends have been impacted by reform, war, social injustice and prosperity in the post-WWII era.

4053 – CURRENT EVENTS
2.5 CREDITS
This course provides students with an increased knowledge of their environment and the vital issues of the day. Values of citizenship and civic concern are stressed. Students also develop a geographic knowledge of the areas under discussion. Students will be urged to develop opinions and rationale for the events occurring around them and to foster a sense of civic responsibility to their local community, the nation, and the world.

4055 – HISTORY OF SCIENCE AND TECHNOLOGY
2.5 CREDITS
This course examines the history of scientific and technological development and their role in culture and society. From the earliest scientific ideas to be found in Mesopotamia, the Indus Valley, and Ancient China, to Greek Science, the Middle Ages, the Renaissance, and the Modern Era, the course examines the progress of scientific thought. The course addresses issues such as societal attitudes toward science and how culture plays a role scientific and technological development. A philosophical analysis of the advances, functions, and implications of science is used to study how scientific and technological advancements have changed over time and how these changes have impacted our world.

4064 – SOCIOLOGY
2.5 CREDITS
This course provides students with knowledge of the function of the basic units of society and the institutions which aid these units. Students in this course study the concepts, principles, theories, and methods used by sociologists in the examination of social life. The utilities of sociological inquiry are applied to contemporary social issues and events to make sociology meaningful for the student.

4066 – LOCAL HISTORY
2.5 CREDITS
This course explores the history of the settlement, native population, conflict, and industrial and cultural growth of the Greater Fall River Area. It will focus upon the contributions of key individuals to local industry and history.

4444 – TOPICS IN PERSONAL FINANCE
2.5 CREDITS
Students will develop an understanding of the important financial responsibilities of individuals in a global economy. Personal banking, mortgages, credit, loans, savings, stocks and bonds, and more will be introduced. Major economic principles and theories will be presented. Students will explore the relationship between individual citizens, capitalist principles, and government involvement in the financial markets. Emphasis will be placed on having young adults make sound and responsible financial decisions.
PHYSICAL EDUCATION AND HEALTH
## Physical Education and Health Course Offerings

### COURSE OFFERINGS 2019-2020

<table>
<thead>
<tr>
<th>NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>LEVEL</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Physical Education 9</td>
<td>5041</td>
<td>9</td>
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<tr>
<td>Health 9</td>
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<tr>
<td>Physical Education 10</td>
<td>5042</td>
<td>10</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>Health 10</td>
<td>5055</td>
<td>10</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>Physical Education 11</td>
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<td>11</td>
<td>2</td>
<td>1.25</td>
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<tr>
<td>Health 11</td>
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<td>11</td>
<td>2</td>
<td>1.25</td>
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<tr>
<td>Physical Education 12</td>
<td>5054</td>
<td>12</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>Health 12</td>
<td>5057</td>
<td>12</td>
<td>2</td>
<td>1.25</td>
</tr>
</tbody>
</table>
Physical Education and Health, as instructional programs, provide a learning environment to develop and improve a student’s physical, emotional, and social abilities, leading to good health, well-being, and fitness. Students are provided with information designed to assist in decision-making concerning a wide range of adolescent health issues.

**5041 – PHYSICAL EDUCATION 9**  
1.25 CREDITS  
This course provides freshmen a program of physical education activities designed to promote fitness as well as social and emotional well-being.

**5042 – PHYSICAL EDUCATION 10**  
1.25 CREDITS  
This course provides sophomores a program of physical education activities designed to promote fitness, as well as social and emotional well-being.

**5053 – PHYSICAL EDUCATION 11**  
1.25 CREDITS  
This course provides juniors a review of activities in Physical Education 9 & 10 with emphasis on individual fitness and a focus on lifelong fitness activities. Students will be required to keep a personal journal of their health and wellness activities and future goals.

**5054 – PHYSICAL EDUCATION 12**  
1.25 CREDITS  
This course provides seniors a review of activities in Physical Education 9, 10 & 11 with emphasis on individual fitness and a focus on lifelong fitness activities. Students will be required to keep a personal journal of their health and wellness activities and future goals.

**5051 – HEALTH 9**  
1.25 CREDITS  
This freshmen course is an introduction to health and wellness issues relating to teens and adults. Topics of interest are nutrition, reproduction, personal safety, wellness, consumer health, relationship issues, and healthy decision making.

**5055 – HEALTH 10**  
1.25 CREDITS  
This sophomore course is a continuation of Health and Wellness issues relating to teens and adults. Topics of interest include social emotional well-being, opiates and drugs, vaping and juuling.

**5056 – HEALTH 11**  
1.25 CREDITS  
This junior course is a continuation of health and wellness issues relating to teens and adults. Topics of interest include stress, social emotional well-being, nutrition, and goal setting.

**5057 – HEALTH 12**  
1.25 CREDITS  
This senior course is a continuation of health and wellness issues relating to teens and adults. Topics of interest include stress, social emotional well-being, alcohol and life-long fitness.
ALTERNATIVE ELECTIVES
### Alternate Electives

**COURSE OFFERINGS 2019-2020**

<table>
<thead>
<tr>
<th>NAME</th>
<th>COURSE #</th>
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<th>CREDITS</th>
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<td>Spanish 2</td>
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<td>2</td>
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<td>4313</td>
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<td>11-12</td>
<td>1, 2, 5</td>
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<td>Virtual High School Full-year Course</td>
<td>Varies</td>
<td>11-12</td>
<td>1, 2, 5</td>
<td>Varies</td>
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This course introduces students to the Spanish language. Students learn vocabulary and concepts of basic grammar, allowing them to communicate information about themselves and others using simple sentences, both orally and in writing. The practice of all four language skills—listening, speaking, reading, and writing—helps students solidify their acquisition of the Spanish language. In addition, students become familiar with cultures of different Spanish speaking countries through a variety of multi-media resources. Active participation in class activities and completion of daily homework assignments are required.

At this level, the student will continue with the communicative approach of the level one course. The four language skills will be further refined with more emphasis on communication. This progression will act as a catalyst that will produce more authentic language situations. New grammatical principles are introduced, and common patterns of sound, order, and structure already learned are studied in greater depth. Vocabulary and grammar is introduced in thematic units that are centered on interdisciplinary and cultural themes. Oral activities are regularly used for practice of intonation, phrasing, and manner of expression. Students at this beginner level will continue to communicate clearly and effectively in stage one of language proficiency set forth by the Massachusetts Foreign Language Curriculum Frameworks.

As an introductory language course, the first year will establish the foundation necessary for language acquisition through varied listening, speaking, reading, and writing activities in the target language. While it is imperative that students gain knowledge of the basic structures of the language, it is also important that they go beyond the simple manipulation of forms. Students are encouraged to think critically and take risks when expressing themselves in the language. In addition, students will be expected to communicate clearly and effectively in stage one of language proficiency set forth by the Massachusetts Foreign Language Curriculum Frameworks. Student assessment will include traditional quizzes and tests, role-playing dialogs, oral/aural quizzes, journal entries, structural and cultural mini projects, and a major research project on target countries, primarily in English. Upon completion of Portuguese I, students perform simple communicative tasks using single words in naming articles in the classroom or listing their favorite foods. Students also use common phrases and expressions to complete simple tasks, such as saying “good morning” and stating their name, age, and where they live.

At this level, the student will continue with the communicative approach of the level one course. The four language skills will be further refined with more emphasis on accuracy of expression. This progression will act as a catalyst that will produce more authentic language situations. There will be a wide variety of assessments used at this level involving both individual research and group activities. The primary objective is the preparation for reading, both for comprehension and for cultural appreciation. New grammatical principles are introduced, and common patterns of sound, order and structure already learned are studied in greater depth. In addition, the student will be expected to communicate clearly and effectively in stage one of language proficiency set forth by the Massachusetts Foreign Language Frameworks. Oral activities are regularly used for practice of intonation, phrasing, and manner of expression. A grade of C- or higher in Level I of the language is recommended. Student assessment will include, but is not limited to traditional quizzes and tests, role-playing dialogs, oral/aural quizzes, journal entries, structural and cultural mini-projects and two or more major projects: reflexive versus non-reflexive verbs, family project, designing a city, cookbook project, fashion show video or department store video. Upon completion of Portuguese II, students continue to perform simple communicative tasks using selected words, phrases, and expressions with no major repeated patterns of error.
Career Readiness I is a one-trimester course exposing students to the foundation skills in the areas of employability, business communication, and technology. This course addresses the Vocational Technical Education Framework Standardized Strand 4 (Employability and Career Readiness), Strand 5 (Entrepreneurship, and marketing), and Strand 6 (Technological). As part of the course, students will be required to complete course work in employability, professionalism, business communication, web research, digital citizenship, and Microsoft Word, Excel, and PowerPoint.

Career Readiness II is a one-trimester course exposing students to the foundation skills in the areas of employability, accounting, business law, and entrepreneurship practices, while continuing instruction in business communication. This course addresses the Vocational Technical Education Framework Standardized Strand 4 (Employability and Career Readiness), Strand 5 (Management & Entrepreneurship), and Strand 6 (Technological). As part of the course, students will be required to complete course work in the areas of employability, accounting, business law, entrepreneurship, and business communication.

As a member of the Virtual High School Collaborative, Diman Regional Vocational Technical High School (VHS) is now able to offer hundreds of additional online courses. The VHS program is open to juniors and seniors with a GPA of 3.0 or above. Students in VHS are given two or four periods in each academic rotation for their VHS class and are responsible for logging in and doing their classwork while in shop or on co-op.
Vocational Programs

EXPLORATORY PROGRAM

All incoming freshmen at Diman participate in an Exploratory program. They will have the opportunity to experience approximately ten programs, some selected by the student and some assigned by the school. After every cycle completed, the program instructor will evaluate students in the following areas: quality of work, effort, potential, conduct/aptitude, and amount of work completed. After the Exploratory program has ended, the student will be asked to select a program that he/she wishes to be placed in permanently. Final program placement is based upon the performance of the student, the recommendation of the shop instructor, and the desire of the student to enter the selected program.
ADVANCED MANUFACTURING TECHNOLOGY
The AMT program offers students the opportunity to experience the latest technology in advanced and plastic manufacturing. AMT students receive training through hands-on experience that replicates operations used in industry. Metal parts are produced through the use of lathes, millers, surface grinders, Computer Numerical Control (CNC) machines, Electrical Discharge Machines (EDM), and Metal 3D printing.

Graduates can gain employment as manufacturing technicians, inspectors, machinists, tool and die makers, and CNC programmers. For those students wishing to go on to higher education, opportunities include mechanical engineering, manufacturing engineering, industrial engineering, and vocational teaching opportunities.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

**Skills & Skill Areas**

- Language Of Measurement & Quality Control
- Hand Tools & Processes
- Horizontal & Vertical Band Machines
- Lathes, Introductions & Operations
- Hand Tapping Processes
- Outside Threading (Die Cut)
- Reaming Technology, Hand & Machine
- Milling Machines (Vertical)
- Computerized Numerical Control Milling
- Computerized Numerical LATHE
- Surface Plate Work
- Metal 3D Printing
- Wire EDM
- Belt Sander
- Surface Grinder
- CAD-CAM Programming
- Coordinate Measuring Machine (CMM)
- Proto-Trak Lathe
- Proto-Trak 3-Axis Mill
- Acu-Rite 3-Axis Mill
AUTOMOTIVE COLLISION, REPAIR, AND REFINISHING
The Automotive Collision, Repair, and Refinishing program provides students with excellent opportunities to explore and experience numerous aspects of the Auto Body trade. These include developing entry-level skills in surface preparation and minor dent repair. Students are also exposed to more complex operations in refinishing, frame straightening and welding. Students are monitored and closely supervised by highly qualified instructors that work to maximize their potential. There are two modern preparation stations, two state-of-the-art downdraft spray booths and a Car-O-Liner frame straightening machine that replicates technology found in the industry today.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

---

**Skills & Skill Areas**

- Safety Practice For Surface Preparation
- Surface Preparation
- Sanding Methods: Wet, Dry, Masking
- Safety Practices For Spraying, Handling (And Disposal) Of Sprayable Material
- Spraying Techniques
- Priming
- Spray Painting
- Spray Gun Maintenance
- Repair Minor Damage
- Unibody And Frame
- Repair And Measuring
- Fiberglass Repair
- Welding Safety
- Welding Operation
- MIG Welding
- Plastic Welding
- Glass Operation
- Major Panel Adjustments
- Repair Major Damage
- Estimating

---

**Diman Diploma**

- Apprentice Collision Repair Worker
- Auto Glass Installer
- Auto Restoration Worker
- Industrial Painter
- Detailing Shop Worker
- Sales Representative For Paint Or Supply Company

**2 Year College**

- Advance Collision Repair Worker
- Insurance Appraiser
- Insurance Adjuster
- Auto And Truck Dealership
- Collision Repair Shop Owner

**4 Year College**

- Insurance Appraiser
- Insurance Adjuster
- Auto/Truck Dealership Management
- Vocational Technical Instructor

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**Diman Diploma**

- Apprentice Collision Repair Worker
- Auto Glass Installer
- Auto Restoration Worker
- Industrial Painter
- Detailing Shop Worker
- Sales Representative For Paint Or Supply Company

**2 Year College**

- Advance Collision Repair Worker
- Insurance Appraiser
- Insurance Adjuster
- Auto And Truck Dealership
- Collision Repair Shop Owner

**4 Year College**

- Insurance Appraiser
- Insurance Adjuster
- Auto/Truck Dealership Management
- Vocational Technical Instructor

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The Automotive Technology program is designed to prepare students to strategically diagnose and repair problems with today’s vehicles. Automotive technicians must be highly skilled and technically adept to repair the complex systems which make up the most current automobiles. Upon completion of this program, students are knowledgeable in all entry-level skills necessary to repair vehicles in any modern auto repair facility. A selection of the many skills learned includes, but is not limited to, engine repair and performance, electrical systems, heating, air conditioning, brakes, steering, suspension, and transaxle. Students are instructed to operate state-of-the-art diagnostic equipment to test and repair today’s complex automobiles. Students also receive training in computerized repair information systems, as well as customer service and parts distribution. Graduates of this program are prepared to secure employment in a wide variety of occupations in the automotive industry.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.
BUILDING AND PROPERTY MAINTENANCE
Building and Property Maintenance is an interdisciplinary program devoted to the maintenance and care of residential and commercial buildings. The demand for individuals with a diversified vocational knowledge is extremely strong due to the ever-changing environment of our regional employment market.

The skills that Building and Property Maintenance students gain create many pathways that can lead toward a bright and rewarding future.

Students learn to maintain and service buildings and infrastructure, while also ensuring safe work environments. Students understand routine building maintenance procedures, along with understanding the aspects of making continuous improvements to enhance facilities.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>2 Year College</th>
<th>4 Year College</th>
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<tbody>
<tr>
<td>Building Maintenance</td>
<td>Facilities Manager</td>
<td>Architect</td>
</tr>
<tr>
<td>Carpenter Apprentice</td>
<td>Maintenance Supervisor</td>
<td>Building Superintendent</td>
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<tr>
<td>Groundskeeper / Landscape Worker</td>
<td>Construction Supervisor</td>
<td>Civil Engineer</td>
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<tr>
<td>Mason Apprentice</td>
<td>Designer</td>
<td>Construction</td>
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<tr>
<td>Mechanical Maintenance</td>
<td>Construction Superintendent</td>
<td>Superintendent</td>
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<tr>
<td>Painter Apprentice</td>
<td>Plant Engineer</td>
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<tr>
<td>Sheetrock/Plasterer</td>
<td>Small Engine Technician</td>
<td>Project Manager</td>
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<tr>
<td>Small Engine Technician</td>
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</tr>
</tbody>
</table>

**Skills & Skill Areas**

- OSHA 10-hour safety
- Blue Print Reading
- Carpentry And Woodworking
- Ceramic Tiling
- Chief Architect Design Software
- CNC Machine Operations
- Energy / Green Technologies
- HVAC Maintenance
- Hazardous Material
- Landscaping / Groundskeeping
- Machine Processes
- Masonry
- Metal Fabrication
- Oxy-Fuel Cutting
- Plasma Cutting
- Scaffolding
- Sheetrock And Drywall
- Sign Making
- Small Engine Repair And Maintenance
- Spray Finishing
- Painting
- Plumbing Procedures
- Vinyl Lettering
- Welding Processes
- Wood / Vinyl Siding

**Certification Opportunities**

- OSHA 10 Hour Construction Card
- MASSDOT Pre-Apprenticeship Program 30 Hour Certificate
- First/Aid CPR Certification
- US Green Building Council LEED Associate Certification
- CertainTeed Master Craftsman Vinyl Siding Installer Certificate
- Briggs & Stratton
The Business Technology program prepares students for a wide range of business careers. In a simulated office setting utilizing state-of-the-art equipment, students become acquainted with the skills, abilities, and attitudes needed for a successful job performance in a business setting. Students explore a wide range of skills including keyboarding, word processing, spreadsheets, database development, and presentations.

Upon successful completion of the Microsoft Office applications curriculum, students sit for the Microsoft National Certifications in Word, Excel, Outlook, and PowerPoint. Students are also introduced to Adobe Photoshop and web design in their junior year. In addition to software applications, the Business Technology curriculum covers such topics as records management, accounting, financial literacy, operation of office machines, and marketing.

Business Technology also has a dual enrollment agreement with Bristol Community College. This agreement allows our students the opportunity to earn 29 college credits in Office Skills Training at Bristol Community College. Upon graduation, you will receive your high school diploma from Diman and a Certificate of Achievement from Bristol Community College. Graduates can then begin their BCC associate degree program nearly one full year ahead of their classmates.

Students who complete this program will be highly prepared for employment in today’s business world. A majority of Diman’s juniors and seniors participate in the Cooperative Education program and are employed in various business environments within the community. With further training in this field, additional opportunities for career advancement increase.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

### Diman Diploma
- Administrative Assistant
- Receptionist
- Data Entry Specialist
- Bank Teller
- Accounts Receivable/Payable Clerk
- Bookkeeper
- Payroll Clerk

### 2 Year College
- Administrative Assistant
- Medical Secretary
- Legal Secretary
- Executive Secretary
- Court Stenographer
- Payroll Supervisor
- Financial Services - Banking - Financial Management - Real Estate And Insurance
- General Management
- Leisure Services Management - Geotourism - Destination Management - Sports Management
- Marketing Management
- Retail Management
- Web Designer

### 4 Year College
- Systems Analyst
- Manager Of Information Systems
- Database Administrator
- Computer Programmer
- Records Manager
- Business Teacher
- Accountant
- Marketing Manager
- Financial Analyst
- Operations Manager
- Human Resources Manager

### Skills & Skill Areas
- Microsoft Office (Word, Access, Excel, PowerPoint, Outlook)
- Adobe Photoshop
- Accounting
- Desktop Publishing
- Machine Transcription
- Marketing
- Office Procedures
- OSHA Certification
- Records Management
- Keyboarding
- Professional Development
- Advertising
- Entrepreneurship
- Quickbooks
- Web Design
CARPENTRY-CABINETMAKING
Students entering in the Carpentry - Cabinetmaking program are instructed in the safe and proper use of hand tools, portable power tools, and stationary power equipment. They are also instructed in layout, design, and various machining methods. These skills are then used to fabricate progressively-more-difficult projects, ultimately leading to the introduction of Computerized Numerical Controlled (C.N.C.) Training in the state-of-the-art multi-cam routers and the S.C.M.I. point-to-point machining center.

A portion of this program addresses the building of a house. Junior and senior students construct a residential home in one of our member communities. Students are instructed in rough framing techniques, shingling, exterior finish, interior finish, as well as built-in cabinets and the installation of custom cabinetwork.

The Carpentry-Cabinetmaking program provides students with the skills necessary to compete in today’s highly technical and demanding building trade industry.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

**Diman Diploma**
- Rough And Finish Carpenter
- Tile Setter
- Cabinet Maker/Installer
- Retail Sales/Construction Supply
- Drywall Worker/Plasterer
- Roofer
- Siding Installer
- Insulator
- Hardwood Floor Installer
- Remodeler

**2 Year College**
- Estimator
- Building Inspector
- Architectural Technologist
- Engineering Technician
- Interior/Exterior Design
- Draftsman
- Surveyor
- Real Estate Salesperson

**4 Year College**
- Civil/Structural Engineer
- Design Engineer
- Vocational Technical Instructor
- College Instructor
- Real Estate Developer

**Skills & Skill Areas**
- Shop Safety
- Measurements
- Hand Tools
- Common Wood Joints
- Hand Sanding
- Gluing
- Blueprint Reading
- Set-Up & Operate Shop Equipment
- CNC Programming
- Layout & Stockpiling Of Cabinets
- Construct Wall, Base, & Utility Cabinets
- Construct Furniture
- Orientation To Nature Of Wood
- Hardware Application
- Installation Of Cabinets
- Apply Production Procedures
- Safety On The Job Site
- Beam-Steel & Wood
- Floor Joists/ Trusses
- Partition & Wall Framing
- Roof Framing - Shingling
- Insulation
- Dry Wall Installation
- Exterior Finish
- Installation Of Windows/Doors
CULINARY ARTS
CULINARY ARTS

Diman’s Culinary Arts program covers the full scope of the culinary arts field and introduces students to food science (molecular gastronomy). Molecular gastronomy is a modernist style of cuisine that combines science, cooking and applied technologies. The shop has the most up-to-date, state-of-the-art equipment available, similar to area restaurants and conference centers. A vast variety of food products and cooking methods are taught at both American and international cooking cuisine methods.

The school’s restaurant, Room 251 which is open to the public, provides five star services incorporating several service styles. Our new state-of-the-art Posi Touch computer system exposes students to industry standards in a real restaurant setting.

Under the watchful eyes of a highly-qualified staff, students are also exposed to a full baking and dining room management experience.

Students in their senior year can participate in the Cooperative Education program, in which the Culinary Arts program has an extremely successful record. Working in the various food service operations in the community allows for a greater learning experience.

A large inventory of culinary videos, textbooks, resource and research materials are available in the related classroom.

Diman’s Culinary Arts program is a Premier ProStart School and is involved in SkillsUSA, where students have the opportunity to compete in local, district, state, and national competitions.

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.
DENTAL ASSISTING
DENTAL ASSISTING

The Dental Assisting program trains and educates students to be skilled dental assistants. The responsibilities of a dental assistant are challenging and include a wide range of tasks requiring interpersonal and technical skills. As a valuable member of the dental care team, dental assistants work side-by-side with the dentist to increase the efficiency and quality of oral health care.

The Dental Assisting program offers students the opportunity to take the Dental Assisting National Board Exam in Infection Control and Radiation Health and Safety. The students are also certified in BLS/CPR and OSHA 10 hour safety.

Students receive intense hands-on training in the dental shop at Diman, as well as clinical rotations at local dental offices. Clinical experience can also be obtained through Diman’s Cooperative Education Program.

The program requires devoted time to intensive instruction needed to pass national certification examinations. Therefore, students with average to above average academic grades in science and English is recommended. Students with good manual dexterity and interpersonal skills are also required.

Career opportunities can include flexible hours with part-time and full-time employment.

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

---

**Diman Diploma**
- Clinical Dental Assistant For General Practice
- Clinical Dental Assistant For Specialty Practice
- Dental Office Administration
- Laboratory Assistant/Technician

**2 Year College**
- Dental Hygienist

**4 Year College**
- Dental Hygienist
- Dental Sales Representative
- Pre-Dental
- Dentist
- Dental Specialist

**Skills & Skill Areas**
- Oral Health
- Infection Control
- Instrument Processing And Sterilization
- Dental Sciences
- Vital Signs
- Clinical Dental Procedures
- Dental Radiography
- Dental Specialties
- Dental Materials And Techniques
- Laboratory Materials And Procedures
- Dental Office Administration
In the Drafting program, students learn to communicate thoughts and ideas by using graphic representation. Drafting students translate design concepts through sketches, details, assemblies, specifications and 3-D solid models. To generate their drawings, Drafting students use computer-aided-drafting (CAD) systems, technical handbooks, tables, and calculators. Students increase their general technical knowledge by learning engineering and manufacturing processes used in industry.

The Drafting curriculum provides instruction predominately in mechanical drafting during the freshman, sophomore and senior years. The junior year is strongly focused on residential architecture. There is also an introduction to civil, structural, electronic, and electrical drafting. Field trips to local businesses provide a realistic industrial setting of an engineering/design department. Students also make regular visits to Diman’s house building job site where they see first-hand the complete construction of a residential home. Students are encouraged to participate in the Cooperative Education program.

The Drafting program generates working drawings required for projects that are being completed by other programs, such as Machine Tool Technology, Metal Fabrication, and Carpentry/Cabinetmaking.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.
DIMAN

Diman’s Electricity program offers a comprehensive and integrated program in math, science, and process writing. Students are taught all facets of residential, commercial, and industrial writing in accordance with the National and Massachusetts Electrical Code. This instruction includes:

- Trade Skills
- Electrical Theory
- Computer Skills
- Structural Blueprint Reading
- Construction Principles
- Electrical Estimating

Additionally, the Electricity program offers extensive training in electrical maintenance, with students troubleshooting electrically-controlled equipment in an actual trade setting. Students study single-phase and three-phase transformation utilizing state-of-the-art programmable logic controllers. Wiring and schematics diagrams are used extensively to complete the course of study.

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>2 Year College</th>
<th>4 Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Residential, Industrial, Or Commercial Electrician Apprentice&lt;br&gt; • Maintenance Electrician&lt;br&gt; • Electrical Equipment Sales&lt;br&gt; • Industrial Controls Technician&lt;br&gt; • Communications Installer&lt;br&gt; • Fire Alarm System Installer&lt;br&gt; • Cable TV Installer</td>
<td>• Electrical Engineer&lt;br&gt; • Small Business Management&lt;br&gt; • Fiber Optics Technician</td>
<td>• Electrical Engineer&lt;br&gt; • Theater Lighting Technician&lt;br&gt; • Lighting Designer</td>
</tr>
</tbody>
</table>

Skills & Skill Areas
- Electrical Safety
- Protective Devices
- Programmable Logic Controls
- Material Safety Data Sheet
- Circuit Breakers & Fuses
- Communication Wiring
- Electrical Theory AC & DC
- Single-Phase Transformers
- Solar Photovoltaic Systems
- Wiring Methods & Materials
- Three-Phase Transformers
- Wind Generation
- Residential Finish Wiring
- Single-Phase Motor Controls
- Fire Alarm & Burglar Systems
- Residential Rough Wiring
- Three-Phase Motor Controls
- Industrial Wiring
- Direct Current Motor Controls
- Commercial Wiring
- Schematic Diagrams (CAD)
- Blueprint Reading
- Service Installations
ELECTRONICS
The Electronics Technology program provides a solid foundation in electronics and robotics technology. Students will study basic electronics including AC/DC and digital circuits as well as troubleshooting skills. All concepts are taught and reinforced using project-based learning using the engineering design process. Students are taught mobile robotics using VEX and Boe-bot robotic systems and learn industrial robotics using state-of-the-art KUKA core industrial robots. In the senior year, students learn the latest in Drone technology such as flying DJI Drones, use them to do autonomous mapping and test for the Part 107 FAA drone certification.

The related portion of the program integrates shop practices, procedure, and methods, along with English Language Arts and a heavy emphasis on STEM instruction. Mathematical concepts are introduced in a logical manner, as they relate to their area of study, and many principles of science are incorporated. Integration in these areas of study not only provide an occupationally skilled graduate with vocational and academic competency, but a more confident graduate, better able to reach their own full potential in this highly technical career field. An emphasis is placed on industrial and digital electronics as well as on computers. National certifications are available to students who demonstrate proficiently in specific electronics areas.

Graduates are actively employed in areas of industrial electronics, computers, research and development, electronics equipment manufacturing, marine navigational computers, electronics control, and measuring equipment.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>2 Year College</th>
<th>4 Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Electronics Technician</td>
<td>• Electronics CAD Person</td>
<td>• Electronics Engineer</td>
</tr>
<tr>
<td>• Computer Technician</td>
<td>• Electronic Technician</td>
<td>• Robotics Engineer</td>
</tr>
<tr>
<td>• Data Communications Technician</td>
<td>• Computer Technician</td>
<td>• Telecommunication Engineer</td>
</tr>
<tr>
<td>• Network Support Technician</td>
<td>• Data Communications Technician</td>
<td>• Electrical Engineer</td>
</tr>
<tr>
<td>• Fiber Optics Technician</td>
<td>• Fiber Optics Technician</td>
<td>• Mechanical Engineer</td>
</tr>
<tr>
<td>• Certified Commercial Drone Operator</td>
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</tr>
</tbody>
</table>

**Skills & Skill Areas**

- DC Circuits
- AC Circuits
- Analog Circuits
- Digital Circuits
- Robotic Design & Construction
- Troubleshooting Skills
- sUAS Drone Systems
- Soldering Skills
- Electronics CAD Drawing
- Circuit/Project Prototyping & Fabrication
- Basic Engineering Concepts & Skills
- Engineering Documentation Production
- Microprocessor Programming
The philosophy of the Graphic Communications program is to provide students the opportunity to work in ten different areas in the Graphic Communications field, as well as opportunities to create their own conceptual designs using the Adobe Creative Suite. In the traditional offset department, students learn how to operate printing presses from a single color duplicator to a four color press. Students also have the ability to operate digital presses in a quick print area. In the apparel section, students can produce embroidery clothing as well as both digital and manual screen printing. They will also learn the process of thermal printing for apparel and sign making processes. Students will be introduced to the dye sublimation process. Within the overall program, the program provides all aspects of the Graphic Communications industry through the experiential curriculum. Students will develop a professional portfolio that will give them an advantage in the Graphic Communication field upon graduation.

CAREER OPTIONS
Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.
HEALTH ASSISTING

The Health Assisting program offers bright prospects for students seeking rewarding careers in one of the fastest growing employment areas. The overall objective of the program is to give each student an opportunity to develop his/her unique potential and achieve personal, academic, vocational/technical, and civic goals. This is accomplished by providing, in conjunction with other school activities and programs, a state-of-the-art, integrated academic, and a vocational/technical program that focuses on knowledge, skills, and dispositions needed by contemporary health care workers both in general and in select specialty areas.

Qualified students may take the certifying exams for the following:

- OSHA 10-Hour General Industry - Healthcare
- American Red Cross Babysitter Training
- National Safety Council First Aid
- American Heart Association BLS for Healthcare Providers (CPR)
- MA Department of Public Health Nurse Aide
- National Council of Certified Dementia Practitioners Alzheimer’s and Dementia Training
- MA Council for Home Care Aide Services Home Health Aide
- National Healthcareer Association EKG Technician
- MA Council of Human Service Providers Direct Support Specialist

Clinical experiences are provided in select health care-related agencies. Employment opportunities exist in diverse health care settings even before graduation. Those who gain additional education may pursue certification, registration, or licensure in nursing and dental careers, diagnostic services, emergency medical services, psychological and social services, rehabilitative services, nutrition and dietary services, and more.

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>2 Year College</th>
<th>4+ Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Aide</td>
<td>Massage Therapist</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>X-Ray Technician</td>
<td>Speech Therapist</td>
</tr>
<tr>
<td>Dietary Aide</td>
<td>Medical Assistant</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>EKG Technician</td>
<td>Optometrist</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Direct Care Specialist</td>
<td>Licensed Practical Nurse</td>
<td>Medical Laboratory Technologist</td>
</tr>
<tr>
<td></td>
<td>Registered Nurse</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td></td>
<td>Pharmacy Technician</td>
<td>Dietitian</td>
</tr>
<tr>
<td></td>
<td>Surgical Technician</td>
<td>Medical Doctor</td>
</tr>
<tr>
<td></td>
<td>Emergency Medical Technician</td>
<td>Pharmacist</td>
</tr>
<tr>
<td></td>
<td>Physical Therapy Assistant</td>
<td>Psychologist</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy Assistant</td>
<td>Nurse Practitioner</td>
</tr>
</tbody>
</table>

Skills & Skill Areas

- Understanding Medical Terminology
- Communicating Effectively
- Reporting And Recording Client Data
- Assisting With Activities Of Daily Living
- Administering Comfort Measures
- Responding To Client Needs
- Assisting With Nutrition And Hydration
- Measuring And Recording Vital Signs
- Demonstrating Employability Skills
- Demonstrating Health And Safety Practices
- Responding To Medical Emergencies
- Demonstrating Child Care Skills
- Assisting Clients With Cognitive Impairments
- Identifying Ethical And Legal Responsibilities
- Complying With Infection Control Procedures
- Operating A Mechanical Lift
- Collecting Specimens
- Performing Electrocardiography
- Administering Medications
- Performing Phlebotomy
- Understanding Intellectual And Developmental Disabilities
HEATING, VENTILATION, AIR CONDITIONING, REFRIGERATION
The Heating, Ventilation, Air Conditioning, and Refrigeration Technology program is designed to prepare students for employment in the heating, ventilation, air conditioning, and refrigeration industries. Upon completion of this program, students are knowledgeable in all of the major areas of the heating, ventilation, air conditioning, and refrigeration trade necessary to repair and install today’s high tech equipment.

In each area, students cover the basics of each system and learn to assemble and troubleshoot the various devices necessary for the systems. The student will become familiar with the mechanical and electrical components necessary to work in the field.

Students learn Environmental Protection Agency (EPA) rules and regulations about refrigeration containment and needs. The school provides certification opportunities twice a year, in the fall and in the spring, by an outside agency.

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>2 Year College</th>
<th>4 Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commercial Or Residential HVAC/R Apprentice</td>
<td>• HVAC/R Technician</td>
<td>• HVAC/R Engineer</td>
</tr>
<tr>
<td>• Ductwork Installer</td>
<td>• System Designer</td>
<td>• Design Engineer</td>
</tr>
<tr>
<td>• HVAC/R Supply Person</td>
<td>• Project Cost Estimator</td>
<td>• Facilities Manager</td>
</tr>
<tr>
<td>• Apprentice HVAC/R Technician</td>
<td>• Apprentice HVAC/R Engineer</td>
<td>• Project Manager</td>
</tr>
<tr>
<td>• HVAC/R Installer Trainee</td>
<td>• Assistant Facilities Manager</td>
<td>• Senior System Designer</td>
</tr>
<tr>
<td>• Assistant Maintenance Technician</td>
<td>• Assistant Project Manager</td>
<td></td>
</tr>
</tbody>
</table>

**Skills & Skill Areas**

- Fundamentals Of Refrigeration
- Refrigeration Tools & Materials
- Soldering & Welding Equipment
- Basic Refrigeration System
- Refrigerants
- Domestic Refrigerator & Freezers
- Pipe Fitting
- Install & Service Small Hermetic System
- Electrical-Magnetic Fundamentals
- Electrical Circuits & Controls
- Electrical Motors
- Steam Type Service Valves
- Gauge Manifold
- Refrigerant Controls
- Commercial Systems
- Commercial Systems Application
- Commercial Systems-Installing & Servicing
- Automobile Air Conditioning
- Commercial Systems Heat Loads & Piping
- Blueprint Reading
MEDICAL ASSISTING
Diman Regional’s Medical Assistant Program is designed to provide the theory and technical skills necessary to gain successful employment in physician offices, hospitals, outpatient care centers, and other specialty settings. Students wanting to further pursue a career in healthcare will benefit by having gained experience in the healthcare setting and having received foundational knowledge in anatomy, physiology, and pathophysiology; pharmacology; medical records management; and medical terminology.

Medical assisting is a multifaceted profession within healthcare that includes working in an administrative and/or clinical role. Administrative duties can include communicating with other allied health professionals, healthcare providers, patients and their families; scheduling procedures and appointments; bookkeeping; medical billing; reception; and inventory management. Clinical duties can include obtaining vital signs; performing medical asepsis and infection control; patient education and preparation; specimen collection, processing, testing, and transport; performing various screening tests; and administering vaccines and medications.

**CERTIFICATION EXAMS**

Students who successfully complete a Chapter-74 Medical Assisting program will be eligible to sit for various certification exams. These may include:

- Certified Clinical Medical Assistant (CCMA) -300hrs
- Certified Medical Administrative Assistant (CMAA) -120hrs
- Certified Phlebotomy Technician (CPT) - 80hrs
- Certified EKG Technician (CET) -75hrs
- Certified Billing & Coding Specialist (CBCS) -120hrs
- Certified Electronic Health Record Specialist (CEHRS) -80hrs

**CAREER OPTIONS**

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

**Skills & Skill Areas**

- Asepsis and infection control
- Billing, bookkeeping, insurance processing
- ECG
- First aid and CPR
- Injections
- Maintaining medical records
- Obtaining medical histories
- Preparing and administering medication
- Scheduling appointments
- Spirometry
- Venipuncture and capillary puncture
- Vital signs
METAL FABRICATION AND JOINING TECHNOLOGIES
METAL FABRICATION AND JOINING TECHNOLOGIES

In the Metal Fabrication & Joining Technologies program students learn how to measure, cut, and bend metal to print specifications. They learn how to operate the essential machines such as brakes, shears, and presses, rolls, forming machines, welders and punches, CNC programming, and operation of water jet/plasma cutting systems. Students also learn how to layout, fabricate, and install sheet metal fittings for the heating, ventilation and air conditioning industries along with HVAC system installation.

In the sheet metal program students learn the proper procedures for pattern development, fabrication, and installation of air system duct for the Heating, Ventilating and Air Conditioning industry. The metal fabrication program teaches students how to properly layout, cut, fabricate and tack weld various metals ranging in thicknesses from 1/16” to 1/2” thick according to blue print specifications. While the Welding program teaches students the proper techniques and procedures in SMAW, GMAW, GTAW, OAW, OAC, PAC, CNC Plasma cutting, CNC Water Jet cutting and programming software needed to become proficient in successfully cutting and joining various metals.

Related classroom theory is taught in areas such as safety with a mandatory ten hour OSHA Safety Training Course resulting in certificate for general construction safety, trade math, Print reading, Welding processes, metal working, American Welding Society rules and procedures, metallurgy, weld inspection, sheet metal layout and installation, technical writing, employability skills and portfolio.

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

### Skills & Skill Areas
- Competency Orientation
- Safety
- Metal Identification
- Hand Tools
- Power Equipment
- Measurement (Linear, Angular, Circular, Weight, Metrics, Etc.)
- Sheet Metal Pattern Development (Straight Line, Parallel Line, Radial Line And Triangulation)
- Installation Of Air System Duct Work
- Measurement 1/8” Stock & Heavier
- Fastening 1/8” Stock & Heavier
- Assembly Methods
- Blueprint Reading
- Oxygen-Fuel Welding & Cutting
- Manual Plasma Cutting
- SMAW Welding
- GMAW Welding
- GTAW Welding
- Gouging
- CNC Plasma Arc Cutting And Programming
- CNC Water Jet Cutting And Programming
- CAD Software
- Employability Skills And Portfolio

### Diplomas
- Ship Building
- Fabricator
- Welder
- Production Worker
- Sheet Metal Apprentice
- Duct Installation

### 2 Year College
- Foreman
- Project Cost Estimator
- Project Manager
- Duct System Design
- Weld Inspector (CWI)
- Travel Opportunities

### 4 Year College
- Mechanical Engineer
- Welding Engineer
- Vocational Technical Instructor
- College Instructor
- Senior System Designer

### Diman Diploma
- Ship Building
- Fabricator
- Welder
- Production Worker
- Sheet Metal Apprentice
- Duct Installation

### 2 Year College
- Foreman
- Project Cost Estimator
- Project Manager
- Duct System Design
- Weld Inspector (CWI)
- Travel Opportunities

### 4 Year College
- Mechanical Engineer
- Welding Engineer
- Vocational Technical Instructor
- College Instructor
- Senior System Designer
PLUMBING

The Plumbing program provides students with opportunities to experience numerous aspects of the trade. Students develop skills in assembling black steel pipe, copper tubing, and cast iron soil pipe. Safety is emphasized throughout the four-year program. Students are taught the proper use of hand and portable power tools. They are also exposed to welding as it applies to the plumbing trade.

The junior and senior program curricula provide opportunities for live work, thus allowing students the occasion to work on school and community maintenance projects. Many of the plumbing and heating projects provide students with educational experiences that allow them to use their mechanical aptitudes and abilities to solve engineering problems through critical thinking skills and creativity.

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>4 Year Trade/Night School</th>
<th>4 Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apprentice Plumber/Gas Fitter</td>
<td>• Journeyman Plumber/Gas Fitter</td>
<td>• Systems Engineer</td>
</tr>
<tr>
<td>• Plumbing Supply House Worker</td>
<td>• Warehouse Sales Representative</td>
<td>• Civil Engineer</td>
</tr>
<tr>
<td>• Waste Water Treatment Facility Worker</td>
<td>• Jobsite Foreman</td>
<td>• Water Treatment Scientist</td>
</tr>
<tr>
<td>• Pipe Fitter Apprentice</td>
<td>• Estimator</td>
<td></td>
</tr>
<tr>
<td>• Sprinkler Fitter Apprentice</td>
<td>• Journeyman Pipe Fitter</td>
<td></td>
</tr>
<tr>
<td>• Technical Support Worker</td>
<td>• Journeyman Sprinkler Fitter</td>
<td></td>
</tr>
</tbody>
</table>

Skills & Skill Areas

- Assembling Steel Piping
- Assembling Copper Tubing
- Assembling Cast Iron Pipe
- Assembling Plastic Pipe
- Supporting Pipe/Tubing
- Drill Notching Cutting
- Installing Hot Water Appliances
- Repair & Maintenance
- Venting Gas Appliances
- Oil Storage System
- Pipe Fitting
- Roll-Grooving
- Troubleshooting
- Hydronic Heating System
- Radiation (Heating)
- Heating Accessories
- Boiler Controls
- Clearing Drain Stoppages
- Installing/Sizing Gas Piping
- Well Pumps/Booster Pumps
- Backflow Preventers
- Special Waste
- Roughing Fixtures
- Venting Fixtures
- Installing/Sizing A Water Distribution System
- Print Reading
- OSHA Certification
PROGRAMMING AND WEB DEVELOPMENT
The Programming and Web Development program provides a solid foundation in Programming Concepts, Web Development Concepts, Elements of Software Development as well as fundamentals of Computer Information Technology Skills. In our web development curriculum, students work with Hypertext Markup Language, Cascading Style Sheets, and Javascript. Programming languages such a Python, Java, and C# are covered in the project-based programming curriculum. Students in this program who elect to continue their education at a four-year college may choose to major in computer science, computer engineering, or web development. Students may also choose to minor in game design, app development or web design.

Students in this program will be eligible to take two Advanced Placement exams:

1. Computer Science Principles (sophomore year)
2. Computer Science A (junior year)

CAREER OPTIONS

Students graduating from Diman have a variety of job options available to them. Below is a partial list of jobs Diman graduates from this program are qualified for, depending on their level of education.

<table>
<thead>
<tr>
<th>Diman Diploma</th>
<th>2 Year College</th>
<th>4 Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Web Designer</td>
<td>• App Developer</td>
<td>• Computer Systems Engineer</td>
</tr>
<tr>
<td>• Entry Level Developer</td>
<td>• Business Information Systems</td>
<td>• Game Design Engineer</td>
</tr>
<tr>
<td>• Help Desk Support Specialist</td>
<td>• Computer Forensics</td>
<td>• Computer Scientist</td>
</tr>
<tr>
<td>• Software Quality Assurance Tester</td>
<td>• Cybersecurity And Networking Specialist</td>
<td>• Cybersecurity And Networking Engineer</td>
</tr>
<tr>
<td>• IT Technician</td>
<td>• Game Developer</td>
<td>• Data Scientist</td>
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<tr>
<td></td>
<td>• Multimedia And Internet Specialist</td>
<td>• Management Information Systems Engineer</td>
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<tr>
<td></td>
<td>• Technology, Design &amp; Production Engineer</td>
<td>• Mobile Applications Developer</td>
</tr>
<tr>
<td></td>
<td>• Web Developer</td>
<td>• Software Engineer</td>
</tr>
<tr>
<td></td>
<td>• Webmaster</td>
<td>• Supply Chain Management Developer</td>
</tr>
</tbody>
</table>

Skills & Skill Areas

- Program Development
- Problem Solving
- Database Concepts
- Q&A Testing
- Operating Systems
- Computer Hardware
- Network Infrastructure
- Website Design Management
- Technical Documentation
NON-DISCRIMINATION STATEMENT:

The Greater Fall River Vocational School District/Diman Regional Vocational-Technical High School prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, homelessness, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, District/School policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Director of Guidance & Admission
Diman Regional Vocational Technical High School
(508) 678-2891 x1250

Inquiries concerning the application of nondiscrimination policies may be also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, Boston, MA 02109-4557
Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, Boston, MA 02109-4557.

Admission questions may be directed to:

Director of Guidance & Admissions
508-678-2891 ext. 1250