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The availability of elective offerings will be contingent upon budget and staffing.

GRADUATION REQUIREMENTS

In order to participate in the graduation ceremony, students must fulfill the department requirements, 100 total credits, and the state of Massachusetts requirements.

REQUIREMENTS BY DEPARTMENT

In order to graduate from Newton North High School a student must earn 100 credits and meet the requirements listed below.

English	20 credits
Biological Science	5 credits
Physical Science	5 credits
History and Social Sciences	10 credits
United States History	5 credits
Mathematics	10 credits
Physical Education	5 credits
Fine, Performing and Technical Arts	5 credits

Courses fulfilling the Fine, Performing and Technical Arts requirement are listed on page 6

REQUIREMENTS BY THE STATE OF MASSACHUSETTS

Students must earn a competency determination in each of the following three disciplines via the Massachusetts Comprehensive Assessment System (MCAS): English Language Arts, Mathematics, and Science and Technology/Engineering.

Students must satisfy one of the following two conditions to earn a competency determination in English Language Arts and Mathematics: meet or exceed the Proficient scaled score of 240 on the grade 10 MCAS tests, or meet or exceed the Needs Improvement scaled score of 220 on the grade 10 MCAS test and fulfill the requirements of an Educational Proficiency Plan (EPP). The fulfillment of an Educational Proficiency Plan (EPP) may require a student to complete additional course work beyond that required of Newton North High School for graduation.

To earn a competency determination in Science and Technology/Engineering a student must meet or exceed the Needs Improvement scaled score of 220 on one discipline-specific high school science and technology/engineering MCAS test (biology, chemistry, introductory physics or technology/engineering). Most students at Newton North High School take the introductory physics test in the spring of their freshman year.

TYPICAL FOUR - YEAR SEQUENCE

Grade	Courses				
9	English Health & Wellness	Physical Education World History	Mathematics World Language	Introductory Physics	
10	English World Language	Physical Education	Mathematics	Chemistry	World History
11	English	Physical Education	United States History	Biology	
12	English	Physical Education			

This sample sequence presents a minimum of credits. We recommend that you go beyond these minimum sequences to challenge yourself academically and take advantage of the rich variety of courses Newton North has to offer. Being accepted to a four-year college requires a strong academic high school program, which includes at least two years of world language, as well as a minimum of three years of math and science. Any job that pays more than minimum wage requires technical or business skills. Exploratory and introductory courses in business or career, vocational and technical education courses can help you decide on a career path. During your junior and senior year you can major in a specific career, vocational and technical education area in order to gain the skills necessary for employment or further study in that field. Consult with your school counselor about the best balance of courses.

PROMOTION POLICY

The requirements for promotion to the next grade are as follows:

- For promotion to the 10th grade a student must earn 20 credits.
- For promotion to the 11th grade a student must earn 44 credits.
- For promotion to the 12th grade a student must earn 72 credits.

CURRICULUM

There are three levels of courses offered at Newton North: Advanced Placement/Honors, Advanced College Prep and College Prep. Some courses do not carry a level. Students may take courses in all three curriculum levels during the same year. Considerable work outside of class is required at each level. In all levels, students develop appropriate skills to work effectively in the subject area.

Advanced Placement/Honors	These courses are advanced placement/honors courses. They contain challenging material and are taught at an accelerated pace. Advanced placement courses prepare students for the advanced placement examinations that are given in May. Departmental admission policies for honors courses are listed with their course descriptions. Advanced placement courses are taught in the following areas: American history, biology, calculus, chemistry, Chinese, computer science, English, European history, Art History, Comparative Government, French, Latin, physics, psychology, Spanish, and statistics.
Advanced College Prep	These courses are challenging college preparatory classes. They require that students have strong academic skills, technical skills and the capacity to do independent work.
College Prep	These courses generally cover the same topics as advanced college prep and prepare students for college and technical careers. Smaller classes, a more structured environment and, in some cases, team teaching arrangements allow for more individualized attention.
No Level	These courses do not carry a curriculum level.

CREDIT

Each full year course that meets four times a week is worth five credits. Semester courses that meet four times a week are worth 2.5 credits. Physical Education courses are worth one credit. All other credit allocations are listed in the course title line.

GRADE POINT AVERAGE

Two grade point averages (GPAs) are calculated at Newton North High School: a 5.0 weighted GPA and a 4.0 unweighted GPA. A student's weighted GPA is based on curriculum level. The GPAs are calculated twice a year, at the end of both semesters, using grades from sophomore, junior and senior year. The calculations begin after the second semester of junior year. Only courses that have an assigned curriculum level are used in calculating both GPAs. Summer school courses are not calculated into the GPA. Students must have 25 credits in leveled courses to earn a GPA, thus many transfer students do not have a GPA.

Weighted 5.0 GPA

Grade Points by Curriculum

<u>Grade</u>	<u>Score</u>	<u>Level</u>		
		<u>AP/H</u>	<u>ACP</u>	<u>CP</u>
A	93-100	5.0	4.5	4.0
A-	90-92	4.7	4.2	3.7
B+	87-89	4.3	3.8	3.3
B	83-86	4.0	3.5	3.0
B-	80-82	3.7	3.2	2.7
C+	77-79	3.3	2.8	2.3
C	73-76	3.0	2.5	2.0
C-	70-72	2.7	2.2	1.7
D+	67-69	2.3	1.8	1.3
D	63-66	2.0	1.5	1.0
D-	60-62	1.7	1.2	0.7
F	59 and below	0.0	0.0	0.0
N (see page 4)		0.0	0.0	0.0
I—Incomplete				

Unweighted 4.0 GPA

<u>Grade</u>	<u>Score</u>	<u>GPA</u>
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59 & below	0.0
N	0	0.0
I	0	0.0

A grade of "I" (Incomplete) must be made up by the end of the next term. An Incomplete not made up by the time limit will be considered an F for the GPA. Special circumstances should be addressed to the department head.

A grade of "M" (Medical) may be assigned for students who miss class for the majority of a quarter due to significant medical circumstances. The "M" grade and credits will be determined through consultation with the counselor, department head, teacher, and housemaster.

TRANSCRIPTS

The student's transcript records all courses a student was enrolled in for more than two weeks. Transfer students' courses and grades from their previous school are not listed on the NNHS transcript. The previous school(s) transcript(s) are attached to the NNHS transcript. Transcripts show only final course grades, not term grades. This policy does not apply to curriculum level changes or Special Education changes.

PROGRAM CHANGE POLICY

Students are expected to select courses carefully. Because spring course requests are used to determine schedules and staffing, space may not be available for students who change their minds about courses later. All requests for changes must have department head approval as well as the signatures of the school counselor and parent. Only those requests that satisfy the guidelines listed below will be approved.

IMPORTANT NOTICES:

In an effort to decrease the number of classes that students request to drop in the fall, the Administrative Team proposes to give a "W (Withdrawn)" as a final grade in all courses that students drop, starting on the first day of school. This will hopefully discourage students from over-enrolling themselves in the spring, which negatively impacts staffing, scheduling, and student mental health. No W will be given for classes changed in Arena Scheduling due to errors, omissions or resolution of conflicts.

If a student changes course levels, or courses, near the end of a marking period, the grades from the former course may appear on the report card. Final grades for the new courses will be calculated based on the subsequent terms only.

During the first two full weeks of school:

Schedule changes will be made only for the following reasons:

1. to correct an error. An error occurs when:
 - a. course not on your registration card appears on your schedule
 - b. approved course on your registration card, which both fits your schedule and has space available does not appear on your schedule
2. to drop or add a course as a result of summer school
3. to add course(s) to fulfill 22/24 periods' -per-week requirement
4. to add a course during an open block
5. in exceptional cases

After the first two full weeks of school-dropping a class:

Half -Year Course

Students will receive a W if a course is dropped before the end of the first term. Paperwork must be submitted to the Data Center with the appropriate signatures by the last day of the first term.

Students will receive a final grade of W/F if a course is dropped after the end of the first term.

Full Year Course

Students will receive a W if a course is dropped before the end of the second term. Paperwork must be submitted to the Data Center with the appropriate signatures by the last day of the second term.

Students will receive a final grade of W/F if a course is dropped after the end of the second term.

Curriculum Level Changes:

Half -Year Course

No changes in curriculum level for half year courses will be allowed after Thanksgiving vacation. Paperwork must be submitted to the Data Center with the appropriate signatures before Thanksgiving vacation.

Full Year Course

No changes in curriculum level for full year courses will be allowed after December vacation. Paperwork must be submitted to the Data Center with the appropriate signatures before December vacation.

ACADEMIC POLICIES

1. Each student is required to carry 22/24 periods of classes per week, per semester (see Number of Required Blocks below)
2. Each student must be enrolled in an English class in every semester.
3. Each student must attend all classes for which s/he is scheduled. At NNHS, the "N" rule governs the consequences for a student not attending his scheduled classes.

NUMBER OF REQUIRED BLOCKS

Juniors and seniors who are committed to extra curricular activities may enroll in a minimum of 22, not 24, blocks. These activities must be supervised by NNHS faculty/staff, be connected to the curriculum, and have a definite product or concluding performance. Examples of such activities include school sports, school publications, theater (directing, acting or tech. crew), science/math teams, Model UN, Speech Team/Mock Trial, school supervised community service, and school supervised tutoring and educational clubs.

For more information, and/or permission to take 22 blocks, students should see their school counselor. Seniors and juniors should choose their courses at registration time with this option in mind.

N RULE

Students will receive an N with their academic grade if any of the following occur during a single term in a class that meets four times a week:

- Nine total absences or
- Nine total times tardy or
- three unexcused absences

In a class that meets twice a week, students will receive an N with their academic grade if any of the following occur during a single term:

- Four total absences or
- Four total times tardy or
- Two unexcused absences (continued on next page)

In each class the teacher will establish his/her tardy policy. If a student is more than 25 minutes late to class, the student will be considered absent. (Excused or Unexcused)

All absences, excused or unexcused, count toward an N except absences as a result of MCAS (and other state mandated testing), A.P. exams, Special Education testing and school sponsored exchanges.

Earning an N for a Final Grade:

- A student, who earns an “N” for one term in a one-semester course or two “N’s” in a full year course, may receive an “N” for the course.
- A student who earns two “N’s” in a one-semester course will receive an “N” for the course.
- A student who earns three “N’s” in a full year course will receive an “N” for the course.
- A student who earns an “N” in the fourth term may receive an “N” for the course.
- A student who earns an “N” for a final grade will receive no credit for the course.
- Students receiving an N for a final grade may take summer school only with the permission of the principal.

POLICY ON PLAGIARISM, CHEATING AND FORGERY

No student will use anyone else’s work without proper attribution. Plagiarism is the improper use of, or failure to give credit to, another person’s writings, visual or musical representation, or ideas. It can be an act as subtle as inadvertently neglecting to use quotation marks or references when using another source or as blatant as knowingly copying an entire paper, or parts of a paper, and claiming it as your own.

-- edited version of statement from Plagiarism.org, p. 1, May 15, 2000

Plagiarism procedure

Teachers will discuss this plagiarism policy in every class at the beginning of a course and discuss academic and ethical reasons for not using the work of other people without proper attribution.

Teachers will make it clear that they will be vigilant about looking for plagiarism and will explain the consequences and penalties.

Consequences/penalties

If a teacher and department head believe that plagiarism has occurred, they will meet with the student. When they determine that the student has committed a first offense:

- Student receives a zero for the assignment. The teacher and department head decide whether the student deserves a chance to redo the work and how the zero will affect the term grade.
- Teacher or department head informs the housemaster. The housemaster then keeps records by student of each offense without putting an official letter in the student’s file. The housemaster may choose to suspend a student for a first offense.
- Teacher, department head or housemaster will inform the parent(s) or guardian(s).

When they determine that the student has committed a second offense:

- Student receives a zero for the assignment with no make-up, and the term grade will reflect this zero.
- Student serves a one-day suspension. Suspension automatically results in a letter in the student’s file.

Further offenses result in more serious disciplinary action.

HONOR ROLL

Newton North High School recognizes academic excellence through its honor roll each marking period. Students who achieve all A’s and B’s in a marking period are considered Honor Roll students.

POST GRADUATE

Post-graduate consideration will be made on a space available basis, and only with the approval of the principal. Applicants should see a school counselor first. The principal will review all applications submitted by the counselors and make a determination. Students will receive notification of the decision from the counselor.

WORK STUDY

While the primary goals of the school are related to in-school programs, the value of formal work experience for all students is recognized. Accordingly, additional supervised work opportunities related to various curriculum areas are available to all students in grades 9 through 12. Work Study combines learning experiences gained through in-school related instruction (study) and regularly scheduled supervised employment (work).

Work Study opportunities are listed under the individual department headings. For additional information you can consult with the work study coordinator, your counselor, or the department head of the department sponsoring the work study program.

SUMMER SCHOOL

Newton North High School only allows summer school credit from courses taken at Newton Summer School, unless the department head gives prior permission. Newton Summer School offers a wide range of programs for remedial and advanced credit. In addition to the traditional courses, there are an increasing number of enrichment classes in arts, science and athletics. Grades earned for enrichment classes are not included in a student’s GPA.

Students are allowed to repeat for credit any major course offered in Summer School if the student has received an “F” in the course during the regular school year. At no time will a summer school grade replace a grade earned during the school year. Both grades will appear on the transcript.

Be sure to consult your school counselor and the *Summer School Opportunities* catalog to learn what is being offered. The Newton Summer School information number is 559-6263 and website: <https://www.familyid.com/organizations/newton-summer-school>

FINE, PERFORMING AND TECHNICAL ARTS

Beginning with the class of 2013, students must earn 5 credits in the “Fine, Performing, and Technical Arts” in order to graduate from NNHS. Students in the classes of 2012 and earlier are required to earn 5 credits through classes identified as “Hands On.” The “Hands On” requirement has evolved into the “Fine, Performing and Technical Arts” requirement. Classes that meet the new requirement are listed below.

Arts – Visual

Course Number	
Art Major 1	708
Art Major 2	709
Art Major 3	710
Art Major 4	711
Art Minor 1	701
Art Minor 2	702
Art Minor 3	703
Art Minor 4	704
Ceramics Major	730
Ceramics Minor 1	705
Ceramics Minor 2	706
Ceramics Minor 3	707
Ceramics Minor 4	729
Photography Major 1	718
Photography Major 2	719
Photography Major 3	720
Photography Minor 1	715
Photography Minor 2	716
Photography Minor 3	717
Sculpture	731
History of Art	712
AP History of Art	713

Arts – Performing

Music

Music Theory	812
AP Music Theory	813
Music Technology	814
Film Scoring	815
History of Rock Music	816
The Music of the Beatles	819
American Musical Theatre	8382
Jazz/Rock Workshop	831
Advanced Jazz Improvisation	832
Jazz Ensemble 1	811
Jazz Ensemble 2	833
Concert Choir	800
Vocal Ensemble	801
Family Singers	802
Jubilee Singers	804
Tiger BeBop	803
Symphony Orchestra-Strings	805
Symphony Orchestra-Winds & Perc.	810
String Ensemble	806
Symphonic Band	807-808
Wind Ensemble	809

Theatre

Theatre Arts 1	820
Theatre Arts 2	821
Introduction to Technical Theatre	822-829
Introduction to Costume Design	837-836
Stage Techniques	823
Stage Productions Work Study	824
Introduction to Directing/Practicum	825
Advanced Theatrical Dir./Practicum	826
American Musical Theatre	8382

Arts – Applied

Newspaper Editing and Management	146
Yearbook Management/Publication	177
TV Media Arts Exploratory	173
Internship in News Production & Reporting	399

Arts – Technical

Career and Vocational Technical Education

All Career and Vocational Technical Education exploratory courses fulfill technical arts requirements.

Automotive Technology	880
Carpentry Exploratory	887
Culinary Arts Exploratory	902
Design & Visual Communications Exploratory	978
Drafting Exploratory	911
Child Development Exploratory	894
Graphic Communications Exploratory	832
TV Media Arts Exploratory	173

Greengineering

All greengineering courses fulfill technical arts requirements.

Technology Engineering

All Technology Engineering courses fulfill technical arts requirements.

Business Technology

Full Year Word Processing	869
Half Year Word Processing	870
Microsoft Office 2010	866
Accounting 1	855
Accounting 2	856
Web Site Development	868
Interactive Multimedia	864
International Business	862
Marketing and Management	863
Entrepreneurship	860
Business Work Study	876
Financial Planning and Banking	861

English Electives

Journalism	165
Yearbook Management/Publication	177
Speech	171

Mathematics

Introduction to Computer Science	549
Exploring Computer Science	550
Computer Programming	551-552
Mobile Computer Science Principles	553

Physical Education/Wellness

Child Studies in Physical Education	034
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The availability of elective offerings will be contingent upon budget and staffing.

OPEN CLASSES

The following classes are open to any student in the building. No previous knowledge in the subject area is needed. The classes are listed by their meeting times, either full-year or for a semester, not by department. Students are encouraged to explore classes and subject areas that will widen their knowledge and enrich their total high school experience.

Classes that meet outside regular school hours

Stage Techniques – 823
Newspaper Management & Publication 167,168

Classes that meet Full Year, 4 blocks per week

Accounting 1 - 855*
Art Major 1 - 708
Chinese 1 - 291
Computer Repair and Support - 972
Concert Choir - 801
Engineering Technology - 636
French 1 - 211
Greeneering - 101 - 927 *
Italian 1 - 271
Latin 1 - 281
Spanish 1 - 241

Classes that meet Full Year, 2 blocks per week

Art Minor 1 – 701
Ceramics Minor 1, 705
Concert Choir – 800
Engineering I - 959*
Engineering II - 960*
Film Scoring - 815
Interactive Multimedia – 864
Computer Programming - 551*
Computer Programming - 552*
Introduction to Computer Science - 549
Introduction to Costume Design - 837
Introduction to Technical Theatre - 829
Jazz/Rock Workshop - 833
Microsoft Office - 866
Music Theory - 812
Sculpture – 731
Symphonic Band - 808
Web Site Development - 868 *
Word Processing - 869

Classes that meet a Semester, 4 blocks per week

Automotive Technology Exploratory - 880
Business Law - 857*
Carpentry Exploratory - 887
Child Development Exploratory - 894
Creative Writing - 161*
Culinary Arts Exploratory - 902
Design & Visual Communications Exploratory - 978
Drafting Exploratory - 911
Entrepreneurship - 860*
Graphic Communications Exploratory - 932
International Business - 862*
TV Media Arts Exploratory – 173
Journalism 1 - 165
Marketing and Management - 863*
Sign Language - 236, 238
Speech - 171
Theatre Arts 1 - 820
Through the Lens of Documentary Film* - 172

Classes that meet a Semester, 2 blocks per week

American Musical Theatre – 8382
Exploring Technology 1, fall - 963
Exploring Technology 2, spring – 964
Fashioneering 1, fall - 976
Fashioneering 2, spring – 977
Introduction to Costume Design - 836
Introduction to Technical Theatre - 822
History of Rock Music – 816
Money Matters - 867
Music of The Beatles - 819
Music Technology - 814
Photography Minor 1 - 715
Robotics 1 - 965
Xplore Greeneering I, fall - 924
Xplore Greeneering II, spring - 925
Word Processing - 870
Write On - 163

Classes that meet Semester 1 time per week

Stress Management Workshop – 342
Group Workshop in Human Relations - 348

* indicates that the course is open to grades 10 -12.

★ 9 FRESHMEN COURSES

Freshmen are able to enroll in the courses listed below. This symbol ★ is also located below the course number that freshmen may enroll in.

All School

Peer Tutoring: Tutees	no level
Understanding Our Differences	no level
School Office Activity	no level
Stage Techniques	no level

Art

Art Major 1	ACP
Art Minor 1	no level
Photography Minor 1	no level
Ceramics Minor 1	no level
Sculpture	no level

Business Technology and Education

Full Year Word Processing	no level
Half Year Word Processing	no level
Microsoft Office	no level
Money Matters: Intro to Personal Finance	no level
Interactive Multimedia	no level

Career and Vocational Technical Education

Automotive Technology Exploratory	no level
Carpentry Exploratory	no level
Culinary Arts Exploratory	no level
Design & Visual Communication Exploratory	no level
Drafting Exploratory	no level
Child Development Exploratory	no level
Graphic Communications Exploratory	no level
Introduction to Technical Theatre	no level
Engineering Technology	ACP
Exploring Technology 1	no level
Exploring Technology 2	no level
Robotics	no level
Fashioneering 1	no level
Fashioneering 2	no level
Honors Computer Repair and Support (A+ Cert.)	H
Computer Repair and Support	ACP
Xplore Greengineering	no level
TV Media Arts Exploratory	no level

Counseling

Stress Management Workshop	no level
Group Workshop in Human Relations	no level

EDCO

EDCO Academic Support (History-Math-Science)	no level
EDCO English for the Deaf & Hard of Hearing	no level
EDCO Speech and Language Therapy	CP
EDCO World History	CP
EDCO Math	CP
Intro to Physics	CP

English

English Curriculum	ACP
English Curriculum	CP
Write On	no level
Journalism 1	no level
Newspaper Management and Publication	no level
Speech	no level

English Language Learners

All courses should be chosen in consultation with the Bilingual/ELL staff

History and Social Sciences

World History I, 300-1815	ACP
World History I, 300-1815	CP

Mathematics

Math 1	H
Math 1	ACP Acc
Math 1	ACP Simms
Math 1	ACP
Math 1	CP
Intro to Computer Science	ACP

Music

Vocal Ensemble	ACP
Symphony Orchestra Strings	ACP
Symphonic Band	ACP
Jazz Ensemble 2	no level
Jazz/Rock Workshop	no level
Music Theory	ACP
AP Music Theory	H
Music Technology	no level
Film Scoring	ACP
History of Rock Music	no level
The Music of the Beatles	no level
American Musical Theatre	no level

Physical Education

Freshman Core	no level
Sexuality and Health	no level

Science

Introductory Physics	ACP
Introductory Physics	CP
ELL Introductory Physics	ACP
ELL Literacy for Science	CP
Engineering Technology	ACP
Exploring Computer Science	ACP

Theatre

Theatre Arts 1	no level
Introduction to Technical Theatre	no level
Introduction to Costume Design	no level
Stage Techniques	no level
American Musical Theatre	no level

World Language

French 1	ACP
French 2	ACP
French 1	CP
French 2	CP
Spanish 1	ACP
Spanish 2	ACP
Spanish 1	CP
Spanish 2	CP
Italian 1	ACP
Italian 2	ACP
Italian 1	CP
Italian 2	CP
Latin 1	CP
Latin 1	ACP
Latin 2	ACP
Chinese 1	ACP
Chinese 2	ACP
Sign Language 1	no level
Sign Language 2	no level
Sign Language for the Deaf & Hard of Hearing	no level

Course Description Key

	271	Italian 1	ACP	9-10-11-12	full year	4 periods	5 credits
	(a)	(b)	(c)	(d)	(e)	(f)	(g)
★ (h)	<p>(a) Number of Course: Sometimes the number is followed by a letter indicating the semester the course is offered.</p> <p>(b) Name of Course.</p> <p>(c) Curriculum Level: AP, H, ACP, CP or no level. This is the curriculum by which your grade will be weighted in computing Grade Point Average. See page 3.</p> <p>(d) Grade: 9-10-11-12 These numbers indicate which grade levels may take the course.</p> <p>(e) Length of Course: This indicates whether the course is offered for a semester or a full year. Most semester courses are offered both semesters. Students will be placed in the class during the semester that better fits their schedule. If a course is offered during only one semester, that information will be included in this column. F indicates fall semester while S indicates spring semester.</p> <p>(f) The number of times per week the course meets.</p> <p>(g) The number of credits earned for successful completion of the course.</p> <p>(h) The star designates the course is available for freshmen (9th graders).</p>						





Registration Steps

- 1) After February break, students receive a course registration worksheet in homeroom and the course catalog is viewable from the Newton North Web Site- <http://newton.k12.ma.us/nnhhs>
- 2) Students should consult with their parents, counselors, teachers, and department heads (if necessary) to determine the proper courses for them to take.
- 3) Teachers will enter course recommendations for students into skyward (student management system).
- 4) Students will access their student account on Family Access and enter additional course requests on-line.
- 5) School counselors will check student course requests for completeness and accuracy.
- 6) On verification day, students will receive their official registration cards in homeroom, which will include the courses the teachers recommended and the courses the students added themselves.
- 7) During the registration and verification process, students and parents may confer with teachers, counselors, or department heads. It is important that the course choices are considered very carefully because it will not be possible to make changes once the verification process is completed on verification day.
- 8) Counselors will check the registration form, the verification sheet, and the schedule for each student to assure that s/he is meeting all school requirements. Then, students will receive their preliminary schedules in June.

NEWTON NORTH ACADEMIC EXPECTATIONS RUBRIC

Expectation	Primary	Secondary
1. Be aware of their own learning styles, including their relative strengths and weaknesses, and demonstrate the ability to state goals and pursue them.	Career and Technology Education Counseling Health, PE and Wellness Library	History Science English
2. Read actively, critically and deeply	Career and Technology Education English History Library World Language	Counseling Health, PE and Wellness Math Science
3. Pose articulate questions and use appropriate and effective research methods and technologies	Career and Technology Education Counseling Health, PE and Wellness History Library Science English	Business Math
4. Demonstrate critical thinking, problem solving and decision making skills	Career and Technology Education Business Counseling Health, PE and Wellness History Library Math Science English	
5. Analyze, synthesize, and evaluate information to draw conclusions	Career and Technology Education Math History Library Science English	Business Counseling Health, PE and Wellness
6. Articulate ideas, feelings, and opinions through a variety of media	Counseling English Health, PE and Wellness History Library World Language	Art Science
7. Appreciate and participate in the fine, applied, and performing arts	Art Business Health, PE and Wellness Music	Counseling History Library World Language English
8. Show curiosity about the world and an understanding of different cultural practices and perspectives	Counseling Health, PE and Wellness History Library World Language English	Music
9. Communicate effectively within and across cultures	Counseling Health, PE and Wellness World Language English	History Library

ALL SCHOOL PROGRAMS

- 319 Academic Study** **no level** **9-10-11-12** **full year** **4 periods** **5 credits**
- 320 Academic Study** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
-  This course provides students with instruction and support on academic skills. Students work on developing strategies to improve academic, study, and organizational skills using assignments from their classes and other appropriate materials. This support provides an individualized program to meet a student's needs.
- 334 Peer Tutoring** **no level** **9-10-11-12** **F or S** **2 blocks** **1.25 credits**
- 333 Peer Tutoring** **no level** **9-10-11-12** **F or S** **1 block** **0.625 credits**
-  Prerequisite:
For tutees: Students and/or parents should contact counselor to initiate the referral process as outlined in the Peer Tutoring Handbook.
For tutors: Application process. This includes approval from the program coordinator and recommendation from a teacher(s) in each of the subject area tutored. Applications can be found on the Peer Tutoring website: <http://nnhspeertutoringprogram.wikispaces.com>
The Peer tutoring program matches upperclassmen with underclassmen who would benefit from additional academic help. Tutors will be trained and supervised by a faculty member. Juniors and seniors will tutor an underclassman 1 or 2x/week. All students are graded based on participation and attendance. Tutoring will include assistance with basic concepts in specific subjects, classroom assignments, and general study skills, including note taking, outlining, following directions, and organization.
- 350 Peer Classroom Aide** **no level** **10-11-12** **F or S** **periods vary/credits vary**
- If you would like to share your talents with others, consider working in the Special Education Department. With guidance from teachers, you may help other students with a variety of subjects, encouraging them to succeed and gain self-confidence. You may also provide important peer support through tutoring and other activities. Number of credits and periods are negotiable.
- 358 Understanding Our Differences** **no level** **9-10-11-12** **full year** **0.5 credits**
-  The "Understanding Our Differences" program is dedicated to "increasing information, understanding and acceptance of persons with disabilities and individual differences in our community." High school students attend training sessions about disabilities, present these units to elementary school students, and then complete reflection logs. Students may also engage in a project such as writing a newspaper article, giving a presentation to a high school class, designing a web page, or creating a pamphlet. Students work together to plan and execute this project as a team.
- 840 School Office Activity** **no level** **9-10-11-12** **F and/or S** **4 periods** **2.5 credits**
-  This is an opportunity to support students and staff through service in the House Office. Activities range from assisting secretaries and housemasters with clerical tasks to representing Newton North when problems occur with our immediate neighbors.
- 399 Internship in News Production & Reporting** **no level** **11-12** **S** **5 periods** **2.5 credits**
- Prerequisites: Journalism or Advanced Television Production, preferably both. Students must apply in the English Department for an interview.
In this internship, students rotate through a wide variety of responsibilities with production and creative teams at NewTV, the city of Newton's public access cable station, to produce a weekly local news telecast and other periodic broadcasts. Activities include news writing, videography/electronic news gathering, studio camera operation, news graphics, subject interviews, live telecast crew assignments, and news segment videotape editing.
- 401 Leadership in a Diverse Society** **no level** **11-12** **full year** **4 periods** **5 credits**
- This course explores different modes of leadership through historical and contemporary debates about social justice and education. Readings include literature on identity development, and biographies. Students discuss issues in education such as multiculturalism, the changing canon, the immigrant experience, school culture vs. home culture, white privilege, tracking, assessment, expectation and achievement, and gender bias. Students participate in leadership activities through service to the school and in the community. In the fall, they plan and carry out Freshman Orientation, as well as go on a retreat to Thompson's Island.
Faculty submit names of students recommended for this course to a selection committee, which then chooses a class that reflects the diversity of the school.
Leadership satisfies the elective requirement in history and social sciences.
- 478 Big Brother, Big Sister** **no level** **11-12** **full year** **5 credits**
- This is a year-long service learning program in which participants will serve as big brothers/sisters to needy children in Newton. The first marking period involves orientation to the program in weekly meetings with the social worker in charge of the program. These meetings become supervisory sessions when the young person is assigned to you in November. These sessions are held during the school day and/or on Monday nights. Participants must see the child they are assigned, after school or on weekends, for 2.5 hours per week from November through May. A journal of your experience and some simple written assignments, related to the child you are assigned, are required.
A solid academic and attendance history is required. This course is also called Newton's One to One Program. Juniors and seniors may enroll but seniors will be given priority.

CAPS - NNHS's Senior Capstone Experience

NNHS's Capstone project provides second-semester seniors with a critical learning experience and an opportunity for intellectual problem solving, social change, and community service. The focus of CAPS is to put students in the position of the "expert" in an area of study or in a career setting of their own choosing. CAPS projects require students to develop competency in gathering, analyzing, and reporting on data. For seniors, it's an opportunity to interweave their learning in all these areas and to do so "in real time, in an unpredictable, complex, real-world environment." We encourage all rising juniors to consider including a CAPStone project in their senior-year planning. Students should see their counselor or the CAPS website for more information. More info at www.newtoncaps.org

995 CAPS -Research

no level**12****S****5 credits**

Prerequisites: Seniors must be enrolled in CAPS Research English 160 (2.5 credits) and be in good standing. Together, 995 and 160 fulfill both English and the FPTA graduation requirements.

CAPS-R is an advanced research seminar. CAPS -R students pursue a researchable question through quantitative and qualitative research methods along with a substantial field-based inquiry project. CAPS-R offers students a chance to create an independent academic experience, with the focus on authentic inquiry. The goal of the CAPS - R is for students to merge their various interests, curiosities, and passions with their academic and intellectual lives and take shape through Original Field Research, an Inquiry Paper, a web-based Project Portfolio, and a faculty/alumni judged Community Presentation that communicate all you have learned in May. In third term, accepted students will be partnered with a faculty member who will act as advisor to the student and work on development of his/her project, paper, and presentation.

996 CAPS -Internship

no level**12****S****25hr/wk (min) 5 credits**

Prerequisites: A senior in good standing, strong academic. Seniors must have at least 95 credits and distribution requirements by the end of the first semester.

CAPS-I is a supervised focused internship experience offered to 2nd-semester seniors. These internships provide students an opportunity to investigate a career field of interest, obtain relevant work experience, and learn about decision-making, problem-solving and relationship-building in the professional world. CAPS -I requires a minimum of 25 hours per week internship, attendance in an ALL CAPS class for the first three weeks of term three, monthly CAPS -I seminars after February break, a web-based Investigation Portfolio, regular meetings with a faculty mentor, and a faculty/alumni judged Community Presentation that communicate all you have learned in May.

Classroom Aide

no level**usually 11-12 time and credits to be determined by the department head**

Some departments/programs at NNHS have a classroom aide program. The program, and the associated student responsibilities, may vary from department to department. In all cases the student and the teacher will work together closely on tasks that are helpful to the teacher and/or her students and that are educational for the student classroom aide. The student is always directly supervised by the teacher. For many students the experience is similar to a job shadow or internship.

Students do not register for "Classroom Aide" during the spring registration period. No teacher may promise an aide position to a student in the spring. To be considered as a candidate for the position of classroom aide, all interested students must complete the application/registration process through the appropriate department head in September. Department heads will pair selected students with a supervising teacher. The department head will take responsibility for working with counselors to add "classroom aide" to the student's schedule.

A student's other classes will not be changed to accommodate adding "classroom aide" to a student's schedule. Classes may not be dropped or moved in order to add classroom aide to the schedule.

Students are graded A/P/F. Students may only earn an A if they have a proposal for advanced work approved by the department head. Credits are awarded based on the number of blocks per week. Students earn half the number of credits as a "typical" class. For example, a student who serves as a classroom aide four blocks per week for the entire year will be awarded 2.5 credits. This course credit is not counted toward any distribution requirements but may be counted toward the 100 credits required for graduation.

Work Study



no level**10-12****time and credits to be determined by the department head**

Work Study combines learning experiences gained through in-school related instruction (study) with regularly scheduled supervised employment (work). In a Work Study placement the student is treated as an employee and has the opportunity to develop work readiness skills in addition to enhancing his/her academic and/or technical competencies. Work Study is connected to a program the student has taken or is currently in. The student uses skills/knowledge gained in the classroom setting and applies them to live work that enhances the school community. The student In Work Study provides a service to the school that is above and beyond the assignment for class. This service is NOT part of a teacher's normal responsibilities. Students earn an hourly wage and are responsible for turning in their Work Study time sheets on a weekly basis to receive their pay. The students will be evaluated by their teacher supervisor to earn course credit – credits are awarded based on the number of blocks per week. This course credit is not counted as a distribution requirement. Note that a student's other classes will not be changed to accommodate adding Work Study to a student's schedule. Classes may not be dropped or moved in order to add Work Study to the schedule. For further information see your counselor, or the department head sponsoring Work Study. Work Study forms can be picked up in the Career and Vocational Technical Education office in room 112.

ART






At Newton North High School, we offer a hands-on, studio-based approach to teaching Art, in order to prepare our students to be critical thinkers, creative problem solvers, project leaders, and artists engaged in a global community. Our beautiful, state of the art studios and classrooms offer students the opportunity to work collaboratively, as well as in an interdisciplinary and multicultural approach. By offering individualized attention in a warm, supportive setting, we welcome Art students of all abilities.

Students enrolled in Art classes have the opportunity to participate in the Fine & Performing Arts Department Exchange Program with Haileybury College, Melbourne, Australia. See the department website for more details on this opportunity.

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| 708 | Art Major 1 | ACP | 9-10-11-12 | full year | 4 periods | 5 credits |
|  | <p>If you love art and really want to improve your skills as an artist this is the class for you. By looking at artwork from throughout history for inspiration, you will learn to use a variety of media and techniques in the areas of drawing, painting, printmaking, and mixed media. You will gain knowledge in both the creative and technical areas of making your own artwork. In this course you will be introduced to the idea of keeping a sketchbook with weekly additions.</p> | | | | | |
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| 709 | Art Major 2 | ACP | 10-11-12 | full year | 4 periods | 5 credits |
| | <p>Prerequisite: Art Major 1
Continuing to build on the techniques and skills learned in the Major 1, you will expand in the areas of drawing, painting, printmaking and mixed media and work towards developing a personal style. You will continue to maintain a sketchbook with weekly additions, developing ideas for use in and outside of class.</p> | | | | | |
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| 710 | Art Major 3 | ACP | 11-12 | full year | 4 periods | 5 credits |
| | <p>Prerequisite: Art Major 2
This advanced studio class will push your abilities further with an eye towards developing a body of work in drawing, painting, printmaking and mixed media. Emphasis is on mastering techniques, in depth exploration of art concepts and personal expression. You will continue to keep a sketchbook and the work created in this class will be available for use in a college portfolio.</p> | | | | | |
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| 711 | Art Major 4 | H | 12 | full year | 4 periods | 5 credits |
| | <p>Prerequisite: Art Major 3 and department approval
This advanced course is the highest level of the Art Major track. We continue to work in a variety of media culminating in a mural on the walls of Newton North. The emphasis in this class is to develop a portfolio for college admission, and although most students do create a portfolio it is not a requirement. The assignments are rigorous and in-depth giving you the opportunity to showcase your best work.</p> | | | | | |
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| 701 | Art Minor 1 | no level | 9-10-11-12 | full year | 2 periods | 2.5 credits |
|  | <p>This is a great introductory course to the art department, if you really enjoy art and want something different in your school day. It covers foundation principles of art in the areas of drawing, painting, print-making, and sculpture. The focus is on observation, imagination and developing basic techniques.</p> | | | | | |
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| 702 | Art Minor 2 | no level | 10-11-12 | full year | 2 periods | 2.5 credits |
| | <p>Prerequisite: Art Minor 1
This course continues to build on the techniques and principles learned in Art Minor I. Developing skills in drawing, painting, printmaking, and sculpture, you will expand on your ability to create imaginative and skilled works of art.</p> | | | | | |
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| 703 | Art Minor 3 | no level | 11-12 | full year | 2 periods | 2.5 credits |
| | <p>Prerequisite: Art Minor 2
You will continue to build on the skills you have learned in the previous years, with an added emphasis on creativity and personal expression, projects are more in depth and we will be working towards developing a personal style.</p> | | | | | |
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| 704 | Art Minor 4 | no level | 12 | full year | 2 periods | 2.5 credits |
| | <p>Prerequisite: Art Minor 3
As a senior you will continue to work to advance both your skills and personal expression. In some cases you may want to prepare work as a supplement to your college application.</p> | | | | | |
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| 718 | Photography Major 1 | ACP | 10-11-12 | full year | 4 periods | 5 credits |
| | <p>Prerequisite: Photography Minor 1 or permission of the instructor
In this in-depth course, we will begin learning all about digital photography, while continuing to learn advanced techniques and alternative processes in the darkroom. Students will learn Photoshop and how to edit color for digital printing. Advanced projects will be given with a lot of freedom to explore what you can do with digital and analogue photography, and develop your own individual style. We will begin to critique work, giving you the vocabulary and analytical skills to better understand images in our media saturated world. While beneficial, it is not necessary to own a camera.</p> | | | | | |
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| 719 | Photography Major 2 | H | 11-12 | full year | 4 periods | 5 credits |
| | <p>Prerequisite: Photography Major 1 and department approval
This advanced honors course is a continuation of Photography Major I, stressing personal communication skills and advanced techniques in digital and darkroom Photography. Through independent projects, you express your individuality and ability to make photographs, with a further emphasis on printing and technical processes. At this point, we really begin to work on finding a personal style and discuss portfolio development.</p> | | | | | |
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| 720 | Photography Major 3 | H | 12 | full year | 4 periods | 5 credits |
| | <p>Prerequisite: Photography Major 2 and department approval
This honors level class offers more fine-tuned portfolio development for students with a focus on personal style, maturity, and growth. Independent projects are encouraged with more emphasis on research and pushing ideas in new directions.</p> | | | | | |

- 715 Photography Minor 1** no level 9-10-11-12 F or S 2 periods 1.25 credits
 ★ An introduction to photography for students with little or no experience, you will learn the basics of how a film camera works, how to develop film, and how to enlarge pictures in the darkroom. Understanding the technical fundamentals will lead into the creative aspects of the art of photography and making better photographs. You need not own a camera.
- 716 Photography Minor 2** no level 10-11-12 full year 2 periods 2.5 credits
 Prerequisite: Photography Minor 1 or permission of the instructor.
 In this course, we will begin to explore color in photography, using Photoshop and digital printing. Further exploration of the technical aspects of film, camera, and darkroom work will lead to an understanding of the artistic process and history of the medium of photography as an art form. We will begin to critique your work, teaching you how to analyze and talk about images. Though beneficial, you do not need to own a digital camera.
- 717 Photography Minor 3** no level 11-12 full year 2 periods 2.5 credits
 Prerequisite: Photography Minor 2
 More emphasis on your own personal expression and development in the art of photography, this course is a continuation of material introduced in Photography Minor 2. In addition, you will experiment with digital photography, including cameras and Photoshop. You may borrow a camera if you don't have one.
- 730 Ceramics Major** ACP 10-11-12 full year 4 periods 5 credits
 Prerequisite: Ceramics Minor
 This course is for students with a strong interest in Ceramics who wish to continue at a more advanced level. You will expand on and explore new techniques in hand-building, wheel-throwing, and glazing. Emphasis will be on independent projects with an eye towards developing sophisticated and personal style, as well as a continuation of critical thinking and pushing the envelope visually. Students will High Fire clay and glaze, and will study historical and contemporary ceramic techniques and basic sculpture, using materials such as wire and metal.
- 7321 Ceramics Major 2** H 11-12 full year 4 periods 5 credits
 Prerequisite: Ceramics Major and permission of the instructor.
 This is the advanced class stemming from Ceramics Major. While expanding on both hand-building and wheel-throwing skills, students will focus on creating works in series. Students will use advanced techniques to experiment with form, as well as incorporating alternative surface techniques such as wax resist, scrafito, and Raku firing. Students will learn to photograph their work as part of the creation of portfolios. Regular critiques will provide an opportunity for communication and development of a visual language, while enabling students to use critical thinking skills to solve visual problems. Visits to museums and local artist studios will be planned.
- 705 Ceramics Minor 1** no level 9-10-11-12 full year 2 periods 2.5 credits
 ★ In this introductory course, you will learn a variety of hand building techniques, including pinch, slab, coil, and sculpture. Additionally, you will begin the adventure of learning how to throw on the potter's wheel. Students will work with high-fire clay and glaze.
- 706 Ceramics Minor 2** no level 10-11-12 full year 2 periods 2.5 credits
 Prerequisite Ceramics 1
 This course will continue to build upon the techniques introduced in Ceramics 1. Emphasis will be on combining methods to create more complicated and elaborate projects. You will continue to develop wheel-throwing skills and explore surface manipulation, along with advanced glazing techniques.
- 707 Ceramics Minor 3** no level 11-12 full year 2 periods 2.5 credits
 Prerequisite Ceramics 2
 In this advanced course, students will continue to develop technical skills with an emphasis on creativity, craftsmanship, and experimentation. The ability to work independently is encouraged, and students will begin developing a portfolio.
- 729 Ceramics Minor 4** no level 12 full year 2 periods 2.5 credits
 Prerequisite: Ceramics Minor 3
 This course stresses understanding the principals of three dimensional design, mastery of the manual skills of ceramics, creative problem solving, and developing the ability for critical analysis. This advanced ceramic course will use clay as the primary medium, however students will also explore other materials: wood, bamboo, fabric, found materials etc. We will be working with wheel throwing and sculpture throughout the course. Critiques will provide an opportunity for communication and development of a visual language. The regular group and individual critiques will enable students to learn to use critical thinking skills to solve visual problems.
- 731 Sculpture** no level 9-10-11-12 full year 2 periods 2.5 credits
 ★ This is a great course for those who like to build with their hands. The class will examine volume, negative space, kinetic movement and more. We will build skeletons with cardboard, animal heads with paper mache, molds with clay and gears with wire. You will leave with a strong foundation of building 3 dimensional forms.
- 712 History of Art** ACP 12 full year 4 periods 5 credits
 Requirement: Department Approval
 Credits may be used to meet History requirements. Approval of both department chairs is needed. The course cannot be used for U.S. History credit.
 Through lectures, group projects and independent research this course will introduce students to 3000 years of art and the historical times in which it was made. We begin with cave painting and continue to the art of the present. Important examples of painting, sculpture, and architecture will be viewed and discussed for stylistic and content in the various historical periods from the Western canon and beyond. Activities include field trips to art museums.
- 713 AP History of Art** H 12 full year 4 periods 5 credits
 Requirement: Department Approval
 Credits may be used to meet History requirements. Approval of both department chairs is needed. The course cannot be used for U.S. History credit.
 The admission process for Advanced Placement History of Art includes submission of a transcript and an interview with the department chair. In addition to the curriculum described under History of Art, students are required to write a research paper each semester. Visits to local art museums are also a requirement.
 This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are encouraged to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.

BUSINESS TECHNOLOGY & EDUCATION

- 869 Full Year Word Processing** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
 Students will learn the standard keyboard technique as they familiarize themselves with word processing using Microsoft Word. The course will emphasize formatting documents such as personal business letters, business letters, book reports, and term papers, while, at the same time, allowing students to acquire the skills needed to be efficient users of the computer.
 Business classes provide the student the skills necessary to meet the ever-changing trends In business, marketing, and finance.
- 870 Half Year Word Processing** **no level** **9-10-11-12** **F or S** **2 periods** **1.25 credits**
 Students who would like to learn the standard keyboard technique as well as word processing software basics and who have limited time should take this course. Emphasis will be placed on the introduction of formatting applications using Microsoft Word. For those students who would like a more in-depth course, course 866 is recommended.
- 866 Microsoft Office 2010** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
 This course will focus on the development and understanding of the 2010 Microsoft Office software package. This software is widely used in businesses and homes today. Students are taught all aspects of Office 2010 with the opportunity to earn Microsoft Office Certification. This class will offer students all the tools to learn how to express their ideas and solve problems. Each term will offer a different section of Microsoft Office – PowerPoint term 1, Microsoft Word term 2, Excel term 3, and a mixture of Onenote, Outlook, Publisher and Access term 4. Proficiency will be stressed as students learn how to create, edit and print documents using this versatile software package.
- 867 Money Matters:
An Introduction to Personal Finance** **no level** **9-10** **F or S** **2 periods** **1.25 credits**
 This semester course is designed to introduce students to financial literacy and related concepts while learning about how to prepare for the future. Students will learn about setting goals and financial decision making, banking services, careers and planning, budgeting, saving, investing, credit cards, loans, and consumer skills. Professional speakers in the field of finance will visit class throughout the semester.
- 855 Accounting 1** **ACP** **10-11-12** **full year** **4 periods** **5 credits**
 Credits may be used to meet mathematics requirements.
 This course will give you a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a solid background for employment in office jobs and preparation for studying business classes in college. Financial literacy units including investing, personal checking accounts, and income taxes will also be presented.
 Computers will be used extensively for laboratory exercises and projects.
- 856 Accounting 2** **ACP** **11-12** **full year** **4 periods** **5 credits**
 Credits may be used to meet mathematics requirements.
 This course will continue with the fundamental principles learned in Accounting 1. Students will learn more detailed information about fixed assets, depreciation, payroll accounting, bad debts and evaluation of accounts receivable, accrued income and expenses, and corporate accounting. This is a great course for students who seek employment in an accounting firm after graduation, or who wish to study accounting in college.
 Computers will be used extensively for laboratory exercises and projects.
- 858 Business Mathematics** **CP** **11-12** **full year** **4 periods** **5 credits**
 Credits may be used to meet mathematics requirements.
 This one-year course is divided into two major units: Personal Business Mathematics and Operational Business Mathematics. Students will review fundamental math skills before learning about financial literacy through instruction about savings and checking accounts, investment opportunities, credit cards, bank loans, etc. They will also learn math related to business operations including costs, sales, purchasing, and production.
- 868 Web Site Development** **no level** **10-11-12** **full year** **2 periods** **2.5 credits**
 In this course students will learn to design and produce their own web pages. Students will learn to create digital images, animated gifs, podcasts, pdfs, movies and other elements that are found on web pages. Students will learn the programming aspects of designing a web page, including HTML and cascading stylesheets (css). The students will also learn how to create web sites with content management systems such as WordPress. The goal of the course is to give students a complete overview of web page development as it is practiced in the business world.
- 864 Interactive Multimedia** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
 Learn how easy it is to create your own exciting computer movies. You will use the same programs as the professionals. Combine images, sound, digital movies, text and animation in your own project. A sampling of the programs we use are Flash, Photoshop, iMovie, Illustrator, audacity and Garageband. You will not believe your eyes and ears when you have completed your project. Students who wish to enroll should understand computer fundamentals.
- 857 Business Law** **no level** **10-11-12** **F** **4 periods** **2.5 credits**
 This one-semester course will make business law meaningful to students since it covers areas of importance to all of us. Laws relating to minors, consumers, and business firms will be discussed along with contracts, warranties, real estate laws, and product liability. Discussions involving current issues related to business law will be included in the course as they occur.

862 International Business **no level** **10-11-12** **S** **4 periods** **2.5 credits**

This course will provide a foundation for becoming informed about international business and the global business environment. Students will be introduced to international business activities and to the economic, cultural and political factors that affect it. They will also learn about fundamental aspects of global business management from labor relations to the challenges encountered internationally in such areas as financial literacy.

863 Marketing and Management **no level** **10-11-12** **F** **4 periods** **2.5 credits**

Learn how new products reach the marketplace. This course provides practical knowledge about the world of marketing. Students learn how to detect trends, how to work in a global market, and how to manage successfully. A "hands-on" approach is used with various projects and real-life activities. This course is designed for anyone who desires to learn about today's business world. It provides excellent background for those who plan to enroll in a business school in college.

860 Entrepreneurship **no level** **10-11-12** **F or S** **4 periods** **2.5 credits**

If you think you would ever want to start your own business, this course is for you! You will learn the steps for starting and managing a small business. This course provides the opportunity to understand how a small business really works. Learn financial literacy. Design your business card. Negotiate your lease. Write your press release. You will also invite guest speakers who can help you understand all the steps involved in starting a business.

861 Financial Planning and Banking **no level** **11-12** **F or S** **4 periods** **2.5 credits**

Have you ever thought about preparing financially for your future? The Financial Planning and Banking course is designed to prepare students to establish financial goals, money management skills, saving and investing strategies, and study the trends of the economy from a national and global perspective. Personal finance will prepare students to make informed financial decisions, manage resources and establish goals related to saving and future purchases. This course will help students gain the knowledge they need to manage their finances upon graduation.

875 Business Independent Study **no level** **10-11-12** **time & credits to be determined by Director**

The Business Independent Study is available to anyone who is enrolled and passing one or more business courses.

Business Office Technology Certificate

Students may take 17.5 credits from the following lists to earn the Business Technology Certificate. Courses indicated with an asterisk are required and then you may select any combination of the electives to fulfill the requirements.

REQUIRED COURSES: *

*855	Accounting I	(5 credits)	10-11-12
*861	Financial Planning and Banking	(2.5 credits)	10-11-12

ELECTIVE COURSES:

856	Accounting 2	(5 credits)	11-12
857	Business Law	(2.5 credits)	10-11-12
863	Marketing and Management	(2.5 credits)	10-11-12
862	International Business	(2.5 credits)	10-11-12
860	Entrepreneurship	(2.5 credits)	10-11-12
864	Interactive Multimedia	(2.5 credits)	9-10-11-12

CAREER & VOCATIONAL TECHNICAL EDUCATION

The Career & Vocational Technical Education program offers Newton Public School students opportunities to explore and develop knowledge and competency skills in a variety of career & vocational technical fields. Students will prepare for 21st-century careers and citizenship by learning how to think critically, problem solve, collaborate in teams, develop leadership skills, build effective oral and written communication skills, learn how to access, analyze, and synthesize information, and become innovative creative thinkers and designers. They will have the opportunity to explore career options and will develop an individual Career Plan designed to help them learn how to make informed choices now and for their future. Through a comprehensive sequencing of technical and academic courses, students will develop a solid foundation of knowledge and skills which is essential for a smooth transition into post-secondary education and the world of work. Upon graduation, students will be prepared and ready to pursue post-secondary education in two, or four-year colleges, vocational technical training institutes, apprenticeships, and enter the workplace. Students who complete a three-year Major will receive a certificate of completion in their career & vocational technical program of study, earn an OSHA 10 Certification, earn an industry recognized certification (Automotive Technology, Construction Technology, Culinary Arts, and Early Education & Care), along with earning their high school diploma. The career & vocational technical education programs are approved, and are regularly reviewed by the Department of Elementary and Secondary Education in accordance with Massachusetts General Laws, Chapter 74 Regulations.

CAREER & VOCATIONAL TECHNICAL EDUCATION PROGRAMS:

Automotive Technology	Drafting
Carpentry/Construction Technology	Early Education & Care
Culinary Arts	Graphic Communications
Design & Visual Communications	Television & Video Production

EXPLORATORY PROGRAM provides students with the opportunity to explore career and vocational technical programs, which includes programs that are nontraditional for their gender. In the Exploratory Program students will have a chance to explore and have an experience in select vocational technical fields. Students in the Exploratory Program will work on developing the foundation of competency-based knowledge and skills in their technical field of interest which is designed to help them transition into the Major I. During the exploratory, students will research a variety of occupational and career information using an assortment of internet platforms, and they will begin to create and develop their own individualized Career Plan. The Exploratory Program meets four blocks a week for one semester. First preference into the Exploratory Program is given to 9th and 10th grade students.

MAJOR 1 is recommended for students who have completed the Exploratory Program and would like to continue their training in the vocational technical program of study. Students will refine, hone, and expand on the foundation of knowledge and skills they established in the exploratory program. They will learn to develop leadership, collaboration, and team-building skills; understand the value of developing strong work ethics as well as continue to develop their Career Plan. The Major I meets four blocks per week for the full year. To apply for the Major 1, students must successfully complete the exploratory in the program to which they are applying, score well on the Exploratory Program Rubric, earn an Exploratory Safety Training Certificate, receive the teacher's recommendation, and fill out the Career and Vocational Technical Education program application. The student can ask for an application from their CVTE teacher, their counselor, in the CTE Office in room 112 or on page 71 in the Opportunities Handbook.

MAJOR 2 is recommended for the students who have developed a deeper interest in the technical field and are contemplating pursuing this career pathway. In the Major 2 students will have the opportunity to apply and strengthen academic knowledge and vocational technical skills by engaging in real-world experiences in their technical learning environment. Students will be involved in a collaborative learning atmosphere - they will develop leadership and team-building skills, build presentation skills, and increase their confidence interacting with customers (school and community). The Major 2 program meets 8 blocks a week and is open to 11th and 12th grade students who have successfully completed the Major 1 in their technical field of interest. Students in the Major 2 will be registered for Health & Wellness (PE033) which is a requirement for graduation and is also a requirement to be eligible for a cooperative education work place learning experience second semester in their senior year.

MAJOR 3 is recommended for students who have decided this is a career pathway they are interested in and are contemplating pursuing this field in post-secondary education or entry into the world of work after graduation. Students will have the opportunity to hone their foundation of academic knowledge and vocational/technical competency skills, all of which are very important for a smooth transition into post-secondary education, advanced training programs, apprenticeship programs, pursuit of a journeyman's license, or entry into the workplace. The Major 3 meets 12 blocks a week and is open to 12th grade students who have completed the Major 2. Students in the Major 3 will be registered for Entrepreneurship (759) in the fall of their senior year (with exception to those in Culinary Arts and Graphic Communications because this a central aspect of these two programs) - Entrepreneurship is a requirement to be eligible for a cooperative education work place learning experience second semester senior year.

Students who complete the Major 3 program are eligible to receive college credits through post-secondary articulation agreements when they continue their education in the vocational technical career pathway. These credits are issued after the completion of their first semester and are listed by postsecondary institution with corresponding course numbers at the end of each Major 3 program's description.

MAJOR 2 and 3 Honors Option:

Major 2 and 3 students may be recommended for the honors level by their teacher if they have demonstrated the following attributes:

- Possess the interest, ability and motivation to meet the challenges of an honors level course.
- Assume responsibility to be an independent learner in the program setting.
- Aspire to an advanced level of learning and critical thinking through more challenging assignments, coursework and learning opportunities.
- Assist with program/shop management.
- Handle multiple projects simultaneously.
- Work on complex projects held to a higher standard of quality.
- Commit to complete projects before or after school when necessary.
- Lead and coordinate a team of students to complete a group project.

CAREER & VOCATIONAL TECHNICAL EDUCATION COOPERATIVE WORK EXPERIENCE is available to Career & Vocational Technical Education students in the Major 3. The cooperative education work placement offers students an additional learning dimension to their educational experience and is designed to expand their knowledge and skills through a work place experience in the business community. This is a paid, supervised, instructional experience that is directly related to their career & vocational technical program. The students will be evaluated by their employer and the cooperative education coordinator, using a work-based learning plan that contains clear learning goals established by, and agreed upon by the vocational technical teacher, the employer, and the student. A student's day is divided between their academic studies and their work-site training. Students are eligible for a cooperative education workplace learning experience second semester of their senior year if they fulfill the course requirements; demonstrate an 80% or better proficiency in their competency skills, have a good attendance record, demonstrate a strong work ethic, are in good academic standing, successfully complete the safety training for their vocational technical field, earn their OSHA 10 Certification, complete their Career Plan, and receive the recommendation of their teacher.

POST-GRADUATE consideration will be made on a space available basis, and only with the approval of the principal and Director of Career & Vocational Technical Education. Applicants should see their guidance counselor to begin this process mid-way through their senior year. The guidance counselor will contact the CVTE director about the request who will then notify the principal and schedule an interview to meet with the student. The principal and director will review all applications submitted by the counselors before they make a determination. Students will receive notification of the decision from their counselor.

NOTE: The Massachusetts Community Colleges approved a statewide Articulation Agreement in 2014 in 14 vocational technical fields to provide a seamless transition for students. The programs offered by the Newton Public Schools with articulation to the community college system include: Automotive Technology (Transportation), Carpentry, Culinary Arts, Drafting, Early Education & Care (Early Childhood Education), and Design & Visual Communications (Arts & Communication). The information can be accessed on the following website: <http://www.masscc.org/articulation>

AUTOMOTIVE TECHNOLOGY – CIP CODE: 470604

880 Automotive Technology Exploratory **no level** **9-10-11-12** **F or S** **4 periods** **2.5 credits**



This course is an introduction to automotive technology. The student will develop knowledge and understanding with the use of tools and equipment, develop workplace safety practices, and learn the basic systems of the automobile. The systems include brakes, engine performance, steering and suspension, electrical, and electronics. Instructional time is a combination of lecture and demonstration in related-theory and applied skills training. The student will also work in the customer service office using computers to look up parts, to estimate customer work, and to learn about the various automotive systems.

882 Automotive Technology Major I **ACP** **10-11** **full year** **4 periods** **5 credits**

Prerequisite: Automotive Technology Exploratory 880

The Major I is recommended for the student who has successfully completed the Automotive Technology exploratory. The Major 1 offers students an opportunity to further develop their skills and to explore the idea of entering the automotive field and to prepare for college. They will develop new competency skills; including customer service and communication skills (verbal and written), team-building, collaboration, and leadership skills. Students will continue developing their Career Plan, explore labor market trends in automotive technology and related fields, build a personal budget based on an occupation of interest, and earn their Major 1 Safety Training Certificate. This course meets four blocks a week for a full year. Proper dress and footwear is required in the Major (1,2, & 3).

8834 Automotive Technology Major 2 H 11-12 full year 8 periods 10 credits

883 Automotive Technology Major 2 ACP 11-12 full year 8 periods 10 credits

Prerequisite: Automotive Technology Major 1 - 882

The Major 2 is the continuation of an Automotive Technology program of study preparing the student to work in the field or college. Students will learn how to select and safely use hand and power tools as well as how to use equipment and machinery related to the automotive industry. Students will be given instruction in the following four areas: Brakes, Electrical/Electronic System, Engine Performance, and Suspension and Steering. The competencies in the Automotive Technology program are aligned with the competency skills and knowledge required to prepare an individual for the certification test given by the National Institute for Automotive Service Excellence (ASE). The course is organized into competency-based units of instruction as established by the National Automotive Technicians Education Foundation (NATEF). Students in the Major 2 will be registered for PE 033 for CPR and First Aid Training as part of their course requirements and this is included in the 8 period a week commitment as a Major 2. This course is a prerequisite for the student who wants to participate in a cooperative education workplace learning experience during their senior year.

8844 Automotive Technology Major 3 H 12 full year 12 periods 15 credits

884 Automotive Technology Major 3 ACP 12 full year 12 periods 15 credits

Prerequisite: Automotive Technology Major 2 - 883 or 8834

The students in the Major 3 will be able to work independently, has developed their leadership and customer service skills and has demonstrated a high proficiency level with their competency skills. The Major 3 is the final class of an Automotive Technology program of study intended to prepare students for working in the field or college. The student is eligible to take the ASE certification test by the end of their senior year. Students will be registered for Entrepreneurship (759) 1st semester. Entrepreneurship and the following are requirements to be eligible for cooperative education workplace learning experiences 2nd semester senior year: fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their OSHA 10 Certification, complete their Career Plan, and receive the recommendation of their teacher.

POSTSECONDARY ARTICULATION AGREEMENTS include:

Benjamin Franklin Institute of Technology - TT105 Introduction to Transportation Technology, TT110 Basic Engine Theory, TT111 Basic Engine, TT112 Basic Electricity Fundamentals, and TT113 Basic Electricity Fundamentals

CARPENTRY/CONSTRUCTION TECHNOLOGY – CIP CODE: 460201

887 Carpentry Exploratory no level 9-10-11-12 F or S 4 periods 2.5 credits



Students in Carpentry Exploratory will begin developing technical competencies in construction technology. Students will develop an entry-level understanding as to the proper method and use of hand tools and they will develop safe handling practices. Students will engage in all basic operations, including measuring, cutting, planning, fastening, sanding, and finishing. Students will use applied math on a regular basis with each of their projects.

889 Carpentry Major I ACP 10 - 11 full year 4 periods 5 credits

Prerequisite: Carpentry Exploratory - 887

This program is recommended for the student who has completed the Carpentry exploratory program. Students will be introduced to the emerging field of green technology and the impact this has on the construction industry. Students will learn about general house carpentry and be introduced to other aspects of the construction trade. Students will develop a culture of understanding for safety; learn the importance of planning and developing strong organizational skills, and good verbal and written communication skills. Students will develop work-readiness skills, along with healthy work ethics and values. Students will continue developing their Career Plan, explore labor market trends in construction technology and related fields, build a personal budget based on an occupation of interest, begin developing their Carpentry Technology Portfolio, and earn their Major 1 Safety Training Certificate. This program meets four times a week. Proper dress and footwear is required in the Major (1, 2, & 3).

8904 Carpentry Major 2 H 11-12 full year 8 periods 10 credits

890 Carpentry Major 2 ACP 11-12 full year 8 periods 10 credits

Prerequisite: Carpentry Major I - 889

Carpentry Technology Major 2 offers a more concentrated continuation of Major I's competencies and skills. Students will have the opportunity to become more invested in "all aspects of the industry". Students will be involved with estimating, blueprint reading, building theory and history. Emphasis will be placed on honing carpentry related skills through a project-based learning in conjunction with developing industry related math skills. Reading, writing, research, and applied carpentry math are integral components of the curriculum. Students will develop a culture of understanding for safety and will be taught the importance of good planning and strong organizational skills through daily practice. Students in the Major 2 will be registered for PE 033 for CPR and First Aid Training as part of their course requirements and this is included in the 8 period a week commitment as a Major 2.

8914 Carpentry Major 3 H 12 full year 12 periods 15 credits


891 Carpentry Major 3 ACP 12 full year 12 periods 15 credits

Prerequisite: Carpentry Major 2 - 890 or 8904

The students in Major 3 Carpentry Technology will be guided into developing greater independent skills. Their ability to think critically and problem-solve will be enhanced as they encounter challenging construction problems. Students will study the modern methods in mill and construction carpentry. Cabinet making and engineering concepts will be introduced and skills will be strengthened. The students will be provided with a selection of materials, and taught methods of construction, job analysis, computer applications, assembling, fitting, and inspection. The students will be involved in both finish and rough work. In rough work students will erect building frames, including sub-floors, floor joists, stair stringers and rafters. In finish work, students will install molding, wood paneling, cabinets, window sash, door-frames, railing, and doors. Reading, writing research papers, and math applications are woven into the fabric of this program. Students will be registered for Entrepreneurship (759) 1st semester. Requirements to be eligible for cooperative education workplace learning experiences 2nd semester of their senior year are: successful completion of Entrepreneurship, fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their OSHA 10 Certification, complete their Career Plan, and receive the recommendation of their teacher.

CULINARY ARTS – CIP CODE: 120503

902 Culinary Arts Exploratory **no level** **9-10-11-12** **F or S** **4 periods** **2.5 credits**

 For students who want to explore a career in food service, the Tiger's Loft Bistro, a student-run restaurant, is the place to start. Students will be introduced to quantity food preparation. In addition, students will develop the practical experience of serving the school community. Students will rotate through baking and cooking stations on a daily basis. Students will develop and apply basic culinary, sanitation, and kitchen safety skills.

905 Culinary Arts Major I **ACP** **10-11** **full year** **4 periods** **5 credits**

Prerequisite: Culinary Arts Exploratory – 902

The Major I program is recommended for the students who have completed the Culinary Arts exploratory and have decided to pursue a more advanced program of study in this field. The students will continue to build and fine tune their culinary skills by continuing to work in the Tiger's Loft Bistro. Students in the Major 1 will work alongside Major 2&3 students at each different work station. They will build on the foundation of competency skills established during their exploratory experience, along with developing customer service communication skills (verbal and written), cooperative team-building skills, and leadership skills. Students will continue developing their Career Plan, explore labor market trends in culinary arts and related fields, build a personal budget based on an occupation of interest, and earn their Major 1 Safety Training Certificate. This program meets four times a week. Proper dress and footwear are required in the Major (1, 2, & 3).

9064 Culinary Arts Major 2 **H** **11-12** **full year** **8 periods** **10 credits**

906 Culinary Arts Major 2 **ACP** **11-12** **full year** **8 periods** **10 credits**

Prerequisite: Culinary Arts Major I – 905

Students in the Culinary Arts Major 2 will do advanced work in a commercial kitchen and be taught the techniques for preparing foods in quantity, such as soups, sauces, hot and cold entrées, salads, pastries, breads, and desserts. They will also learn about nutrition and how to prepare menus that are nutritionally balanced. Students will develop and demonstrate an understanding of theory and practice with culinary arts and food service management. Students in the Major 2 will co-mentor with students in the Major 3 to coach and supervise students in the Major 1, helping them develop new skills. They will learn how to use the point of sales system (POS), to ring sales, track the number of sales and earnings, and generate product rotation inventory reports using the POS system. Students have the opportunity to train for, and earn, their ServSafe Certification. Students in the Major 2 will be registered for PE 033 for CPR and First Aid Training as part of their course requirements and this is included in the 8 period a week commitment as a Major 2. This course is a prerequisite for the student who wants to participate in a cooperative education workplace learning experience during their senior year.

9074 Culinary Arts Major 3 **H** **12** **full year** **12 periods** **15 credits**

907 Culinary Arts Major 3 **ACP** **12** **full year** **12 periods** **15 credits**

Prerequisite: Culinary Arts Major 2 - 906 or 9064

Culinary Arts Major 3 students will use the skills and competencies they developed during the Major 1 & 2 to take responsibility for supervising the daily operation of the Tiger's Loft Bistro. Students will increase their leadership skills doing advanced work in the commercial kitchen, act as a mentor to Major 1 and 2 students, become event planners, research information for new equipment, and prepare estimate proposals for purchasing, plan food orders, and work with purveyors to place orders to restock the kitchen. Students will learn the skills necessary to be successful in both the front and back of the house. To be eligible for cooperative education workplace learning experiences 2nd semester senior year, students must: fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their ServSafe Certification, complete their Career Plan, and receive the recommendation of their teacher.

Postsecondary Articulations include:


[Johnson & Wales University](#) - as a participant in the FAST program.

[Newbury College](#) - CU101 Culinary Science and Theory, CU102 American Cuisine, and CU103 Bread & Rolls

[Culinary Institute of America - ServSafe](#)

DESIGN & VISUAL COMMUNICATIONS – CIP CODE: 500401

978 Design & Visual Communications Exploratory **no level** **9-10-11-12** **F or S** **4 periods** **2.5 credits**

 Have you ever wanted to make your own advertisement, 3D design, logo, or commercial? Do you have a great idea you wish could become a visual reality? This class is the first step into a world where ideas come to life. This entry-level course welcomes students of all backgrounds to learn the creative design process. Students will research solutions to design prompts, illustrate concepts, articulate and critique design ideas, and manipulate digital images. Final drafts of movie posters, 3D drawings, digital sketches, and animations will be created on the computer with professional programs such as Adobe Photoshop, Adobe Illustrator, Adobe Flash and 123D. Design is not simply knowledge, but a way of thinking, and design skills are becoming increasingly desirable in our modern age. Students will gain a strong design foundation, allowing them to approach problems with a creative mind, think more critically, and innovate beyond typical classroom boundaries. The Design curriculum offers students real-world experience and skills that are highly sought after in today's competitive markets, no matter the career path they choose.

979 Design & Visual Communications, Major 1 **ACP** **10-11** **full year** **4 periods** **5 credits**

Prerequisite: Successfully passing Design & Visual Communications Exploratory 978. In Major 1, students will engage in a variety of projects, applying the design principles, psychology of color, and computer skills learned in the Exploratory Program. They will investigate and analyze branding, advertisements, and websites, while discussing effective marketing strategies and techniques. Through the creative use of color, images, type, and marketing themes, students will create their own commercials, 3D typography, posters, animations and advertisements. Students will start to operate as their own design firm, employing the creative design process (brainstorming, researching, sketching, articulating concepts, critiquing design ideas, and creating computer design layouts) to create the NNHS Course Catalog cover and posters for the Music and Career & Vocational Technical Education departments. Students will use professional design tools such as Adobe Photoshop, Illustrator, Flash, iMovie, Garage Band, digital cameras, and video cameras. Students in the Major 1 will be encouraged to experiment with new ideas leading to innovation. Students will continue developing their Career Plan, explore labor market trends in design & visual communications and related fields, build a personal budget based on an occupation of interest, and earn their Major 1 Safety Training Certificate. This program meets four times a week.

9814 Design & Visual Communications, Major 2	H	11-12	full year	4 periods	5 credits
981 Design & Visual Communications, Major 2	ACP	11-12	full year	4 periods	5 credits

Prerequisite: Successfully passing Design & Visual Communications Exploratory 978 and Advertising Design 979

In Major 2, students will master the creative design process, advanced principles of design, and apply their skills to real-world projects while operating as their own design firm. The class is provided with opportunities to work alongside professional design, marketing, and production teams from companies such as Legal Sea Foods, Scientific Publishing, and Lemelson-MIT. Students will work individually and in groups to complete projects and foster skills such as communicating with clients through e-mail, meeting deadlines, and giving professional design presentations. They will learn the essential elements of photography and its application to design concepts while using professional-level digital cameras. Depending on the needs of each project, students will use programs such as Adobe Photoshop, Illustrator, Flash, and Adobe InDesign. Major 2 students are encouraged to take their ideas to the next level by forging their own independent paths.

983 Design & Visual Communications, Major 3	H	11-12	full year	8 periods	10 credits
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Prerequisite: Successfully completed Advanced Design & Visual Communications 981, with a grade of 80 or above and be recommended by the teacher.

In Major 3, students will build on the experience, skills, and projects covered in all prior Design & Visual Communications courses. This class operates as a professional design firm, and students take a personal stake in their own growth. They work more independently on long-term "live projects" and take on additional responsibilities as lead designers for group projects. Projects in previous years have included: a kids' website for Legal Sea Foods, an award-winning website for the Career and Vocational Technical Education department, a nationally recognized invention showcased at the White House Science Fair, and collaboration on special projects with design firms such as Continuum and SandCartStudio. As designers, students will develop new skills in leadership, project and time management, scheduling, working with clients, and advanced design and computer techniques. Skills associated with design are increasingly sought after in today's competitive markets. Upon completion of the Design curriculum, students are fully equipped with real-world experience and a strong skill set for the pursuit of any career. To be eligible for cooperative education workplace learning experiences 2nd semester senior year, students must fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, earn the Major 3 Safety Training Certificate, complete their Career Plan, and receive the recommendation of their teacher.

984 Design & Visual Communications Ind. Study	no level	11-12	full year		2.5 credits
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The self-motivated and disciplined student, on arrangement with the Design & Visual Communications instructor, will sign a contract including their proposal to undertake the study of any subject or project in the profession in which the student has a particular interest. Requirement: the student must have completed five of seven Core Curriculum/ Required Courses Design & Visual Communications Majors. The student must also be taking a Design & Visual Communications course. Approval of the Career and Vocational Technical Education department head is also required.

POSTSECONDARY ARTICULATION AGREEMENTS:

Digital Imaging/Boston University- 3D Animation & Game Design and Graphic and Interactive Design

New England Institute of Art- Fundamentals of Design

DRAFTING – CIP CODE: 151301

911 Drafting Exploratory	no level	9-10-11-12	F or S	4 periods	2.5 credits
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Do you like designing spaces or inventing things? Have you ever considered a career in the well-paid professions such as: Architecture, Interior Design, Engineering, Industrial Design, Landscape Design or Real Estate? If so, taking an exploratory class in Drafting could be a terrific place for you to get started in exploring the fundamental drafting skills required for these interests and their related professions. In Drafting Exploratory students learn to draft exciting 3 dimensional spaces and objects on the computer through using two different industry standard softwares: Autodesk's *Revit*® and *Inventor*® programs. These drafting software programs allow you to see your creations in a realistic 3 dimensional shape, you can create walk through videos of your buildings; you can assemble parts and even make them move! We also have a *MakerBot*® 3-D printer which allows students to print their designs into 3D plastic models. The course introduces the basic drafting principles of reading drawings, and creating spaces and objects. Many assignment opportunities allow students to apply their drafting skills into projects of their own design, for example: you could design and draft a house, a golf course, or even a cell phone case! If you like exploring how spaces or parts are designed and would like to try drawing them on the computer- than this is the class for you!

915 Architectural Drafting Major 1	ACP	10-11-12	full year	4 periods	5 credits
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Prerequisite: Drafting Exploratory, 911

This is the Drafting Major study for students that would like to continue their drafting with the focus of the built environment using the *Revit*® software as begun in Exploratory-drafting will focus in areas such as: Buildings, Interiors, Structural Design, & Landscape. In this course, the student has the opportunity to advance their emerging drafting and design skills creating projects that emphasize design standards, construction details, and presentation techniques. Students in the Major 1 will begin developing their portfolio for future college design portfolios and business/internship portfolios. Major 1 students will begin working with Lumion Software for more realistic renderings to their *Revit* Drafted projects. In addition to the 3-D printing on the *Maker Bot*-students will create traditional hand built models to explore a variety of things such as overall design concepts to foundation details. There is also an introduction to hand drawing perspective and rendering techniques as well as a beginning introduction to historic American Architectural house styles and details. The Architectural Drafting Major offers a wide variety of projects to allow students to continue exploring the many different college & career skills for professions that specialize with the built environment.

9164 Architectural Drafting Major 2	H	11-12	full year	8 periods	10 credits
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916 Architectural Drafting Major 2	ACP	11-12	full year	8 periods	10 credits
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Prerequisite: Major 1, 915.

The Architectural Drafting Major 2 study is a continued development of a student's Architectural Drafting and Design techniques: including continued development of *Revit*® and Lumion software knowledge, construction document drawings, recreation of a historical architectural building, continued exploring historical architectural styles and designing a variety of different projects and building types. Students also continue to work on their hand drafting/rendering & model building skills; there is also continued development of the student's portfolios for possible future college portfolio submissions and business/internship opportunities. There are potentials for students to work in community projects as well. The Major 2 offers students continued development and exploring of the many different college & career skills for professions that specialize with the built environment. Students in the Major 2 will be registered for PE 033 for CPR and First Aid Training as part of their course requirements. They will also be registered in Art Minor 1 so they can begin developing their portfolio which is a requirement of many postsecondary institutions for drafting. Each of these will be done during the 8 blocks while in the Major 2.

9174 Architectural Drafting Major 3	H	12	full year	12 periods	15 credits
917 Architectural Drafting Major 3	ACP	12	full year	12 periods	15 credits

Prerequisite: Major 2, 916 or 9164

The Architectural Drafting Major 3 student will continue to strengthen their Architectural Drafting and Design skills as developed in previous years- the Major 3 will also include adding in the mechanical and structural systems into the Revit® BIM software, and creating a small set of Construction Documents for a single family residence. There is continued development of the student's portfolio to demonstrate the culmination of design, drawing, model building and construction details that a student has been developing through independent and community drafting work over their Architectural Drafting Major Studies. Students will be registered for Entrepreneurship (759) 1st semester. Entrepreneurship and the following are prerequisites to be eligible for cooperative education workplace learning experiences 2nd semester senior year: fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their OSHA 10 certification, complete their Career Plan, and receive the recommendation of their teacher.

919 Engineering Drafting - Mechanical Major I	ACP	10-11-12	full year	4 periods	5 credits
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Prerequisite: Drafting Exploratory, 911

This is the Drafting Major study for students that would like to continue their drafting with the focus of the manufacturing engineering and technology fields using the Inventor & Revit® software as begun in Exploratory-drafting will focus in areas such as: technical drawing, graphical computation, and descriptive geometry. In this course, the student has the opportunity to advance their emerging drafting and design skills creating projects that emphasize 3-D modeling, assembling and presentation techniques. Students in the Major 1 will begin developing their portfolio for future business/internship portfolios. Or college when needed. The students will also have the opportunity to learn more about the many drafting career pathways in the Manufacturing, Engineering, and Technology fields.

9204 Engineering Drafting -Mechanical Major 2	H	11-12	full year	8 periods	10 credits
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920 Engineering Drafting -Mechanical Major 2	ACP	11-12	full year	8 periods	10 credits
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Prerequisite: Engineering Drafting Major 1, 919

The Mechanical Major 2 continues to focus on more intermediate level drafting challenges using Inventor® and Revit® software. Students will learn to produce 3 dimensional and solid modeling graphics to produce mechanical parts that they may also be able to print on the 3-d printer or layout mechanical systems in a 3-D modeled building. Mechanical Major 2 students look at additional drawing practices for advanced assemblies, weldment and sheet metal drawings. Some of the work will be used as part of the student portfolio package for possible future internships or college when needed. The Mechanical Major 2 student has opportunities to work on community projects as well. This course is aimed at the student wishing to become proficient in 3 dimensional and solid modeling, and is preparing to pursue engineering in college. Students in the Major 2 will be registered for PE 033 in CPR and First Aid Training as part of their course requirements and this is included in the 8 period a week commitment as a Major 2

9214 Engineering Drafting -Mechanical Major 3	H	11-12	full year	12 periods	15 credits
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921 Engineering Drafting -Mechanical Major 3	ACP	11-12	full year	12 periods	15 credits
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Prerequisite: Engineering Drafting Major 2, 920 or 9204

The Mechanical Major 3 program continues to focus on more advanced intermediate level drafting challenges using Inventor® and Revit® software. This is the course for a student who wants to become proficient in 3 dimensional and solid modeling and is preparing for employment in the industry and/or to pursue engineering in college. The students will develop a portfolio selecting the pieces of work representing the scope of their skills. Students will be registered for Entrepreneurship (759) 1st semester. Entrepreneurship and the following are prerequisites to be eligible for cooperative education workplace learning experiences 2nd semester senior year: fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their OSHA 10 certification, complete their Career Plan, and receive the recommendation of their teacher.

EARLY EDUCATION AND CARE – CIP CODE: 131210

894 Child Development Exploratory	no level	9-10-11-12	F or S	4 periods	2.5 credits
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Students will study the intellectual, emotional, social, and physical domains of early child development. Students will identify components of development domains as related to play, discipline, reasoning and psychological theories. Class time will include observing and assisting in the preschool laboratory setting. Students will participate in periodic staff meetings where discussions regarding their questions and observations of the children will take place. Actual infant simulators will be used in conjunction with the study and analysis of general infant development. Professional articles will be used to further discuss topics of study, in addition to the textbook, *The Developing Child*, by Holly Brisbane

895 Early Education and Care Major I	ACP	10-11	full year	4 periods	5 credits
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Prerequisite: Child Development Exploratory 894

If the Exploratory class sparked interest and excitement regarding working with young children, then this second level child development program is for you! Students will continue to build knowledge and skills by working and studying children in the preschool classroom setting. A more in-depth understanding of toddler/preschool aged children will be gained in addition to an emerging concentration on development in relation to the child care environment. Students will continue to observe and assist in the laboratory classroom while beginning to prepare and teach "hands-on" projects with the children. They will also learn about the many career opportunities in the Early Education and Care field (Education Cluster). Research projects will focus on developmental theories, educational philosophies, and early childhood programs; and professional articles will be used to further discuss topics for study in addition to the textbook, *Working with Young Children*, by Joyce Herr. Students will continue developing their Career Plan, explore labor market trends in early education & care and related fields, build a personal budget based on an occupation of interest, and earn their Major 1 Safety Training Certificate.

8964 Early Education and Care Major 2	H	11-12	full year	8 periods	10 credits
896 Early Education and Care Major 2	ACP	11-12	full year	8 periods	10 credits

Prerequisite: Early Education and Care - Major I, 895

Do you think you want to work with children in some capacity one day (education, child care, counseling, psychology, pediatrics, nursing, etc.)? If you have, then the Early Education & Care Major 2 course is the next logical step! Students will alternate weeks of studying and developing early childhood curriculum in the academic classroom along with working in the toddler / preschool early childhood classroom setting. Students will continue to build on their knowledge and understanding of the development of young children through practical applications and observations. They will be responsible for developing and implementing standards guided curriculum with the children (using formal frameworks) and assisting the teachers in the preschool/toddler classroom. Students will develop a portfolio documenting their curriculum development, class work, and professional development opportunities. Students will also earn the Major 2 Safety Training Certificate as part of preparation for their cooperative education placement in their senior year. In addition, students will be registered in Early Childhood Physical Education course (034) to fulfill Infant/Child CPR and First Aid certification requirements OR the Career Fitness PE course (033) for adult CPR and First Aid certification - this is included during the 8 blocks. This course is a prerequisite for the student who wants to participate in a cooperative education workplace learning experience during their senior year. Upon successful completion of the Major 2 and 3, students are eligible to apply for state certification in Early Education and Care.

8974 Early Education and Care Major 3	H	12	full year	12 periods	15 credits
897 Early Education and Care Major 3	ACP	12	full year	12 periods	15 credits

Prerequisite: Early Education and Care - Major 2, 896 or 8964

Early Education and Care Major 3 builds on the competencies learned in Major 2. Students will gain and develop a more in-depth understanding of the early education and care profession by continuing to alternate weeks of academic class instruction with a greater responsibility and involvement in the preschool lab. In addition, students will study current issues relating to the field, early childhood program policies, licensing laws, and professional expectations and responsibilities. Students will be registered in Early Childhood Physical Education course (034) to fulfill Infant/Child CPR and First Aid certification requirements OR the Career Fitness PE course (033) for adult CPR and First Aid certification - this is included during the 12 blocks. Upon successful completion of the Major 2 and 3 in the Early Education and Care program, students will be eligible to apply for state certification in Early Education and Care. Students will be registered for Entrepreneurship (759) 1st semester. The following are requirements to be eligible for cooperative education workplace learning experiences 2nd semester senior year: successful completion of Entrepreneurship, fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their OSHA 10 Certification, complete their Career Plan, and receive the recommendation of their teacher.

POSTSECONDARY ARTICULATION AGREEMENTS include:

Bay State College - Early Childhood Education • Fisher College - ED103 Introduction to Early Childhood Education
Roxbury Community College - ECE101 Child Growth and Development and ECE102 Observing/Recording Child Behavior

GRAPHIC COMMUNICATIONS – CIP CODE: 100301

932 Graphic Communications Exploratory	no level	9-10-11-12	F or S	4 periods	2.5 credits
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This course will introduce the student to a variety of graphic communications techniques. The students will design their own memo pads, flyers, folders, T-shirts, business cards, greeting cards, stickers and stationery on a Macintosh computer. The students will use InDesign, Photoshop, Freehand, Illustrator, Acrobat, and Microsoft Word software. They will learn how to make plates and print their project on an offset press. Students will also produce work on a digital 4-color press and learn how to silk screen on T-shirts. They will be introduced to the career opportunities listed in the Arts and Communications Cluster.

934 Graphic Communications Major I	ACP	10-11	full year	4 periods	5 credits
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Prerequisite: Graphics Communication Exploratory – 932

This course is recommended for a student who has completed a Graphic Communications exploratory and wishes to continue in the Graphics Communications course of study. The Major 1 will build on the skills and techniques developed in the exploratory class and the students will begin producing work for the school and community as well as do individual class projects. They will learn how to use the large format printer, develop customer service skills, learn how to do cost estimates and pricing, and how to make and manage cold-calls with customers. They will also continue developing their Career Plan, explore labor market trends in graphic communications and related fields, build a personal budget based on an occupation of interest, and earn their Major 1 Safety Training Certificate.

9354 Graphic Communication Major 2	H	11-12	full year	8 periods	10 credits
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935 Graphic Communication Major 2	ACP	11-12	full year	8 periods	10 credits
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Prerequisite: Graphic Communication Major I - 934

This course is recommended for the student who has completed the Graphics Communication Major I and wishes to continue in the Graphics Communications. This course will build on the skills and techniques developed in the Major I course of study. Students will produce work design calendars, program brochures, posters, and work on larger scale projects that cover all-aspects of the industry. They will interact with customers more often and will have the opportunity to follow through on the project from inception to completion which includes all the redesign iterations in between - how to let go of your idea and embrace your customer's is an important step in the design world. Students will have the opportunity to learn more about the many career pathways available in the Graphics Communication (Arts and Communication Services Cluster). Students in the Major 2 will be registered for PE 033 for CPR and First Aid Training as part of their course requirements and this is included in the 8 period a week commitment as a Major 2.

9364 Graphic Communication Major 3	H	12	full year	12 periods	15 credits
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936 Graphic Communication Major 3	ACP	12	full year	12 periods	15 credits
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Prerequisite: Graphic Communications Major 2 - 935 or 9354

The student will learn the different techniques and skills required to transform rough ideas and copy into a finished printed product. The student will gain design experience through participation in a range of projects and involvement at all stages of print production. Working with client needs and specifications, the student will develop the customer's design concept request and follow it through to its execution and final production stages. The student's hands-on experience will include designing customer projects, generating layouts and typeset copy using a variety of desktop applications on a Mac platform. The student will learn the concepts and operations of various output devices including photo offset lithography presses, digital 4-color press, and finishing equipment. The student will also have the opportunity to visit various commercial/graphic arts facilities during the course. Students must complete the following requirements to be eligible for cooperative education workplace learning experiences 2nd semester of their senior year: fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, maintain a good attendance record, demonstrate a strong work ethic, be in good academic standing, successfully complete the safety training, earn the Major 3 Safety Training Certificate, earn their OSHA 10 certification, complete their Career Plan, and receive the recommendation of their teacher.

POSTSECONDARY ARTICULATION AGREEMENTS include:

Digital Imaging/Boston University - Graphic and Interactive Design

TV MEDIA ARTS & COMMUNICATIONS – CIP CODE: 500401

173 TV Media Arts, Exploratory

no level 9-10-11-12 F or S 4 periods 2.5 credits



This class provides students with the opportunity to develop into creative professionals and media artists, working with image and sounds to entertain, inform, persuade, and challenge, using state-of-the-art multimedia equipment. Students will learn the fundamental aspects of visual storytelling to create multiple original short films and news stories. Working in teams, they either report stories on camera or direct from behind the scenes to shoot, edit, and weave together short video segments. Projects will take students from the traditional classroom setting to unfamiliar environments where they'll conduct hands-on learning by capturing stories throughout the school.

1754 TV Media Arts, Major 1

H 10-11-12 full year 4 periods 5 credits

175 TV Media Arts, Major 1

ACP 10-11-12 full year 4 periods 5 credits

Prerequisite: Successful completion of TV Media Arts Exploratory 173

In Major 1, students engage in a variety of projects and explore new genres of film while building on skills learned in the previous level of the program. Assignments will include documentary segments, PSAs, commercials, and studio news broadcasts. Through these projects, students will learn script writing, interview techniques, news anchoring, live studio filming, and control room directing. Students can gain additional experience by filming school functions and events. These filming opportunities are often paid positions where qualified students earn money. Each production will air on NNTV's YouTube channel. The most successful creations will air on Newton's local access education channel, NewTV. This class meets four times a week.

1764 TV Media Arts, Major 2

H 11-12 full year 4 periods 5 credits

176 TV Media Arts, Major 2

ACP 11-12 full year 4 periods 5 credits

Prerequisite: Successful completion of Intermediate TV Media Arts Major 1 175

Major 2 students will create content for multiple NNTV shows. Each week students will work together in crews to produce the live studio news show, Newton North Update, which will air live during homeroom. Students will also pitch ideas, contact sources, conduct interviews, film video, and travel to new locations throughout our community to capture short documentary segments for the show Tiger Vision. This semi-monthly show will air on NewTV, and NNTV's YouTube channel. Students segments may be entered into local and national film competitions. At the completion of this class, students will have gained the skills, knowledge, and experience needed to advance into a college level program or seek gainful employment in this rapidly growing field.

1784 TV Media Arts, Major 3

H 12 full year 8 period 10 credits

178 TV Media Arts, Major 3

ACP 12 full year 8 period 10 credits

Prerequisite: Successful completion of TV Media Arts Major 2 176, with a grade of 80 or above and be recommended by the teacher.

In Major 3, students will have the freedom to work on their own productions spanning any genre of their choosing and produce college media arts portfolios. Students will also run their own independent production companies by designing projects for clients throughout the city. As producers, students foster skills developed in leadership, communicating with clients, time management, film scheduling, meeting deadlines, and giving professional presentations. Skills associated with TV Media Arts are increasingly sought after in today's competitive market. Upon completion of this curriculum, students are fully equipped with real-world experience and a strong skill set for the pursuit of any career.

TECHNOLOGY/ENGINEERING

959 Engineering 1

ACP 10-11-12 F 4 periods 2.5 credits

Pre-requisite: Students must have passed or currently be enrolled in SIMMS, Math 501, Math 511, Math 517, or Math 543.

This course is designed to expose students to some of the many forms of engineering. In this class the students will learn extensively about Electrical Engineering and other forms of Power Technology. The students will design and develop working electronic circuits and be able to calculate resistance, voltage and current using Ohm's law and Kirchhoff's current and voltage laws. The students will build and test circuits that contain resistors, capacitors, diodes, transistors, and small integrated circuits. The students will use and understand certain test equipment such as multi-meters and oscilloscopes. High voltage residential wiring techniques will also be covered.

This course, along with "Engineering 2," is ideal for students exploring the field of engineering as a career pathway.

960 Engineering 2

ACP 10-11-12 S 4 periods 2.5 credits

Pre-requisite: Students must have passed or currently be enrolled in SIMMS, Math 501, Math 511, Math 517, or Math 543.

This course is designed to expose students to some of the many forms of engineering. In this class the students will explore Mechanical and Structural engineering concepts in some depth. In the Mechanical Engineering portion of this class the students will learn about gearing, pulleys, and lever systems. Students will be using SolidWorks and C.N.C. machinery to manufacture individual projects that they themselves have engineered to meet certain criteria. In the Structural Engineering portion of this class the students will learn about the many processes of design construction. The students will learn about the various techniques of engineering roof trusses, and floor beams to be able to carry dead and live loads. Using a variety of materials the students will be able to build and test scale model trusses and beams to determine the amount of loads they can handle.

961 Honors Engineering 3

H 10-12 full year 4 periods 5 credits

Pre-Requisite - Students must have successfully passed Engineering 1 and 2. Students who complete this course will learn the engineering methods and skills involved in the production of consumer grade goods. The students will build upon and increase their knowledge of Physics, Chemistry, Electrical, Mechanical and Manufacturing Engineering to design various projects throughout the year. They will be working as members of cooperating engineering teams to design, engineer, and produce products that could be mass manufactured. The students will learn engineering design techniques such as the Axiomatic Design Process, methods of mass production, and safe handling of production equipment, i.e.: lathe, mill, CNC equipment, robotics, vacuum forming, and injection molding. A large portion of this class will also focus on the methods of project management.

- 636 Engineering Technology** **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**
 Students will learn important technological and engineering related skills and concepts. These concepts cover Engineering Design, Construction Technologies, Communication Technologies, and Energy and Power Technologies (Fluid, Thermal and Electrical systems). Students will be designing, building and testing prototype models that cover these concepts. Students will learn product design, accurate measurements using a variety of instruments and technologies, application of algebra to engineering problems, and application of physics concepts to the real world. This course is aligned with the MA State Frameworks for Science and Technology/Engineering and will allow the students to choose to take the MCAS for Technology/Engineering if they wish. Successful completion will meet the physical science requirement.
- 963 Exploring Technology 1** **no level** **9-10-11-12** **F** **2 periods** **1.25 credits**
 This course will be taught as a hands-on project-based course where the students will learn about Electrical/Power Technology, Mechanical Technology, and Manufacturing Technology. Through the building and testing of projects, students will learn the concepts behind these technologies.
- 964 Exploring Technology 2** **no level** **9-10-11-12** **S** **2 periods** **1.25 credits**
 This course will be taught using a hands-on approach similar to Exploring Technology I. The students will learn about Transportation Technology, Communications Technology, and Structural Technology by designing, building and testing small projects.
- 965 Robotics 1** **no level** **9-10-11-12** **F or S** **2 periods** **1.25 credits**
967 Robotics 2 **no level** **9-10-11-12** **F or S** **2 periods** **1.25 credits**
 Prerequisite: 965 is a prerequisite for 967
 Robotics is a hands-on building and demonstration course. In small groups the students design, build and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Some of the topics that will be covered are: Simple machines, Gear and Pulley Systems, Transmission Systems, and Computer Programming. We will be using Lab View programming language. Robotics 2 is a continuation of Robotics 1. The projects will get more complicated with the addition of new sensors and programming techniques.
- 968 Honors Robotics 3** **H** **10-12** **full year** **4 periods** **5 credits**
Pre-requisite- Students must have successfully passed Robotics 1 and 2 with a C or better, or permission of the instructor.
 In this course students will develop a strong understanding of industrial robotic automation. They will learn mechanical design, electrical and electric circuit fabrication, electronic control systems, motor control systems and programming in multiple languages including, Python, C++, Arduino, and Lab View. U - on completion of this course the students will be able to design, build, program, and trouble shoot custom made robots.
- 976 Fashioning 1** **no level** **9-10-11-12** **F** **2 periods** **1.25 credits**
 Fashion Engineering "Fashioning" will be taught as a hands-on project based course where students will apply scientific and engineering principles to the design and production of all aspects of fiber, textile and apparel processes, products and machinery. The use of systematic problem solving engineering principles within the fashion design process will be used extensively throughout the entire course. The students will be creating 3D models, jewelry and accessories.
- 977 Fashioning 2** **no level** **9-10-11-12** **S** **2 periods** **1.25 credits**
 This course is a continuation of Fashioning 1. In this course, students will be learning about the design and production of all aspects of fiber, textile and apparel processes, products and machinery. The students will be learning about clothing and footwear fabrication. This will include the design, assembly and large-scale production of such products.
- 969 Engineering Research Project 1-2 -Major 1** **ACP** **10-11-12** **F or S** **2 periods** **1.25 credits**
971 Engineering Research Project 3-4 -Major 2 **ACP** **10-11-12** **F or S** **2 periods** **1.25 credits**
 Pre-Requisite: Permission of the instructor
 This course is designed for the self-motivated student who has a strong interest in science and technology/engineering and who has already passed 5 credits of a technology/engineering course.
 The students, working in the technology laboratory, will perform a cursory investigation of the many forms of technologies such as, Robotics, Computer Aided Design and Manufacturing, Desktop Publishing, Plastics Technology, Multimedia Design, Electrical and Electronics Technology, Structural Technology and Transportation Technology. Each student will then choose an area of technology/engineering of particular interest to him/her and investigate it in depth. The students, under the direction of the instructor, will design, develop and complete a semester project in their chosen technology.
- 972 Computer Repair and Support** **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This is an intensive full year course that will instruct students on the basics of computer hardware and operating systems. Through the use of lecture and hands on activities the students will learn about all aspects of the personal computer (P.C.). Some of the topics include:
 Hardware Basics: Basic electronics, mother boards, computer cases/power supplies, battery backups, system settings: BIOS, IRQ, I/O, and DMA, CPUs, expansion bus architecture, physical memory, data storage, I/O ports and connectors, I/O devices, printers and scanners, system startup sequences, and portable computers. The operating systems that will be covered are DOS, Windows XP, Vista, Windows 7, and Linux.
- 973 Honors Computer Repair and Support** **H** **9-10-11-12** **full year** **4 periods** **5 credits**
 (A+ Certification)
 The Honors level course prepares students to sit for the CompTIA A+ computer certification exams. Students who take this class must be highly motivated and already possess a strong computer background. The course moves at an accelerated pace with emphasis on preparation for the rigorous A+ examination.

GREENENGINEERING

WWW.GREENENGINEERS.WIKISPACES.COM

924 Xplore Greengineering	no level	9-10-11-12	2 blocks	F	1.25 credits
925 Xplore Greengineering	no level	9-10-11-12	2 blocks	S	1.25 credits



Xplore GNRG is a wonderful introduction to our award-winning STEM programs. Xplore GNRG is designed around focused workshops that introduce students to cutting edge green engineering and design. The workshop model provides the balance between weekly guided seminars on 'green' topics with hands-on projects utilizing the Engineering - Design Process (EDP). The semester split below provides a proper introduction and exploration of GNRG topics and allows students to take both semesters without overlap. Students will earn an Exploratory Safety Training Certificate.

Fall Semester

1. GNRG Bootcamp - shop/lab safety protocols, materials/equipment, GNRG philosophy
2. Basic Green Technology (solar, wind, micro-hydro, peddle-power, electrical/mechanical systems)
3. Appropriate technology solutions using items from the waste stream

Spring Semester

4. GNRG Bootcamp - shop/lab safety protocols, materials/equipment, GNRG philosophy
5. Basic bags (fused plastics, material re-engineering, cradle to cradle philosophy)
6. Basic bio-engineering (Algae - as fuel, Mycelium - biomaterial engineering, Aquaponics-urban agriculture)

927 Greengineering 101	no level	10-11-12	4 blocks	full year	5 credits
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Imagine creating and distributing energy from sunlight, water, and wind. Imagine designing new products made from recycled materials. In this dynamic 'green-tech' course, students will design and build photovoltaic, micro-hydro, and wind power systems. Students will also create new products from recycled materials. The goal of Greengineering 101 is for students to engineer new and sustainable solutions through research and project-based learning. Greengineering is an integrated and interdisciplinary class that combines Science, Engineering, and Economics. This course offers students remarkable hands-on opportunities for intellectual problem solving, social change, and industry collaboration. Students will earn their 101 Safety Training Certificate. Participation/Leadership in the Greengineering Club is strongly encouraged.

928 Greengineering Independent Study	no level	10-11-12	time & credits to be determined by Director		
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Greengineering Independent Study is available for students in Greengineering courses 929 and 930.

929 Greengineering 201	no level	11-12	4 blocks	full year	5 credits
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Prerequisite – Greengineering 101, or Advanced Design 981, or Engineering Tech 636 or Instructor Recommendation

In GNRG 201, students will immerse themselves in design thinking protocols to tackle local and global issues with greeneers inspired solutions. Monthly green-thematic design challenges include: Students apply design, engineering, and consulting skills to create comprehensive solutions for challenges faced by communities far and wide. Multi-disciplinary student teams collaboratively design products and process prototypes, implementation plans, and user experiences as solutions.

In this advanced 'green-design' course, students will build on the experience, skills, and projects covered throughout our Engineering and Design courses. They will be expected to work independently on design solutions and take more responsibility as chief engineers and business leaders. Students will develop new skills in project management, balancing problem variables with constraints, challenges, building business partnerships while learning working with clients, as well as advanced engineering design, ISO 9000: I 4000, and Total Quality Management (TQM) standards and techniques. Students will research, study, and control all the aspects of a 'real-world' green-design think tank and prepare a major green innovation project collaboratively with an industry or community partner. Students will earn their 201 Safety Training Certificate. Greengineering 201, is a 21st century classroom that offers students project-based, research driven, collaborative learning.

930 Greengineering 301	no level	11-12	8 blocks	full year	10 credits
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Note: GNRG 301 is run concurrently with Xplore GNRG

Prerequisites: either GNRG 101 or 201

GNRG 301 is a collaborative-service based curriculum. Students split time between co-teaching the Xplore GNRG and working with community groups on green issues. Students engage local businesses and environmental groups and work on making the Newton community as sustainable as possible. Leadership, collaboration and professional project management will become critical tools in tackling complex problem with green-designed solutions, such as building-based energy audits with the Green Decade Coalition, Newton's High Performance Building Coalition, and BU engineering; Students also contribute to green product/process design engineering with partnering companies and universities, such as MIT, Ecovative Design, Save That Stuff, Legal SeaFood, Whole Foods Market, Preserve, The Earth Day Network, UPS, Boston Tree Service, Newton Community Farm, Newton Conservators, etc. Students will earn their 301 Safety Training Certificate.

ENGINEERING CERTIFICATE – Total 55 Credits for Certificate

Engineering Certificate Electives – Sub Total 10 Credits			Science Electives – Choose 15 Credits from the following		
965	Robotics 1	1.25 Credits	601, 611, 621, 641	Biology	5 Credits
967	Robotics 2	1.25 Credits	602, 608, 612, 622	Chemistry	5 Credits
			605	Advanced Placement Biology	5 Credits
959	Engineering 1	2.5 Credits	606	Advanced Placement Chemistry	5 Credits
960	Engineering 2	2.5 Credits	607	Advanced Placement Physics	5 Credits
911	Drafting	2.5 Credits	613, 603, 623	Physics	5 Credits
			631	Meteorology	2.5 Credits
			632	Astronomy	2.5 Credits
			637	Forensics	5 Credits
			Oceanography	5 Credits	
Science – Must choose one – Sub Total 5 Credits			633	Modern Physics	2.5 Credits
614, 670, 644	Introductory Physics	5 Credits	636	Engineering Technology	5 Credits
			961	Engineering 3	5 Credits
Math – Sub Total 20 Credits			General Technology Electives – Choose 5 Credits		
501, 511, 516	Math	5 Credits	972	Honors Computer Repair & Support	5 Credits
502, 512, 517	Math	5 Credits	973	Computer Repair and Support	5 Credits
503, 513, 518	Math	5 Credits	927	Greengineering 101	5 Credits
581, 582, 583	Math	5 Credits	929	Greengineering 201	5 Credits
			930	Greengineering 301	10 Credits
			969, 971	Engineering Research Projects	
			550, 551	Computers 1	5 Credits
			919, 920, 921	Engineering Drafting	5 Credits
			725	Web Site Development	5 Credits

975 Honors Computer Repair and Support and 976 Computer Repair and Support are A+ Certification preparatory classes.

Career and Vocational Technical Education Typical Four-Year Sequence

9th Grade	English 4 Blocks per Week	World History 4 Blocks per Week	Physics 4 Blocks per Week	Math 4 Blocks per Week	World Language 4 Blocks per Week Academic Study	PEHW/Study 2 Blocks per Week/ per course both Semesters Academic Study	CVTE Exploratory 4 Blocks per Week per Semester
10th Grade	English 4 Blocks per Week	World History 4 Blocks per Week	Chemistry 4 Blocks per Week	Math 4 Blocks per Week	World Language 4 Blocks per Week Academic Study	PEHW/Study 2 Blocks per Week/ per course both Semesters Academic Study	CVTE Major 1 4 Blocks per Week
11th Grade	English 4 Blocks per Week	United States History 4 Blocks per Week	Biology 4 Blocks per Week	Additional Math, World Language, Elective or Academic Study	Additional Math, World Language, Elective or Academic Study	CVTE Major 2 includes PEHW	CVTE Major 2 8 Blocks per Week
12th Grade	English 4 Blocks per Week	PEHW/Study 2 Blocks per Week/ per course both Semesters Academic Study	Additional Math, World Language, Science, History, Elective or Academic Study	Additional Math, World Language, Science, History, Elective or Academic Study	CVTE Major 3 includes Entrepreneurship	CVTE Major 3 12 Blocks per Week	CVTE Major 3 12 Blocks per Week

9th Grade - Exploratory Program - 4 Blocks per Week - 1 Semester (students can take the Exploratory Program both Semesters)

10th Grade - Major 1 - after completing the Exploratory Program students can apply to become a Major 1 - 4 Blocks per Week - Full Year

11th Grade - Major 2 - after completing the Major 1, students can advance to the Major 2 - 8 Blocks per Week (includes PEHW) - Full Year

12th Grade - Major 3 - after completing the Major 2, students can advance to the Major 3 - 12 Blocks per Week - Full Year

Career and Vocational Technical Education Prospective Schedule Worksheet

9th Grade	English 4 Blocks per Week	World History 4 Blocks per Week	Physics 4 Blocks per Week	Math 4 Blocks per Week	World Language 4 Blocks per Week Academic Study	PEHW/Study 2 Blocks per Week/ per course both Semesters Academic Study	CVTE Exploratory 4 Blocks per Week per Semester	Total 28 Blocks
10th Grade	English 4 Blocks per Week	World History 4 Blocks per Week	Chemistry 4 Blocks per Week	Math 4 Blocks per Week	World Language 4 Blocks per Week Academic Study	PEHW/Study 2 Blocks per Week/ per course both Semesters Academic Study	CVTE Major 1 4 Blocks per Week	Total 28 Blocks
11th Grade	English 4 Blocks per Week	United States History 4 Blocks per Week	Biology 4 Blocks per Week			CVTE Major 2 includes PEHW	CVTE Major 2 8 Blocks per Week	Total 28 Blocks
12th Grade	English 4 Blocks per Week	PEHW/Study 2 Blocks per Week/ per course both Semesters Academic Study			CVTE Major 3 includes Entrepreneurship	CVTE Major 3 12 Blocks per Week	CVTE Major 3 12 Blocks per Week	Total 28 Blocks

COUNSELING

342 Stress Management Workshop **no level** **9-10-11-12** **F or S** **1 period** **1 credit**



Positive and negative stress is a part of everyday life. Test anxiety, relationships, time management, and feeling overwhelmed can adversely affect physical and mental health as well as successful functioning. This workshop will teach you how to reduce and manage stress.

344 Guidance Aide Program **no level** **11-12** **full year** **2 homerooms/wk** **1.25 credits**

Upper class students assist freshmen in homeroom as they become a part of the Newton North community. A training session focuses on techniques for building rapport with the freshmen, helping them with their transition to high school, and developing skills for creating a sense of community within the homeroom. This program provides students with an opportunity to be of service to Newton North while learning valuable skills. Students are selected via an application process in the 10th and 11th grade.

345 Peer Mentor Program **no level** **10-11-12** **full year** **1/2 day training** **1 credit**
& X2 meetings

More than 100 students will transfer into Newton North during the school year. Can you imagine what it must be like to be a new member of our student body? Responsibilities will include connecting with new students and taking an active role in orienting new students to Newton North's academic, technical, cultural and extracurricular opportunities. You will also be responsible for hosting prospective students who would like to visit and see first hand what a day at Newton North is like. This is a student-centered program. Students are selected via an application process in the fall or spring.

347 College Planning and Transition **no level** **12** **Term 2** **X2 Block** **1 credit**

This course is designed for seniors who need help with the college admissions process and help with the details of staying organized and applying to any type of post-secondary institution. This class is especially helpful for students whose families may be unfamiliar with the college application process. Students may work on a number of tasks including using Naviance for college searches, creating a resume, completing the Common Application, and becoming familiar with the financial aid process.

348 Group Workshop in Human Relations **no level** **9-10-11-12** **half year** **1 period** **.5 credit/term**








Pass/fail



These workshops are for anger management, emotional regulation, DBT coping skills, and/or alcohol and other drug groups. Students learn to become more aware of their feelings about self and others, and learn how to change patterns of behavior that have become obstacles to their success. If you wish to join a group like this see your counselor.

EDCO

Secondary Education Program For The Deaf and Hard of Hearing

577	EDCO Academic Support	no level	9-10-11-12	full year	1 period	no credit
677	EDCO Academic Support	no level	9-10-11-12	full year	2 periods	no credit
	This course is designed to support students working on developing strategies to improve academic, study, organizational skills and life skills by using lessons and assignments from core content area classes.					
352	EDCO Transition Planning	no level	9-10-11-12	full year	2 period	2.5 credits
	This course is designed to support a student's understanding of himself or herself as deaf or hard of hearing person in relation to the transition process. This course will emphasize the transition planning process designed to assist students in meeting their post-secondary goals, such as gainful employment, post-secondary education or training and independent living. Additionally, students will explore key information designed to augment their understanding of hearing loss and the use of assistive technology.					
353	Understanding Deafhood	no level	9-10-11-12	full year	2 period	2.5 credits
	This course is an introduction to the Deaf Community and the sum of all positive meanings of the word "Deaf". This course exposes students to the history, culture, contributions and contemporary lives of Deaf people in America.					
354	EDCO Post-Secondary Planning	no level	12	full year	2 period	2.5 credits
	Open only to EDCO Program seniors This course provides a look at post-secondary options for deaf and hard of hearing students. Students will examine job preferences, opportunities, education/training requirements, job responsibilities, and personnel policies. College and job application procedures will be covered as well as how to secure financial aid (B.E.O.G., F.A.F., M.R.C., S.S.I.). Independent living skills will be emphasized, as students learn what human service resources are available to people who are deaf and hard of hearing and how to access such services.					
192	EDCO English for the Deaf & Hard of Hearing	CP	9-10-11-12	full year	4 periods	5 credits
193	EDCO English Lab	CP	9-10-11-12	full year	2 periods	2.5 credits
194	EDCO English Lab	CP	9-10-11-12	full year	1 period	1 credit
	Reading, writing, grammar, and vocabulary are emphasized in this lab tutorial program. The goal is to support students in improving their English literacy skills. Work is designed to meet individual students' needs.					
490	EDCO World History	CP	9	full year	4 periods	5 credits
	This small group course is part of a two-year World History sequence. Beginning with a study of ancient world religions, students will examine the fall of the Roman Empire up to the French Revolution. The focus will be on developing historical analytical skills by working with primary source documents, secondary readings, maps and videos. Basic research skills will also be addressed.					
491	EDCO The Modern World	CP	10	full year	4 periods	5 credits
	This small group course is part of a two-year World History sequence. It includes the study of nationalism, industrialization and imperialism within the context of World War I, World War II, and the Cold War. Students will continue to develop analytical skills and be expected to write analytical essays and a major research paper.					
492	EDCO U.S. History	CP	11-12	full year	4 periods	5 credits
	This small group course will examine the political and social history of the United States, emphasizing the founding of the United States and the period from 1865 to the present. Students will use maps, primary source documents, secondary readings, and videos in their work. Students will focus on historical inquiry and document analysis to further develop critical reading and writing skills.					
537	EDCO Math	CP	9-10-11-12	full year	4 periods	5 credits
	This small group course reinforces basic mathematical operations within the context of pre-algebra, algebra and geometry. Students will learn skills and their application to the real world.					
624	EDCO Intro to Physics	CP	9-10-11-12	full year	4 periods	5 credits
	This course is taught in conjunction with section 614. With the support of a Teacher of the Deaf, students will learn important science related skills and their application to the real world. Topics covered include forces, motion, electricity, magnetism, waves, light, sound and heat.					

ENGLISH

The English Department offers a strong program of classic and contemporary literature from diverse voices that challenges students to think about timeless issues that shape our lives. Students are required to take an English course each of their four years at Newton North in order to meet the twenty-credit requirement. For those students interested in pursuing English related topics beyond the requirements, we offer a variety of electives as well.

Students in all curriculum levels read a core of important works in many genres, including *The Odyssey*; stories and poetry from the Bible; Sophocles' *Oedipus Rex*; Shakespearean plays (including *Romeo and Juliet*, *Macbeth*, and *Hamlet*); Mark Twain's *Adventures of Huckleberry Finn*; Zora Neale Hurston's *Their Eyes Were Watching God*; and selected writings of Martin Luther King, Jr. Other texts that students may read include: *The Catcher in the Rye*, *Of Mice and Men*, *The House on Mango Street*, *The Laramie Project*, *The Curious Incident of the Dog in the Night-Time*, *When the Emperor Was Divine*, *The Glass Castle*, *Interpreter of Maladies*, *Angels in America*, *Death of a Salesman*, *The Great Gatsby*, *Into the Wild* and *The Things They Carried*. Through class discussions of the ideas and artistry in these and other works, we help students learn to read with greater insight, sensitivity and pleasure.

We strive for excellence in writing by requiring students at every grade and curriculum level to write analytically, personally, critically, imaginatively — and often. Students use the process of writing to focus, clarify, deepen and expand their thinking. They learn to support their reasoning with coherent arguments and specific evidence.

Students also learn to revise, edit, respond to written comments, reflect upon their progress, and take responsibility for their own work. They keep yearly, cumulative folders and confer regularly with their teachers. Through the development of portfolios over four years, students learn to see the world as writers and understand that writing, as well as reading, is a vital part of life.

FRESHMAN ENGLISH

Students entering grade nine take one of the following courses according to placement suggested in grade eight. In this first year of high school English, students explore portrayals of heroism, tragedy, and love from ancient and modern cultures. Students study *Romeo and Juliet*, *The Odyssey*, the book of *Genesis* in the Bible, writing skills and vocabulary in each course. Throughout freshman English, students will gather writing samples for their English Portfolio as part of their coursework.

100 English 9

ACP

9

full year

4 periods

5 credits



The Advanced College Prep sequence consists of rigorous courses for students who are highly motivated to read independently, to think carefully about what they've read, and to work hard to improve their writing. Beyond the study of *The Odyssey*, students undertake a close reading of *Romeo and Juliet* and a number of contemporary works rich in symbolism (e.g. *The Catcher in the Rye*, *The House on Mango Street*, *Of Mice and Men*, *Persepolis*, *The Absolutely True Diary of a Part-Time Indian*, and a wide selection of poetry).

Most of the writing assignments focus on developing informed responses to the literature as students work at becoming better inferential readers. By learning to support what they say with details and examples from the texts, students move beyond subjective interpretations and literal recountings of plot to deeper understandings of theme and symbolism. The ninth grade course also emphasizes creative experiments involving forms of literature the class is studying. Vocabulary building exercises, review of grammar skills and targeted lessons in essay structure further enhance students' development as writers and thinkers.

101 English 9

CP

9

full year

4 periods

5 credits



The College Prep sequence provides extra support in reading comprehension, writing, and study skills for students. In this first high school English course, students read *The Odyssey* and other myths and stories from many cultures about heroism, tragedy, and love. They read and discuss Shakespeare's *Romeo and Juliet*, and a number of contemporary movies (e.g. *The Catcher in the Rye*, *The House on Mango Street*, *Of Mice and Men*, *Persepolis*, *The Absolutely True Diary of a Part-Time Indian*, and a wide selection of poetry). They also write about the meaning of these works and their emotional impact. Students reflect upon the reasons people tell stories and how stories become literature. They also make connections between the literature and their own lives.

In writing, students brainstorm, draft, revise, edit and proofread, as they did in middle school. They learn new vocabulary, practice discussion and oral presentation skills, brush up on grammar and usage, and improve their composition of good sentences and paragraphs. Students also learn study skills in organization, time-management and note-taking so that they can become successful independent learners. (TECH PREP 2+2 eligible)

SOPHOMORE ENGLISH

Students entering grade ten take one of the following recommended courses according to the placement suggested in grade nine. All sophomores complete a unit on Shakespeare, Greek tragedy and Martin Luther King, Jr. All students will also practice responding to specific reading and writing prompts as well as learn test-taking strategies to prepare for the English Language Arts MCAS in the spring. Throughout sophomore English, students will gather writing samples for their English Portfolio as part of their coursework.

Students who show very strong inferential reading and analytical writing skills, a passion for literature, and consistent excellent effort in their English classes may be recommended for honors (H) courses.

110 English 10 H 10 full year 4 periods 5 credits

Honors Sophomore English is a course for students who have been recommended by their ninth grade teacher based on the criteria in our English placement guidelines. Students find both the pace and the complexity of literary study substantially greater at this level than in ninth grade classes. They typically read *Oedipus Rex*, *Macbeth*, *The Stranger*, *The Glass Castle*, "Letter from the Birmingham Jail" and an extensive collection of poetry, and/or independent selections from a variety of cultures each term. Honors students are expected to be prepared to participate actively in class discussions; to write almost every day; and to think deeply about the meaning of figurative language, tone, and details of plot and characterization in the works they study.

Writing assignments are mostly analytical, as students experiment with different ways to organize support for a thesis. Assuming a mastery of fundamentals of grammar and usage, teachers help students vary their sentence and paragraph structures to make their writing more sophisticated and precise. Students also have opportunities to experiment with creative writing and to respond personally to reading and ideas. A major writing and public speaking activity in the sophomore year is the Martin Luther King, Jr. Speech Contest, where students speak on an important, relevant topic that advocates a change in attitude or incites a call to action.

111 English 10 ACP 10 full year 4 periods 5 credits

Sophomore Advanced College Prep students are challenged to think and write more critically about their reading, which typically includes *Oedipus Rex*, *Macbeth*, *The Curious Incident of the Dog in the Night-time*, "Letter from the Birmingham Jail" and stories and poetry from many other cultural traditions.

A major writing and public speaking activity in the sophomore year is the Martin Luther King, Jr. Speech Contest, where students speak on an important, relevant topic that advocates a change in attitude or incites a call to action. Throughout the year, students also work to make their written interpretations of literature more precise and profound through specific analysis of figurative language and artistic form in the works. They learn to organize their ideas by using a variety of outline forms and by developing substantial paragraphs in their essays. Students also learn to make their sentence structure more effective through focused lessons on grammar and punctuation.

112+(113) English 10 (Power English) CP 10 full year 6 periods 7.5 credits

Sophomore College Prep English students are challenged to think and write more critically about their reading, while also getting support in order to meet these challenges. Reading this year includes *Oedipus Rex*, *Macbeth*, *The Curious Incident of the Dog in the Night-time*, and several other literary works in a variety of genres. Critical writing includes careful, substantiated responses to questions about the text and focuses on the development of organized paragraphs in students' essays. A major writing and public speaking activity in the sophomore year is the Martin Luther King, Jr. Speech Contest, where students speak on an important, relevant topic that advocates a change in attitude or incites a call to action. Oral presentations throughout the year reinforce critical thinking and communications skills.

Because the MCAS examination at the end of the sophomore year plays such a significant role in students' lives, determining whether or not they can earn a high school diploma, all tenth grade CP English classes meet for two extra periods each week. These "power periods" have only half the students in them at any time, thus enabling the teachers to work with students on individual reading and writing issues and on preparation for the test. Students, therefore, must enroll in both 112 and 113. (However, only 5 of the 7.5 credits may be used for the graduation requirement in English.) (TECH PREP 2+2 eligible)

125 American Studies CP 11 full year 4 periods 5 credits

English 125 and History 433 combine to form the College Prep American Studies program, integrating American literature and history through a chronological and thematic approach. Students examine the fundamental values, institutions, and mores established in early American history and explore how they have evolved over time to the 21st century. Students focus on American notions of individualism, the environment, democracy, capitalism, and our international affairs. *Adventures of Huckleberry Finn*, *All Souls, Their Eyes Were Watching God*, and *The Lone Ranger and Tonto Fistfight in Heaven* are among the readings. Students also discuss excerpts from such authors as Douglass, Emerson, and Thoreau. Writing focuses on creative papers, personal reflections, and analytical and critical essays. The American Studies program satisfies the junior year English and history requirements. (TECH PREP 2+2 eligible)

SENIOR ENGLISH

All students will select a yearlong English course. Students will complete units on the personal essay and Shakespeare's tragedy *Hamlet* during the first term. During the second and third terms, students will complete a curriculum based on the specific theme of the course. In the fourth term, all students will complete an extensive senior project focused on the area of study within their chosen course. This senior project will include both oral and written components and will be the culmination of a student's four years of English study at Newton North. All students will also edit their English Portfolios and write a reflection on their growth as readers, thinkers and writers. This portfolio will be bound and given to seniors at the end of the year as a celebration of their achievements.

SENIOR HONORS COURSES**130 AP Literature and Composition H 12 full year 4 periods 5 credits**

AP English Literature and Composition is a course for seniors who have been recommended to continue studying English at the honors level or who have been recommended based on the criteria in our English Placement Guidelines. Students are expected to draw significant connections between the ideas and artistic structure of classic and contemporary works such as Tim O'Brien's *The Things They Carried*, Tom Stoppard's *Rosencrantz and Guildenstern are Dead*, Junot Diaz's *The Brief Wondrous Life of Oscar Wao*, Toni Morrison's *Song of Solomon*, Shakespeare's *Hamlet* and Jane Austen's *Pride and Prejudice*. Students also engage in substantial close reading of poetry and undertake a culminating literary project in the spring. Writing is more independent than in previous courses — often without the benefit of class discussion of the works under study. Some of the writing is done in class, under pressure of time, to help students prepare for the AP exam and for college essay tests. Beyond these frequent analytical assignments, students write extensively about personal experience and try their hand at imaginative pieces, often in the form or style of works they are studying.

This course prepares students for the Advanced Placement examination given in May by the College Board thus the curriculum may vary slightly from the standard year-long model. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.

SENIOR MIXED-LEVEL COURSES**130 Philosophy as Literature H 12 full year 4 periods 5 credits****1304 Philosophy as Literature ACP 12 full year 4 periods 5 credits**

Philosophy as Literature is a course for seniors recommended to continue studying English at the honors or ACP level. It requires a strong capacity for abstraction and a sincere commitment to rigorously decipher challenging texts. What is the relationship between perception and reality? What ethical principles define a good life and should form the basis of a just society? Can suffering be transcended or made meaningful? What is the nature of the self? In this course, students will ask these questions and many more that have troubled and inspired philosophers, novelists, and poets for thousands of years. Students will begin by exploring the works of Western philosophers including Plato, Aristotle, Descartes, Kant, Sartre, Buber, and many more. Students will also investigate the highest poetry and literature from Hindu, Taoist, and Buddhist traditions. Students will read fiction, including *Hamlet*, that represents and challenges philosophical constructs. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component.

132 Diverse Perspectives in Literature: Beyond the Single Story H 12 full year 4 periods 5 credits**133 Diverse Perspectives in Literature: Beyond the Single Story ACP 12 full year 4 periods 5 credits**

This course will examine modern novels, short stories, poems, films and critical essays with a focus on authors from a variety of backgrounds. It will focus on writers who provide a diverse perspective on universal themes such as race, class, gender, sexual identity, justice, exile, and censorship. The sharing of diverse perspectives and the honest exploration of prejudices, stereotypes, and personal biases are the basis for our classroom discussions. Texts may include *Corona* by Bushra Rehman, *Angels in America* by Tony Kushner, *The Brief Wondrous Life of Oscar Wao* by Junot Diaz, *Apex Hides the Hurt* by Colson Whitehead, *Kindred* by Octavia Butler, *Monstress* by Marjorie Liu, and short stories, essays, and poems by a variety of writers. Films such as Anna Devereaux Smith's *Twilight: Los Angeles*, Charles Burnett's *Killer of Sheep*, and Siddiq Barmak's *Osama* enhance students' understanding of cultures both in America and throughout the world. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component. Students taking this course for honors credit have been recommended to study, or continue studying, English at the honors level.

134 Short Story	H	12	full year	4 periods	5 credits
135 Short Story	ACP	12	full year	4 periods	5 credits

Writers have long used the form of the short story as studies for particular moments in human experience. Smaller in scope and scale than the novel, the short story can often look more acutely at an author's intention and a character's emotions and motivations. A plethora of authors will be read, including Joyce Carol Oates, Margaret Atwood, Lauren Groff, Flannery O'Connor, Ernest Hemingway, Sherman Alexie, Raymond Carver, Jhumpa Lahiri, Chimimanda Adichie, Gabriel Garcia Marquez, Isabelle Allende, Ray Bradbury, and Kurt Vonnegut. Students will have an opportunity to write creatively to extend their understanding of these writers and to explore the genre in which they work. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component. *Students taking this course for honors credit have been recommended to study, or continue studying, English at the honors level.*

136 The Art and Technique of Film	H	12	full year	4 periods	5 credits
137 The Art and Technique of Film	ACP	12	full year	4 periods	5 credits

Through guided viewing, class discussion, and writing, students will gain a new appreciation of film as a form of artistic and cultural expression. Students will study how the film form reflects the film content, in other words how filmmaking choices create meaning. Topics for investigation include directing, editing, cinematography, set design, acting, screenwriting, and sound. Throughout the course students will complete several creative and analytical projects that reflect their growing awareness of how movies are made. Reading is from the textbook *Understanding Movies* and from several articles. Films may include *The Graduate*, *Do the Right Thing*, *The Royal Tenenbaums*, *Psycho*, *Fruitvale Station*, and *Citizen Kane*, as well as movies from a variety of genres and eras, including experimental, foreign, and documentary films. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component. *Students taking this course for honors credit have been recommended to study, or continue studying, English at the honors level.*

138 Asian American Literature	H	12	full year	4 periods	5 credits
139 Asian American Literature	ACP	12	full year	4 periods	5 credits

"Until our lives are validated in literature, we do not truly exist" --Darrell H.Y. Lum

This course will expand the scope of American literature and the definition of "the American experience." To do so, students will focus on images of Asians and Asian Americans as depicted in literature, television, film, and music. Through their study of contemporary texts, the media, and popular culture, students will examine such universal issues as generational conflicts, the American dream, immigrant experiences, stereotypes, and the creation and negotiation of one's identity. Typical course texts may include David Wong Louie's *The Barbarians are Coming*, John Okada's *No-No Boy*, and Jhumpa Lahiri's *Interpreter of Maladies*. Films will include *My America*, or *Honk if You Love Buddha*, *Rabbit in the Moon*, *American Aloha*, *Desi*, and *The Wedding Banquet*. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component. *Students taking this course for honors credit have been recommended to study, or continue studying, English at the honors level.*

140 Modern Plays and Playwrights	H	12	full year	4 periods	5 credits
141 Modern Plays and Playwrights	ACP	12	full year	4 periods	5 credits

This course will focus on contemporary plays and playwrights, whose work can be seen on stage right now. Small but powerful, these stories will help us think more deeply about situations that are familiar and realistic or strange and absurd. Like a series of short stories, our readings will move fast and show different worlds that can be beautiful, funny, frightening or philosophical. In discussing these plays together, we will look at the language these authors use but also characters, costumes, music, and performances on stage. These plays are meant to be seen as well as studied. Students will learn about dramatic elements by thinking like a director, an actor, a playwright and a member of the audience. Writing assignments will be both analytical and creative. Potential plays for this class might include: Neil Labute's *Reasons to be Pretty*, Suzan-Lori Parks' *Topdog/Underdog*, Tracy Letts' *August: Osage County*, Martin McDonagh's *The Beauty Queen of Leenane*, Yasmina Reza's *Art*, or Sarah Ruhl's *Eurydice*. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component.

Students taking this course for honors credit have been recommended to study, or continue studying, English at the honors level.

142 Literature and Composition for College	ACP	12	full year	4 periods	5 credits
143 Literature and Composition for College	CP	12	full year	4 periods	5 credits

Do you feel ready for college? Do you feel that, if you committed more time to your reading and writing, you could be a stronger English student? Are you ready to move beyond a CP English course, but need support to do so? If so, you should consider Literature and Composition for College, a rigorous course that requires students to manage their time in order to meet frequent reading and writing deadlines. In this course, students will develop active reading strategies to prepare for college level class discussions by reading books such as *The Kite Runner*, *Hamlet*, and *The Rule of the Bone*. Through individual writing conferences and revision exercises, students will strengthen both personal and analytical writing. As students work through these challenges and other senior activities, they will develop good time management and study skills. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component.

144 Hip-hop: Its Literature, Culture, and Music	ACP	12	full year	4 periods	5 credits
145 Hip-hop: Its Literature, Culture, and Music	CP	12	full year	4 periods	5 credits

The culture of Hip-hop has been called many things: from the Black CNN to buffoonery to a cause of urban violence to part of the persistence of the academic achievement gap. This course will critically examine the importance and effect of this culture and music upon US popular culture and society. Starting as party music, empowerment, and presently being the driving monetary force of popular culture, this course will look at how Hip-hop was created musically, culturally, and lyrically. Texts include *Can't Stop Won't Stop* by Jeff Chang, *Book of Rhymes* by Adam Bradley, *Black Noise* by Tricia Rose, *Ruminations* by KRS-One, various articles from scholarly and non-scholarly sources, as well as the music itself. During the fourth term, students will engage in a Senior Project related to the year's study that includes both an oral and written component.

146 English Scholars	ACP	12	full year	4 periods	5 credits
147 English Scholars	CP	12	full year	4 periods	5 credits

Have you struggled with time management, working independently or following through with your goals? Is writing or reading something that is difficult for you? If so, register for English Scholars, a course for students from a variety of backgrounds, countries, and traditions, who are trying to surpass their previous achievements in reading and writing. In order to meet students’ individualized goals, this course will strike a balance between whole group and individualized study. Students will collaboratively read and discuss such challenging literary works as Shakespeare’s *Hamlet* and Tim O’Brien’s *The Things They Carried*. Students will also receive focused, individualized coaching to help develop analytical reading and writing skills and to support the writing of strong personal and creative pieces, including the college essay. In English Scholars, students will be prepared to work with increasing levels of independence in academic scholarship. During the fourth term, students will engage in an in-depth Senior Project related to the year’s study that includes both an oral and written component. (TECH PREP 2+2 eligible)

148 Contemporary Voices	ACP	12	full year	4 periods	5 credits
149 Contemporary Voices	CP	12	full year	4 periods	5 credits

Where do our values come from? What can we learn about a person’s or community’s values from contemporary texts such as *Fight Club*, *Friday Night Lights*, *Tuesdays With Morrie* and *Water By the Spoonful*? How do contemporary voices reveal and reflect truths about class, culture, family, self, society? By connecting works of fiction and non-fiction to issues ripped from the headlines of periodicals, television, and the internet, students will engage in activities that push them to make direct, relevant, personal connections with the issues covered. Through analytical, creative and personal writing, students will increase their ability to think and write critically about their place in today’s world. During the fourth term, students will engage in a Senior Project related to the year’s study that includes both an oral and written component.

150 Dystopian, Apocalyptic, Horror and Sci-fi Literature	ACP	12	full year	4 periods	5 credits
151 Dystopian, Apocalyptic, Horror and Sci-fi Literature	CP	12	full year	4 periods	5 credits

Horror, Apocalyptic, Dystopian and Sci fi literature often imagine worlds that seem different from our own; however, upon closer inspection, we often find eerie similarities despite the exotic locations, futuristic settings or fantastical creatures. These texts ultimately subvert our complacency and sense of safety. They force us to challenge our basic assumptions and question whether or not the ideal worlds imagined may be more troubling than the imperfect world we live in. They also inspire us to hold tight to the values that matter most to us, the values that make us most human. Among works studied may be: *V for Vendetta*, *The Martian*, *World War Z*, and *Ready, Player One*; films such as *The Shining*; TV shows including *The X Files*; short stories by Ray Bradbury, Stephen King, Philip K. Dick; and poetry ranging from Edgar Allan Poe to David Bowie. During the fourth term, students will engage in a Senior Project related to the year’s study that includes both an oral and written component.

SENIOR CAPSTONE PROJECT

160 CAPS Research English	no level	12	S	4 periods	2.5 credits
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Linked with CAPS Research, CAPS Research English is a course that emphasizes reading research, sophisticated writing, and an ability to articulate ideas clearly in a classroom setting. This class must be taken along with CAPS Research 995. (See the CAPS description in the All School Programs section of Opportunities for more information.)

Throughout the course, students will incorporate outside reading to revise and refine their project, delivering several oral presentations to the class. In addition, a culminating research paper will be produced that ties students’ projects to a tangible academic product. Along with collaborative learning experiences, students will have time to plan and organize the logistics of their Field Experience. By the course’s completion, students will have all the background (research, evidence) they need to conduct their independent project fieldwork. This course contributes to the 20-credit English graduation requirement.

ENGLISH LANGUAGE LEARNING


The English language learning courses are offered in the academic areas of science, history, math and English for students for whom English is not a first language. Placement in these courses is determined based on previous schooling as well as a score on the WIDA Screener Placement Test. This English language proficiency “screener” is administered to incoming students who may be designated as English language learners. Results of the assessment are used to determine a student’s English proficiency level and course placement. All courses listed below should be chosen in consultation with ELL staff.

The ELL Department offers a strong program of academic and English language development courses. These courses have been developed to align with the Common Core State Standards and WIDA standards for English development.


Students are required to take an English course each of their four years at Newton North in order to meet the twenty-credit requirement. The English courses offered through the ELL Department may have students enrolled from across all grade levels since courses are leveled by English proficiency and not grade level. When students meet the exit criteria they are moved to their grade-level English class.

Students at all proficiency levels study short stories, novels, plays and nonfiction books and texts. Students will study grammar, including parts of speech, parts of a sentence, mechanics and usage. Writing assignments will help students write well-developed paragraphs and essays. Students will focus on study skills, public speaking and vocabulary.


181 ELL 1-2/ Entering/ Emerging English **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**

 This course is for students who are reading and writing at grade level in their native language and have had some exposure to English but are new to English. Students will use reading comprehension strategies to access beginner-level text and develop vocabulary as well as build an understanding of elements of literature. Students will enhance their listening skills to understand social and academic English. Writing will focus on sentence structure, paragraphs and short essays and students will present information about themselves, literature, and informational text.


182 ELL 3 / Developing English **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**

 This course builds on the skills learned in ELL English 1-2. Students will read a range of texts and produce a variety of forms of writing. Students learn to use textual evidence to justify or defend ideas and opinions. Students continue to expand their academic vocabulary in all modes of communication. Activities will help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.


183 ELL 4 / Expanding English **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**

 This course builds on the skills learned in ELL English 3 class. Students interpret and analyze a variety of texts and genres. The class focuses on reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Basic research, presentation, and computer skills are also part of the curriculum.


184 ELL 5 / Bridging English **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**

 This course prepares students to transition to a mainstream English class. Students learn to analyze literature and write multi-draft essays of various forms. Emphasis is placed on literary analysis and studying the conventions of English writing through both personal as well as analytic essays. In this course, English language learners use their strong vocabulary, grammar, and communication skills more strategically and effectively for academic purposes.


426 ELL World History **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**





 This is an intensive, standards-based World History course for students at WIDA levels 3/4. This course follows the mainstream 10th grade World History curriculum from the French Revolution through the twentieth century. The course focuses on the political, economic, and social history of the rise of the European nation-states, imperialism, the world wars, colonial independence movements, communist China, and the modern Middle East. In addition to covering these topics, emphasis will be on developing academic vocabulary and language, developing critical thinking skills and writing analytically.

436 ELL US History **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**

 This is an intensive, standards-based U. S. History course for students at WIDA levels 4/5. In addition to covering major U.S. history topics, emphasis will be on improving academic study skills, vocabulary, reading comprehension and writing ability. Students begin by gaining foundational language through the study of geography, climate and location during colonial American History. The course will also explore political, economic and social history of the U.S. through the twentieth century. Students will use a variety of materials including primary and secondary sources and U.S. History texts. Students will be required to conduct research, write analytical and biographical essays as well as participate in discussions.






644 ELL Introductory Physics **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**

 Through this Introductory Physics course designed to best support students with developing English proficiency, students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, motion, electricity, magnetism, waves, light, sound, and heat. Energy will be emphasized throughout the entire course. This student-centered course will provide the foundation for all future science courses. Study skills, reading strategies, vocabulary-building and scientific writing will be emphasized. Students taking this course MUST also sign up for course 645 - ELL Power Physics. Courses 644 and 645 together are designed to prepare students for the Introductory Physics MCAS exam.

- 645 ELL Power Physics** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
 ELL Power Physics is designed to support ELL students who are currently enrolled in course 644, ELL Introductory Physics. Students MUST sign up for both classes. This course is graded on an A/P/N/F scale. The content of the course will support the students' coursework in ELL Intro Physics, and will particularly help with English language-based needs. The focus of this course will include strategies for reading a science textbook, strategies for learning science vocabulary, problem-solving techniques, and MCAS test-taking strategies.
- 185 ELL Power English 1** **CP** **10-11-12** **full year** **4 periods** **5 credits**
 This common core standards guided course is offered to 10th, 11th and 12th grade ELL students who have not yet passed the MCAS in English Language Arts and who are relatively new to the study of English. This is a supplementary class, and is not offered in place of a student's normal English class. Skills that are tested on the MCAS are emphasized, as well as particular writing and reading strategies.
- 186 ELL Power English 2** **ACP** **10-11-12** **full year** **2 periods** **2.5 credits**
 This common core standards guided course is offered to 10th, 11th and 12th grade ELL students who have not yet passed the MCAS in English Language Arts. This is a supplementary class, and is not offered in place of a student's normal English class. Skills that are tested on the MCAS are emphasized, as well as particular writing and reading strategies.
- 194 ELL Components of Reading for English** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
 This is a foundational reading course with a focus on alphabetic principles. The course is geared toward readers and writers of non-Roman writing systems who would benefit from intensive instruction on letter-sound associations in order to decode new words. Lessons focus on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, spelling and reading strategies.
- 188 ELL Support** **no level** **9-10-11-12** **full year** **2 periods** **2.5 credits**
 This class supports students in their ELL and mainstream courses and provides additional English language instruction. Individual or small group work (in home language if needed) is available for students who can study independently.
- 195 ELL Aide** **no level** **10-11-12** **times vary** **credits vary**
 Students who wish to tutor ELL students can receive academic credit. Students who speak another language fluently are particularly encouraged to apply. Please apply to the ELL department to arrange specific hours, assignment, and credit.
- 197 ELL Independent Study** **no level** **9-10-11-12** **times vary** **credits vary**
 Under special circumstances, a student may be placed in an independent study to achieve specifically designated goals, under the supervision of a teacher. Enrollment only after consultation with ELL staff.

ENGLISH LANGUAGE LITERACY PROGRAM

We have a rich English Language Literacy curriculum at Newton North. This 4-course program is for newcomers who may have interrupted schooling or specific language needs. This course will provide students with literacy instruction as well as school readiness skills. Students typically take all 5 courses together.

- 179 ELL English Literacy-Reading** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This course is for newcomers to English who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students learn reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop academic language through listening and speaking. They learn to expand oral comprehension and write complete sentences, a standard paragraph, and short content-based essays. This course is taught concurrently with 180 ELL English Literacy – Writing.
- 180 ELL English Literacy-Writing** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This course is for newcomers to English who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students learn writing strategies in order to advance their writing skills. Students at this level are beginning to develop academic language through listening and speaking. They learn to expand oral comprehension and write complete sentences, a standard paragraph, and short content-based essays. This course is taught concurrently with 179 ELL English Literacy –Reading.
- 417 ELL History for Beginning English Learners** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This Common Core based course is offered to new ELL students who are working on developing the four English skills. Students study maps, geography, economics, and the structure of governments and other power structures through individual and group work on projects. In addition, students develop academic English vocabulary related to both history and modern society. Course goals include development of academic skills, learning strategies, vocabulary building and expository writing.
- 652 ELL Science and Engineering** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This thematic, Next Generation Science Standards based introductory laboratory science course is for students with very limited English proficiency. The course draws connections between physical and life sciences and connects to our ELL History for beginning English learners class through the development of science related skills and content. Course goals include development of academic skills, learning strategies, vocabulary building and scientific writing.
- 540 ELL Math** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This course is aligned with the Common Core based standards and is for students with very limited English who are new to the study of secondary school math. The math content is highly differentiated based on the needs of individual students. Students will learn the content and vocabulary necessary for the successful study of high school mathematics. Students generally progress to Math 541 or 542 after this course.

HISTORY AND SOCIAL SCIENCES

The History and Social Sciences program seeks to encourage informed democratic citizenship through the study of World and American History and the social sciences. We want students to:

- appreciate the historical and cultural influences that shape their individual identities, our national identity, and the cultures and countries that share our planet.
- understand and reason about successes, failures, triumphs and tragedies in human history, particularly as they are reflected in the ideas and actions of the people we study.
- gain a clear understanding of American institutions and traditions.
- prepare for adult lives of informed and active citizenship and civic engagement.
- learn to work as historians and social scientists, demonstrating analytical thinking, clear oral and written expression of ideas and strong research skills.

Students are required to take a two-year World History sequence in grades nine and ten, and a year of American History in grade eleven. Seniors may choose from a variety of offerings in history or the social sciences.

The department offers honors courses beginning in the tenth grade. Students must be recommended by their ninth grade history teacher to register for honors history.

GRADE NINE

411 World History I, 300-1787 **ACP** **9** **full year** **4 periods** **5 credits**

412 World History I, 300-1787 **CP** **9** **full year** **4 periods** **5 credits**



This course examines World History from the fall of the Roman Empire up to the French Revolution. A truly global course, it includes the study of Europe, North and Sub-Saharan Africa, India, China, and the Americas before Columbus. The textbook is *World History: Human Legacy* by Ramirez, Stearns, and Wineburg. In addition to their textbooks, students will use maps, primary source documents, secondary readings, and videos in their work. The course teaches students to think and write like historians, emphasizing analytical skills, and teaches basic research skills. Students will write analytical essays and complete a major research project.

GRADE TEN

420 World History II, 1787-Present **H** **10** **full year** **4 periods** **5 credits**

421 World History II, 1787-Present **ACP** **10** **full year** **4 periods** **5 credits**

422 World History II, 1787-Present **CP** **10** **full year** **4 periods** **5 credits**

Following sequentially on World History One, this course examines World History from the French Revolution through the twentieth century. It includes study of nationalism and industrialization and their consequences in Europe, European imperial expansion and non-Western responses to it, the World Wars, decolonization, communist China, and the modern Middle East.

Enrollment in 420 requires the approval of your freshman year history teacher. The advanced college prep and honors textbook is *World History* by Jackson Spielvogel. The college prep textbook is *World History: Human Legacy* by Ramirez, Stearns, and Wineburg. In addition to their textbooks, students will use maps, primary source documents, secondary readings, and videos in their work. The course teaches students to think and write like historians, emphasizing analytical skills, and teaches basic research skills. Students will write analytical essays and a major research paper.

The following course is also available to sophomores and juniors (see page 44):

470 Close-Up

GRADE TWELVE

HISTORY & SOCIAL SCIENCES ELECTIVES

Senior electives in history and social sciences are offered at the AP/Honors and advanced college prep levels. Students who took U.S. history in summer school and who wish to take an AP or honors course must obtain the permission of their sophomore year history teacher or the history department chair.

Students who took college prep history in junior year are eligible to take advanced college prep electives. These courses provide a “safety net” should the course expectations become too challenging. When first term grades are reported, those students may choose to take the course “pass/fail”, which will indicate either a “P” or “F” on the transcript. For the elective courses that are mixed level honors/advanced college prep, there is no “safety net” and juniors who took college prep history will not have that option.

440 Advanced Placement European History H 12 full year 4 periods 5 credits

Advanced Placement European History is a political and social survey of European History from the end of the Middle Ages through the twentieth century that prepares students for the College Board Advanced Placement Examination in European History. This is a rigorous and demanding course. As seniors, students are expected to show strong writing and analytical skills and independent work habits. Summer reading is required; students registered for this course must obtain a summer reading assignment in June of their junior year. Class will begin in September with work directly related to the summer reading.

The course textbook is Kagan, Ozment & Turner, *The Western Heritage*. Additional readings may include Voltaire’s *Candide* and Heilbroner’s *The Worldly Philosophers* and others chosen by the teacher. Enrollment in 440 requires the approval of your junior year History teacher.

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.

442 Mid East, Asia, and Latin America Since ‘45 H 12 full year 4 periods 5 credits

443 Mid East, Asia, and Latin America Since ‘45 ACP 12 full year 4 periods 5 credits

Since the end of World War Two the Middle East, India, China, and Latin America have been areas of tremendous growth and change. All of these regions are important players in today’s world, and all for different reasons. Why is there so much conflict in the Middle East? What is behind the rise and development of India and China? Why is Brazil rising rapidly, while other countries in South and Central America suffer from violent politics and failing economies? And why is there often anti-American sentiment in each region?

This is a history course that will attempt to answer these questions and more as we try to make sense of today’s world. This course will focus on the recent history of the Middle East, India and China, and Latin America. In each of these modules we’ll consider themes such as economic and cultural globalization, revolution and the role of social media, anti-colonialism, religion, immigration, technology, and international conflict and cooperation.

Coursework will include lectures, readings, discussions, debates, role-playing simulations, films, documentaries, and analysis of TV and web news coverage. Students will be expected to write papers and keep up with current affairs in the regions we study.

444 East Asian Studies H 12 full year 4 periods 5 credits

445 East Asian Studies ACP 12 full year 4 periods 5 credits

This course will explore the reason for the rise of East Asia (China, Japan and Korea) in the 21st century. By examining the tumultuous history of East Asia for the past 100 years, the course hopes to understand not only the relationship these countries have with each other, but also the role they play in the global economy, culture and zeitgeist. Challenging stereotypes, this course will examine the interactions of traditions and modernity in China, Japan and Korea. Using an interdisciplinary approach, the course will look not only at the political and economic developments, but also at literature, film, manga, anime, fashion and cuisine.

This course will be an exciting exploration. Enthusiasm and engagement are most welcome. Students of both Asian and non-Asian background are encouraged to sign-up. Honors level students will complete additional readings and pursue independent research projects.

446 Africa and the New World H 12 full year 4 periods 5 credits

447 Africa and the New World ACP 12 full year 4 periods 5 credits

This course explores the historical and present-day linkages between Africa and the Americas. It focuses on selected themes in the history of nearly four hundred years of trans-Atlantic socio-cultural, economic, political and diplomatic exchanges. It also examines current institutions and organizations in both Africa and the Americas that seek to consolidate and promote the interests of Africans in Africa and in the Diaspora.

The course will begin with an examination of the social and political institutions of pre-colonial West Africa and the origins of the trans-Atlantic slave trade. We will then study the middle passage and the New World setting of slavery, Africanisms in the Americas, pan-Africanist movements, apartheid and Jim Crow, and current issues facing those of African descent in the Americas, including the movement to claim reparations for slavery. Throughout this sequence students will be responsible for pursuing in-depth case studies of selected topics, including but not limited to the history and culture of particular countries and regions, African cultural enclaves and rituals in the Americas, African nationalisms and “black nationalism.”

Students may elect to take this course on either the honors or advanced college prep level. The course will use a variety of texts and materials, including Joseph Holloway’s *Africanisms in American Culture*, videos, primary sources, and others.

448 American History Through the Hollywood Lens ACP 12 full year 4 periods 5 credits

Since the beginning of the 20th century, movies have been an important source for describing American history, and a key factor in shaping the American identity. This course will use popular Hollywood films as a lens through which to examine important historical topics including, but not limited to race relations, women in the workforce, and politics. For each topic we’ll watch a series of popular movies from different time periods, studying how they deal with the issues and how they change (or don’t change!) over time. We will see some early classics, such as *Gone With the Wind* and *Mr. Smith Goes To Washington*, and more modern films such as *Primary Colors*, *Baby Boom*, and *Crash*. Students will write about how the movies choose to portray the historical reality they claim to describe, and will compare and contrast films from different eras. After completing the course students will have a clearer understanding of the ways Americans define themselves over time, and a greater appreciation of a classic American art form.

- 450 Advanced Placement Psychology** **H** **12** **full year** **4 periods** **5 credits**
 This is a broad but intense and rigorous introduction to the scientific study of human behavior and mental processes. It covers the major areas in contemporary psychology, including neuroscience, perception and sensation, development, cognition, learning, memory, emotions, personality and psychopathology. In addition, there is an emphasis on understanding and learning to design the types of research that psychologists use to build their base of knowledge. This course prepares students for the College Board's Advanced Placement examination in Psychology. It requires strong science skills. The course text is Gray's *Psychology*, supplemented by various articles and books. Enrollment in 450 requires the approval of your junior year History teacher.
This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.
- 451 Introduction to Psychology** **ACP** **12** **full year** **4 periods** **5 credits**
 This course introduces students to the scientific study of human behavior and the mind as understood by contemporary psychology. Why do we act as we do in different situations, remember some things and not others, and perceive the world accurately most of the time? It addresses an age-old puzzle: how do we go about understanding our human nature?
 After developing familiarity with the methods by which psychologists research aspects of behavior and mental processes, we will explore such specific topics as memory, developmental psychology, social psychology, learning and language. Our study of abnormal psychology will examine disorders such as schizophrenia, depression, obsessions and compulsions, eating disorders, attention deficit disorders and dissociative disorders.
 We examine these topics through the use of readings, experimentation / demonstration, lecture, discussion and films. The primary reading is Myers' *Exploring Psychology*. This is a college level text which may be difficult for some students. There may also be various supplementary texts.
- 453 Ethics in the Modern World** **ACP** **12** **full year** **4 periods** **5 credits**
 In the Disney version of *The Little Mermaid*, Ursula, the evil sea witch, tells Ariel that, "Life is full of tough choices." She's right. For centuries, philosophers have tried to help us think about how we should make those choices. How do we know we are "doing the right thing" when the needs of others make difficult demands on us? Is what we choose to do with our lives our own business, or should it be open to the judgments of others? Whose judgments should be important and how should they be made?
 We face such dilemmas all the time. Is it all right to lie if telling the truth would hurt someone's feelings? Can we believe in the value of each individual human life but support someone's "right to die", capital punishment, or a war where innocent civilians are killed? This course will explore such questions with the traditions of moral philosophy as our guide. We will read Aristotle, Hume, Kant and Mill, whose works established these traditions, and contemporary philosophers who build upon them, to analyze the ethical choices in our everyday lives.
 The texts for the course will be *The Elements of Moral Philosophy* by Rachels and *Today's Moral Issues* by Bonevac. It will include excerpts from, among others, *Nicomachean Ethics* by Aristotle, *An Enquiry Concerning The Principles of Morals* by Hume, *Grounding the Metaphysics of Morals* by Kant and *Utilitarianism* by J.S. Mill.
- 455 Economics** **ACP** **12** **full year** **4 periods** **5 credits**
 As more economic issues move from the business page to the front page, it is vital to understand the complexity and wonder of economics. How does the stock market work? What are NASDAQ and the S&P 500? What are deficits, interest rates, and the Federal Reserve? What are the chances of "going from rags to riches," or the other way around, in today's society? These are the kinds of topics we will discuss as we learn the language and concepts of economics. During the first semester we will attempt to demystify the business page through our study of fundamental U.S. economic systems and institutions. Second semester, we will focus on a case study of an American industry such as automobiles or high technology. We will also discuss issues of globalization and the role that we as U.S. citizens play in world economics.
- 456 Advanced Placement Comparative Government** **H** **12** **full year** **4 periods** **5 credits**
 Politics is power! This course examines current politics, government, and power in six major countries: Britain, Russia, Mexico, Nigeria, Iran, and China. Each country has a different type of government, faces different domestic and foreign issues, and has reacted in its own way to the challenges of development and world events. There are also common themes, such as globalization, democratization, political change, public policy, and citizen-state relations. We will use the six country studies to examine important political theories and concepts, focusing on how power is gained, maintained, and wielded, and how ordinary citizens connect with, interact with, and participate in government. Enrollment in 456 requires the approval of your junior year history teacher.
This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.
- 460 Law and Society** **ACP** **12** **full year** **4 periods** **5 credits**
 Did you ever think about just what a police officer can pull you over for, or how your constitutional rights change when you enter Newton North High School? This course will answer those questions, while teaching you about three areas of law: constitutional, criminal and civil. We review the whole criminal process, from the theories as to why people commit crimes, the definitions of the crimes themselves, the process of police investigation, and the defense and prosecution of criminals. Each class will have a mock civil trial at the Newton District Court House, where one side of the class will sue the other side in a real courtroom. Guest speakers from law enforcement and the legal system, including judges, defense attorneys, and prosecutors, are also part of the course.
- 462 Contemporary Conflicts** **ACP** **12** **full year** **4 periods** **5 credits**
 What do you think about legalizing drugs? The war on terrorism? Privacy and the internet? Affirmative action? Abortion? The next presidential election? Same sex marriage?
 This is a course about disputed issues in American society, and a few international issues as well. Each month, the class will focus on particular issues from a broad range of topics. Articles from a variety of sources will often provide a starting point for class discussions, while additional research and readings will put each issue in context. The class will examine findings from the social sciences, especially political science, sociology, economics and psychology. You will be presented with conflicting perspectives and analyses, and will need to either reconcile those views or be able to defend your position with sound reasoning and appropriate evidence.
 Classes will involve lectures, discussions, debates, and role-playing simulations. As appropriate, the course will include films and guest speakers. During fourth quarter the class examines topics of world-wide interest, including global warming and genocide.

464 Science in Society: Making the Modern World H 12 full year 4 periods 5 credits

465 Science in Society: Making the Modern World ACP 12 full year 4 periods 5 credits

How did the theories of scientists like Galileo, Copernicus, and Darwin change the course of human history? How did the development of steel and glass transform cities? How much does DNA explain who we are and what we do? From the atomic bomb to DNA, science plays a central role in modern society. Through episodes in the history of science, this inter-disciplinary co-taught course examines links between science and history. Students will explore these connections through analysis of primary sources, group discussions, and independent research projects. Students are expected to have completed courses in physics, chemistry, and biology as well as World and U.S. history.

712 History of Art ACP 12 full year 4 periods 5 credits

Requirement: Department Approval

Credits may be used to meet History requirements. Approval of both department chairs is needed. The course cannot be used for U.S. History credit.

The historical sequence begins with cave painting and continues to the art of the present. Important examples of painting, sculpture, and architecture will be viewed and discussed for stylistic and content in the various historical periods. Activities include field trips to art museums.

713 AP History of Art H 12 full year 4 periods 5 credits

Requirement: Department Approval

Credits may be used to meet History requirements. Approval of both department chairs is needed. The course cannot be used for U.S. History credit.

The admission process for Advanced Placement History of Art includes submission of a transcript and an interview with the department chair. In addition to the curriculum described under History of Art, students are required to write a thesis each semester that requires extensive out-of-class research. Visits to local art museums are also a requirement.

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.

ADDITIONAL COURSES

470 Close Up: Seminar in Government no level 10-11 full year 2 periods 2.5 credits

The Close Up course deals with current issues in the American National Government. Based on regular reading and writing assignments from the Current Issues textbook, students explore and discuss American history, politics, and government. A one week intensive course in Washington D.C. in March is an optional part of the course. The cost of the trip must be paid by students who choose to participate.

476 Museum Internship no level 11-12 F credits vary

This after school course offers an opportunity to learn the skills, methods and tools of museum work at the Jackson Homestead, the Newton's Historical Society and Museum on Washington St.

Students will help plan and lay out exhibits, assist visitors, do research on Newton's history, and assist with many other tasks associated with museum work. Students will have to get to the museum on their own after school for one or more afternoons a week and will be trained and supervised by museum staff.

Students may sign up for this course for the fall semester, for spring semester, or for both by so designating on their registration form.

481 Independent Study no level 10-11-12 F or S 2 credits maximum

An enthusiastic student, on arrangement with a history and social sciences teacher and with the approval of the department head, will sign a contract to undertake the study of any subject in history or the social sciences in which he or she has a particular interest. Independent study may not substitute for courses offered in the department. Pass/Fail grading only.

485 Legal Studies Project no level 10-11-12 5 credits

Requirement for students participating in the Legal Studies Interdisciplinary Certificate Program.

See Certificate Program Coordinator for details.

480 Classroom Aide in History no level 11-12 full year 4 periods TBD

This course offers an opportunity for very strong History students to assist a teacher in a course with younger students. Places in this program are limited and require the approval of your current teacher, the teacher with whom you will work, and the English department head. This work must be undertaken along with a regular History class. Please see the description on page 11.

MATHEMATICS

Most students want to study mathematics as a tool for effective citizenship, as a tool for functioning in a technological world, as a system in its own right, or as a fulfillment of requirements — high school graduation or college entrance.

The Newton North High School supports students in these endeavors through courses that cater to a variety of interests and learning styles. Our courses prepare students for state assessments as they are developed from the Common Core State Standards in addition to exposing students to the content assessed on college entrance and Advanced Placement exams (when applicable). All courses support students in their development and mastery of the Standards of Mathematical Practice.

Throughout their experience at Newton North High School, students will have opportunities to interact with various technological tools to support their learning of mathematics. These opportunities range from access to websites and lessons in how to use spreadsheets to utilizing dynamic geometry software. In particular, students will be taught how to use a graphing calculator to support their exploration and understanding of mathematical concepts.

Honors Math courses 501-8 are appropriate for you if you have exceptional ability and interest in the subject, enjoy the challenge of figuring out problems with little teacher scaffolding and regularly seek the most efficient methods in your problem-solving practices.

Accelerated Advanced College Preparatory (ACP Acc) Math courses 511-514 are appropriate for you if you can handle abstractions easily, have a general enjoyment of the subject and like to work out problems with only occasional teacher support.

SIMMS (ACP) Math courses 581-584 are appropriate for you if you prefer an exploration-based approach rooted in real-world investigations while working collaboratively with classmates in discovery of math concepts and how these concepts work. This course requires strong communication skills, both orally and in writing, and requires that you transfer your collaborative knowledge/experience for your individual understanding and mastery.

Advanced College Preparatory (ACP) Math courses 516-519 are appropriate for you if you can handle abstractions and like to solve problems after your teacher has provided additional practice within a structured learning experience.

College Preparatory (CP) Math courses 541-544 are appropriate for you if you prefer concrete mathematical situations where you can use your inductive reasoning in a highly structured setting.

Mathematics Courses

	H	ACP Acc	SIMMS	ACP	CP
Grade 9	501	511	581	516	541
Grade 10	502	512	582	517	542
Grade 11	503	513	583	518	543
Grade 12	504/508	508/514	584	519	544/858

Other Offerings


505 AP Statistics	858 Business Math	532 Math Concepts and Skills	580 Classroom Aide in Mathematics
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Computer Science

549 Introduction to Computer Science	551/552 Computer Programming	553 Computer Science Principles
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The Math 501 to 504 Sequence

Honors Math courses 501-8 are appropriate for you if you have exceptional ability and interest in the subject, enjoy the challenge of figuring out problems with little teacher scaffolding and regularly seek the most efficient methods in your problem-solving practices.

- 501 Math 1** **H** **9** **full year** **4 periods** **5 credits**
 Math 1 Honors begins the integrated study of second-year algebra, geometry, and probability/statistics through problem solving. The course is designed for students who have exceptional ability and interest in the subject, enjoy the challenge of figuring out problems with little teacher scaffolding and regularly seek the most efficient methods in their problem-solving practices.
Prerequisite: recommendation of your 8th grade math teacher or permission of the NNHS department head
- 502 Math 2** **H** **10** **full year** **4 periods** **5 credits**
 Math 2 Honors completes the integrated study of second-year algebra and geometry with an introduction to trigonometry and additional concepts in probability. The course is designed for students who have exceptional ability and interest in the subject, enjoy the challenge of figuring out problems with little teacher scaffolding and regularly seek the most efficient methods in their problem-solving practices.
Prerequisite: 501 and recommendation of your math teacher or permission of the NNHS department head
- 503 Math 3** **H** **11** **full year** **4 periods** **5 credits**
 Math 3 Honors offers a comprehensive study of trigonometry and pre-calculus including the pre-calculus of parametric and vector equations and an introduction to limits. The course is designed for students who have exceptional ability and interest in the subject, enjoy the challenge of figuring out problems with little teacher scaffolding and regularly seek the most efficient methods in their problem-solving practices.
Prerequisite: 502 and recommendation of your math teacher
- 508 Math 4** **H** **12** **full year** **4 periods** **5 credits**
AP Calculus AB**
 AP Calculus AB begins the study of calculus and completes the Advanced Placement Calculus AB syllabus. Students are offered a college-level calculus course that includes topics of derivatives and integrals and their applications.
Prerequisite: 503, or 513 or 583 (the latter two require summer work between 11th and 12th grade), and recommendation of your math teacher
- 504 Math 4** **H** **12** **full year** **4 periods** **5 credits**
AP Calculus BC**
 AP Calculus BC is the culmination of the 4-course Honors sequence. Students are offered a college-level calculus course as outlined in the course description offered through the College Board. This course includes ALL topics of AB Calculus in derivatives and integrals, as well as additional techniques and applications. Further, the BC Calculus course offers the study of infinite series, including Taylor Series and Taylor Polynomials.
Prerequisite: 503 and recommendation of your math teacher
 **508 and 504 prepare students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.

The Math 511 to 514 Sequence

Accelerated Advanced College Preparatory (ACP Acc) Math courses 511-514 are appropriate for you if you can handle abstractions easily, have a general enjoyment of the subject and like to work out problems with only occasional teacher support. This sequence is a continuation of the Accelerated Math course offered in 8th grade.


- 511 Math 1 Accelerated** **ACP** **9** **full year** **4 periods** **5 credits**
 Math 1 ACP Accelerated provides an integrated study of mathematics including algebra, geometry, and an introduction to sequences and basic statistics at an accelerated pace. This course is designed for students who can handle abstractions easily, have a general enjoyment of the subject and like to work out problems with only occasional teacher support. This sequence is a continuation of the Accelerated Math course offered in 8th grade.
Prerequisite: recommendation of your 8th grade math teacher or permission of the NNHS department head
- 512 Math 2 Accelerated** **ACP** **10** **full year** **4 periods** **5 credits**
 Math 2 ACP Accelerated continues an integrated study of mathematics including second-year algebra, geometry, right triangle trigonometry, and probability at an accelerated pace. This course is designed for students who can handle abstractions easily, have a general enjoyment of the subject and like to work out problems with only occasional teacher support.
Prerequisite: 511 and recommendation of your math teacher or permission of the NNHS department head
- 513 Math 3 Accelerated** **ACP** **11** **full year** **4 periods** **5 credits**
 Math 3 ACP Accelerated offers a study of pre-calculus in preparation for student success in an introductory calculus course. This course is designed for students who can handle abstractions easily, have a general enjoyment of the subject and like to work out problems with only occasional teacher support.
Prerequisite: 512 and the recommendation of your math teacher
- 514 Introduction to Calculus** **ACP** **12** **full year** **4 periods** **5 credits**
 Introduction to Calculus continues the study of advanced algebra/pre-calculus and the foundational topics in differential and integral calculus. This course will sustain student interest and give students flexibility and the required background to approach the next mathematics course with more understanding. This course is designed for students who can handle abstractions easily, have a general enjoyment of the subject and like to work out problems with only occasional teacher support.
Prerequisite: 513 and recommendation of your math teacher

The Math 581 to 584 Sequence

SIMMS (ACP) Math courses 581-584 are appropriate for you if you prefer an exploration-based approach rooted in real-world investigations while working collaboratively with classmates in discovery of math concepts and how these concepts work. This course requires strong communication skills, both orally and in writing, and requires that you transfer your collaborative knowledge/experience for your individual understanding and mastery. By successful completion of SIMMS Pre-Calculus, you will be fully prepared to pursue college level mathematics.

581 Math 1 SIMMS

ACP 9 full year 4 periods 5 credits

 SIMMS 1 provides an integrated study of mathematics including algebra, geometry, and basic statistics. This course is appropriate for students who prefer an exploration-based approach rooted in real-world investigations while working collaboratively with classmates in discovery of math concepts and how these concepts work. This course requires strong communication skills, both orally and in writing, and requires that students transfer collaborative knowledge/experience for individual understanding and mastery.

Prerequisite: recommendation of your 8th grade math teacher or permission of the NNHS department head

582 Math 2 SIMMS

ACP 10 full year 4 periods 5 credits

SIMMS 2 provides an integrated study of mathematics including algebra, geometry, an introduction to sequences and series, and basic probability. This course is appropriate for students who prefer an exploration-based approach rooted in real-world investigations while working collaboratively with classmates in discovery of math concepts and how these concepts work. This course requires strong communication skills, both orally and in writing, and requires that students transfer collaborative knowledge/experience for individual understanding and mastery.

Prerequisite: 581, 511 or 516 and recommendation of your math teacher

583 Math 3 SIMMS

ACP 11 full year 4 periods 5 credits

SIMMS 3 provides an integrated study of mathematics including second-year algebra and trigonometry. This course is appropriate for students who prefer an exploration-based approach rooted in real-world investigations while working collaboratively with classmates in discovery of math concepts and how these concepts work. This course requires strong communication skills, both orally and in writing, and requires that students transfer collaborative knowledge/experience for individual understanding and mastery.

Prerequisite: 582, 512 or 517 and recommendation of your math teacher

584 Pre-Calculus SIMMS

ACP 12 full year 4 periods 5 credits

SIMMS 4 offers a comprehensive study of second-year algebra and pre-calculus. Students are expected to function in collaborative groups for discovery of math concepts and how they work. This course is appropriate for students who prefer an exploration-based approach rooted in real-world investigations while working collaboratively with classmates in discovery of math concepts and how these concepts work. This course requires strong communication skills, both orally and in writing, and requires that students transfer collaborative knowledge/experience for individual understanding and mastery. By successful completion of SIMMS Pre-Calculus, you will be fully prepared to pursue college level mathematics.

Prerequisite: 583 or equivalent and recommendation of your math teacher

The Math 516 to 519 Sequence

Advanced College Preparatory (ACP) Math courses 516-519 are appropriate for you if you can handle abstractions and like to solve problems after your teacher has provided additional practice within a structured learning experience. This college-preparatory sequence allows more time to use the math concepts and skills you have studied. By successful completion of Math 519, you will be fully prepared to pursue college level mathematics.

516 Math 1

ACP 9 full year 4 periods 5 credits

 Math 1 ACP provides an integrated study of mathematics including algebra, geometry, an introduction to sequences and basic statistics. This course is designed for students who can handle abstractions and like to solve problems after the teacher has provided additional practice within a structured learning experience.

Prerequisite: recommendation of the your 8th grade math teacher or permission of the NNHS department head

517 Math 2

ACP 10 full year 4 periods 5 credits

Math 2 ACP continues an integrated study of mathematics including an introduction to concepts in second-year algebra, geometry, right triangle trigonometry, and probability. This course is designed for students who can handle abstractions and like to solve problems after the teacher has provided additional practice within a structured learning experience.

Prerequisite: 516 or 541 (with supplemental summer work) and recommendation of your math teacher or permission of the NNHS department head

518 Math 3

ACP 11 full year 4 periods 5 credits

Math 3 ACP continues an integrated study of mathematics containing strands of second-year algebra, sequences and series, and additional introductory trigonometry topics. This course is designed for students who can handle abstractions and like to solve problems after the teacher has provided additional practice within a structured learning experience.

Prerequisite: 517 and recommendation of your math teacher

519 Pre-Calculus

ACP 12 full year 4 periods 5 credits

Math 4 ACP begins the study of pre-calculus, continues the study of trigonometry and includes additional units of study in statistics and personal finance. This course is designed for students who can handle abstractions and like to solve problems after the teacher has provided additional practice within a structured learning experience.

Prerequisite: 518 and recommendation of your math teacher

The Math 541 to 544 Sequence

College Preparatory (CP) Math courses 541-544 are appropriate for you if you prefer concrete mathematical situations where you can use your inductive reasoning in a highly structured setting. By successful completion of Math 544, you will be prepared to pursue college level mathematics.

541 Math 1

CP 9 full year 4 periods 5 credits



Math 1 CP builds on the pre-algebra begun in eighth grade. This course provides an integrated study of mathematics including algebra, geometry and basic statistics. This course is appropriate for students who prefer concrete mathematical situations where they can use their inductive reasoning in a highly structured setting.

Prerequisite: recommendation of your 8th grade math teacher or permission of the NNHS department head

542 Math 2

CP 10 full year 4 periods 5 credits

Math 2 CP continues an integrated study of mathematics including basic concepts in second-year algebra, geometry and probability. Students who complete this course will have sufficient exposure to topics tested on the 10th grade MCAS. This course is appropriate for students who prefer concrete mathematical situations where they can use their inductive reasoning in a highly structured setting.

All students registering for 542 should also register for course 532.

Prerequisite: 541 and recommendation of your math teacher

543 Math 3

CP 11 full year 4 periods 5 credits

Math 3 CP continues an integrated study of mathematics including strands of first and second-year algebra, an extension of the study of polynomials from Math 2, sequences and series, and right triangle trigonometry. This course is appropriate for students who prefer concrete mathematical situations where they can use their inductive reasoning in a highly structured setting.

Prerequisite: 542 and recommendation of your math teacher

544 Math 4

CP 12 full year 4 periods 2.5 credits

Math 4 CP continues an integrated study of mathematics with a particular focus on modeling with linear, quadratic and exponential functions and major unit of study on personal finance. This course is appropriate for students who prefer concrete mathematical situations where they can use their inductive reasoning in a highly structured setting.

Prerequisite: 543 and the recommendation of your math teacher

Computer Science

For students planning to take all of our Computer Science courses, the most logical sequence would be Introduction to Computer Science, followed by Computer Programming, and then Computer Science Principles. However, students can take any combination of the courses, in any order, provided they meet the prerequisites.

549 Introduction to Computer Science

ACP 9-10-11-12 full year 2 periods 2.5 credits



In this 2x/week course, students will be introduced to such topics as data analysis, graphic design, robotics, computer programming, and HTML. Intro to Computer Science enables students to dip their toes into principles of computer science and prepares them to take more advanced courses in the future. No previous programming experience is needed.

Prerequisite: none

551 Computer Programming

H 10-11-12 full year 2 periods 2.5 credits

The Computer Programming elective offers students at all levels an introduction to coding. Students begin with a block-based program, and then move on to Python, the language used to drive websites ranging from Google to NASA to Instagram. At the Honors level, students will tackle more challenging problems requiring a stronger mathematics background.

Prerequisite: recommendation from current math or computer science teacher, priority will be given to juniors and seniors

552 Computer Programming

ACP 10-11-12 full year 2 periods 2.5 credits

The Computer Programming elective offers students at all levels an introduction to coding. Students begin with a block-based program, and then move on to Python, the language used to drive websites ranging from Google to NASA to Instagram. At the ACP level, students will work at the pace appropriate for their level of experience, whether they are new to coding or have been writing computer programs for years.

Prerequisite: recommendation from current math or computer science teacher, priority will be given to juniors and seniors

553 Computer Science Principles

H 11-12 full year 4 periods 5 credits

The newest Computer Science offering is a project-based course that provides students with a comprehensive overview of contemporary computing topics, ranging from the basic functioning and parts of a computer to concepts in cyber-security to the fundamentals of programming. Students will utilize both MIT's App Inventor programming environment and the C programming language to create applications. The course is adapted from the Computer Science Principles curricula of Harvard's CS50 course and the Mobile Computer Science Principles course of the College of St. Scholastica and Trinity College.

Prerequisite: concurrently taking 503, 504, 505, 508, 513, 514, 518, 519, 583 or 584 and recommendation from current math teacher or computer science teacher

Other Offerings

- 505 AP Statistics** **H** **11-12** **full year** **4 periods** **5 credits**
- This course will introduce you to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes are: exploratory analysis using graphical and analytical techniques to study patterns and departures from patterns; data collection according to a well-developed plan; use of probability to anticipate data distribution; use of statistical inferences to select reasonable models. AP Statistics is not a traditional math course. It is very language based and requires a lot of reading, interpretation, and writing in English. Students who find success in History and English *and* who have outstanding work habits are good candidates for this course. AP Statistics is an elective course and should be taken *in addition to* the student's traditional math course.
- This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.
- Prerequisite: Successful completion of 502, 512, 518 or 583, and recommendation from current math teacher*
- 858 Business Mathematics** **CP** **11-12** **full year** **4 periods** **5 credits**
- Credits may be used to meet mathematics requirements.
- This one-year course is divided into two major units: Personal Business Mathematics and Operational Business Mathematics. Students will review fundamental math skills before learning about financial literacy through instruction about savings and checking accounts, investment opportunities, credit cards, bank loans, etc. They will also learn math related to business operations including costs, sales, purchasing, and production.
- 532 Mathematics Concepts & Skills** **no level** **10** **full year** **2 periods** **2.5 credits**
- For students concurrently in Math 542 or 572 who would benefit from targeted support (as determined by 8th grade MCAS scores or teacher recommendation) in mathematical concepts and skills, as well as test-taking strategies.
- 580 Classroom Aide in Mathematics** **no level** **11-12** **F or S** **Time and Credits TBD**
- Students must complete the application/registration process through the department head to be considered as a candidate for the position of mathematics classroom aide. Selected students will be paired with a supervising math teacher. The math classroom aide and the supervising teacher will work together closely on tasks that are helpful to the teacher (and/or her students) and that are educational for the student. The program is open to responsible upperclassmen that have taken math classes at all curriculum levels. For many students the experience is similar to a job shadow or internship. Students are graded P/F. Credits are awarded based on the number of blocks per week.

MUSIC

The music department offers students a number of exciting opportunities to explore, create and perform music. NNHS has thirteen performing ensembles, as well as courses in theory, composition, technology, history & appreciation. These course offerings are designed to present opportunities for all students: students looking to study music in college, as well as students looking to gain a well-rounded education. Participation in the NNHS Music presents many additional opportunities for students outside of the school day as well. North music ensembles perform locally and internationally. In April of '09, students from each of North's nine ensembles performed at the Forbidden City Concert Hall in Beijing, China! In 2010 another group of students traveled to Italy. In April 2014 & 2016, North music students traveled to our Fine & Performing Arts sister school in Melbourne, Australia. Many students participate in MMEA's District & All-State Festivals (with a yearly Symphony Hall performance). They have had the opportunity to perform their own music live at the Singer-Songwriter Symposium & Concert alongside some of America's top musicians. They perform with their peers involved in theatre for school musicals. They create their own compositions in music technology and film scoring. They make lifetime friends and learn skills to take them through a lifetime. The opportunities are endless.

Students enrolled in Music classes have the opportunity to participate in the Fine & Performing Arts Department Exchange Program with Haileybury College, Melbourne, Australia. See the department website for more details on this opportunity.

PERFORMING ENSEMBLES

Important for students in Performing Ensembles –

- Students are required to be present for **and** stay for the entire performance of any concert in which they participate.
- Students are required to complete the full year of study to gain credit for the course.

Choral Ensembles Structure

Vocal Ensemble	Grade 9	non-auditioned
Concert Choir	Grades 10-12	non-auditioned
Family Singers • Jubilee Singers • Tiger BeBop	Grades 10-12	auditioned

801 Vocal Ensemble ACP 9 full year 2 periods 2.5 credits



Vocal Ensemble is the chorus for ninth grade students and is the beginning of North's choral program. This non-auditioned group prepares students for Concert Choir and eventually to audition for the Jubilee Singers, Tiger BeBop and the Family Singers. In Vocal Ensemble you will develop choral singing skills, perform music in a variety of styles, and have a ton of fun making music together at North. The Vocal Ensemble performs regularly with other ensembles on music department concerts.

800 Concert Choir ACP 10-12 full year 2 periods 2.5 credits

Concert Choir is for students, grades 10-12, who have a passion for singing and learning multi-part choral music from many styles and periods of music. This course is an essential foundation for anyone who wants to be part of the Jubilee Singers, Tiger BeBop and the Family Singers. The curriculum is designed to make students the best musician they can be through exposure to such diverse styles as Jazz, Spirituals, Folk Music, Broadway and Madrigals. Each winter, the Concert Choir combines with the Family Singers and NNHS Orchestra to perform a major choral work; recent concerts include Schubert's *Mass in G*, Thompson's *Frostiana*, Haydn's *Mass In Time of War* (with Newton South) and Beethoven's *Choral Fantasy*. Members of Concert Choir have recently traveled to Italy, China, and soon to Australia. Come join a truly interesting, diverse and fun ensemble of singers!

802 Family Singers H 10-11-12 full year 4 periods 5 credits

The Family Singers is an award-winning, balanced, SATB chorus. Members for this honors chorus are selected by audition. Family Singers has won numerous awards from the Music Educators National Conference on local and national levels and has had the chance to participate in concert tours of Europe, Canada, Mexico and the United States. Literature to be sung is selected from all periods of music and each year a major choral work is sung with the NNHS Orchestra such as Vivaldi's *Gloria*, Mozart's *Requiem*, Haydn's *Mass In Time of War* and Beethoven's *Choral Fantasy*. Active in community events, the Family Singers has been part of many fund raising concerts and memorials in the local community of Greater Boston. Come join one of the premiere high school vocal ensembles for an unforgettable musical experience.

803 Tiger BeBop ACP 10-11-12 full year 4 periods 5 credits

Tiger BeBop is the vocal jazz component of the NNHS choral program. Tiger BeBop is comprised of a balanced group of young men and women who have a passion for singing music from the Great American Songbook. Music is selected from many unique jazz vocal groups such as Manhattan Transfer, New York Voices, Cadence and The Real Group. Tiger BeBop sings both A Cappella and in combination with jazz instrumentalists for a truly exciting performance experience. Students are encouraged to explore scat singing and solo opportunities. Each year Tiger BeBop travels for participation in the Berklee Jazz Festival as well as the MAJE Festival and has been featured on the Gold Medal Showcase at the Hatch Shell in Boston. If you enjoy singing and are interested in a new challenge then Tiger BeBop is the group you have been waiting for!


804 Jubilee Singers ACP 10-11-12 full year 4 periods 5 credits

The Jubilee Singers perform music drawn from the African Diaspora including jubilees, spirituals, contemporary and traditional gospel, as well as traditional and contemporary African Pieces. Students may audition for the Jubilee band (piano, bass, drums, guitar, horns) in addition to the choir if desired. Students are required to learn all music, and attend all performances as well as two night rehearsals before each concert. In preparation for the concerts we will learn a wide variety of musical styles and expressions in addition to learning about the social and historical contexts that birthed the traditions we will draw on.

Instrumental Ensembles Structure

Strings	Symphony Orchestra	Grades 9-12	non-auditioned
	String Ensemble	Grades 10-12	auditioned
Bands	Symphonic Band	Grades 9-12	non-auditioned
	Wind Ensemble	Grades 10-12	auditioned
Jazz	Jazz Ensemble 2	Grades 9-12	non-auditioned
	Jazz Ensemble 1	Grades 10-12	auditioned

805 **Symphony Orchestra—Strings** ACP 9-12 full year 4 periods 5 credits

 Join your fellow violinists, violists, cellists and string bass players and make music with the NNHS orchestra. We play a variety of orchestral repertoire from baroque to contemporary, from Bach to Coldplay. Recent works we have performed include Mozart's Impresario Overture, selections from Mendelssohn's A Midsummer Night's Dream and Copland's Hoedown. The orchestra is a major class that meets during two regularly scheduled blocks and Tuesday evenings from 7:00 to 9:00 PM. Wind and percussion instruments, auditioned from Wind Ensemble, join us to make a full orchestra.


Each winter, the Orchestra collaborates with the Family Singers and Concert Choir to perform a major choral work; recent concerts include Vivaldi's *Gloria* and Beethoven's *Choral Fantasy*. Additionally, Juniors and Seniors are invited to audition for the yearly Concerto Competition. The accepted students will have the opportunity to perform solo with the NNHS Orchestra.

806 **String Ensemble** H 10-11-12 full year 2 periods 2.5 credits

This select ensemble is open by audition to members of Symphony Orchestra. We perform chamber orchestra and chamber music in various combinations. Recent performances included the Corelli *Christmas Concerto*, Bartok violin duos and string quartets by Mozart and Mendelssohn. The String Ensemble performs throughout the year in music department concerts, as well as performing outside of school.

Requirement: Open to sophomore, junior and senior string players by audition. Players must be a member of Symphony Orchestra - Strings, course 805.

808 **Symphonic Band** ACP 9-12 full year 2 periods 2.5 credits

 Symphonic Band is the essential foundation for anyone who wants to participate in Wind Ensemble, Orchestra Winds & Percussion, the Jubilee Band, Jazz Ensemble and school musical pit orchestra. Symphonic Band members are provided a rich spectrum of opportunities to gain skill on their instrument, develop ensemble playing and perform on department concerts. The Symphonic Band explores the vast spectrum of band literature for high school level band. 9th Graders are strongly encouraged to sign up for Symphonic Band & Jazz Ensemble 2 (833) as they will have a much greater opportunity to gain skill on their instrument and develop small group and large ensemble playing in specific preparation for the honors level Wind Ensemble.

809 **Wind Ensemble** H 10-11-12 full year 4 periods 5 credits

Requirements: an audition for the instrumental music director.

The Wind Ensemble is a musical organization for winds and percussion. The ensemble explores traditional and contemporary wind ensemble literature, world music, and transcriptions of classical works and film music. Additionally, once per week the rehearsal time is divided into smaller chamber ensembles of like instruments. If you are dedicated instrumentalist who wants to be challenged musically and participate in an ensemble of 'great spirit' Wind Ensemble is for you!


810 **Symphony Orchestra—Winds and Percussion** no level 10-11-12 full year 1 period 1.25 credits

Select wind and percussion players are chosen by audition from players in the Wind Ensemble. This is an exciting performing opportunity for dedicated, accomplished instrumentalists to join with the NNHS Orchestra. Symphony Orchestra Winds & Percussion are required to attend two Tuesday evenings rehearsals prior to each performance.


811 **Jazz Ensemble 1** H 10-11-12 full year 4 periods 5 credits

An audition is required for placement in Jazz Ensemble 1 (811). As a member of Jazz Ensemble 1 you will explore various forms of jazz, latin, funk, fusion and pop music. Through participation in the Jazz Ensemble you will develop an understanding of the different ensemble techniques for each style as well as have the opportunity to play improvised solos. Jazz Ensemble 1 is a busy performing group which makes appearances at department concerts, specified Jazz Nights as well as community events throughout the year such as Village Days and school fund raising events. The Jazz Ensemble is a traveling group and participates in the Berklee Jazz Festival every year. Last year the Jazz Ensemble embarked on a trip to New Orleans to perform and see the birthplace of jazz. With permission of the director 9th Graders may be allowed to join Jazz Ensemble (811) mid year.

833 **Jazz Ensemble 2** no level 9-10-11-12 full year 2 periods 2.5 credits

 Jazz Ensemble 2 provides students with the opportunity to explore various forms of jazz, latin, funk, fusion and pop music. The learning in this group focuses on establishing the foundations of understanding how to interpret the musical styles in these various genres. Jazz Ensemble 2 is a performance group and an essential foundation for anyone who wants to participate in Jazz Ensemble 1. 9th Grade students interested in jazz are strongly encouraged to select this course as a gateway to the jazz program. It is also encouraged that serious 9th Grade students also select Symphonic Band (808) to round out their musical experience. Jazz Ensemble 2 is open to all instruments. Jazz Ensemble 2 performs on School Concerts as well as for various community events.

831 **Jazz/Rock Workshop** ACP 9-10-11-12 full year 2 periods 2.5credits

 Do you love music, play an instrument and want to play with other musicians? If so, this class offers you the opportunity to play in a modern band setting and learn about various styles of music. Jazz/Rock Workshop explores the musical roots of the sounds you hear in our current musical trends. Thus, the class emphasizes the blues, jazz and rock as the core styles. This class is open to all instrumentalists and especially students that play drums, bass, guitar and piano. We also welcome all wind instrumentalists (saxophone, trumpet, trombone, flute, oboe, horn, bassoon, cello, and more). Learning about song forms, styles, improvisation, theory and related history through applied performance will be the learning of the Jazz/Rock Workshop. Students may perform on concerts at North or within the community.

PHYSICAL EDUCATION AND WELLNESS

MISSION STATEMENT

Newton North High School is committed to a quality Physical Education/ Health/Wellness program for every student. The PEHW department incorporates a multi-dimensional approach to well being that promotes individual responsibility. We emphasize an active process of becoming aware of and making choices towards a healthier, more fulfilling life by giving students the skills and knowledge needed to establish and sustain an active lifestyle.

All courses are contingent upon 2017-18 staffing and course enrollment.

All freshmen are required to take the Freshmen Core Program and Sexuality and Health.

Sophomores, juniors, and seniors will enroll in one PEHW class each year from the elective courses.

Students may only enroll in additional PEHW courses with department head approval.

All activities are designed for co-educational classes.


Three courses in one semester will not be allowed.

GRADUATION REQUIREMENT: 5 credits Each PEHW class is one credit.


GRADING: A, Pass, Fail, N (no credit), and Medical (M).

CORE PROGRAM

001 Freshman Core no level 9 F or S 2 periods 1 credit

 The freshmen core program is designed to develop a fundamental understanding of personal fitness, wellness concepts, aquatic safety, CPR awareness, individual and group problem solving, cooperative games, rules and regulations of various team and lifetime games. An important objective of the core program is to give the students the background for entering into the elective program for their sophomore, junior and senior years.

002 Sexuality and Health no level 9 F or S 2 periods 1 credit

 Sexuality and Health counts as one credit towards the Physical Education/ Health/ Wellness graduation requirement. This course is designed to help ninth grade students explore sexuality issues important to everyone. Friendships, romantic attractions, sexual orientation, dating, love, building healthy relationships, ending relationships, decision making, support for choosing abstinence, ways to refuse unwanted sexual encounters, ways to reduce the risk of pregnancy and sexually transmitted infections, sexual harassment, and other relevant topics will be discussed in an open and supportive environment.

PHYSICAL EDUCATION/HEALTH/WELLNESS

Sophomores, juniors, and seniors have a varied and challenging selection of courses to choose from the elective program.

You may select one course for one semester from the following activities. No course can be repeated during your three years without Department Chair approval.

003 Personal Fitness no level 10-11-12 F or S 2 periods 1 credit

The student will gain an understanding of their personal fitness levels and needs through discussion and practice of health related fitness components: cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility and body composition. Activities may include weight training, jogging, basic anatomy and physiology, fitness testing, and fitness games.

005 Wellness Activities no level 10-11-12 F or S 2 periods 1 credit

Learn how to enhance your health and sense of well being. Activities may include relaxation techniques, yoga, meditation, stress management knowledge concepts, resistance training and partner and group activities.

006 Personal and Group Awareness no level 10-11-12 F or S 2 periods 1 credit

Individual and group activities in a problem-oriented approach which requires students to address issues of leadership, decision-making, commitment, fear, risk-taking, stress, and compassion. These activities help to build self-confidence, self-esteem, group support, initiative and responsibility. **This course may not be repeated and may not be added after week one of the semester this course may include a high ropes element.**

007 Get Fit no level 10-11-12 F or S 2 periods 1 credit

This course will include a variety of fitness activities such as step aerobics, circuit training, pilates, yoga, walking, jogging and core strengthening. Classes consist of a warm-up, cardio training, cool down and stretching, as well as muscle conditioning exercises. Nutrition and weight-control concepts may also be discussed.

008 Intro to Rock Climbing no level 10-11-12 F or S 2 periods 1 credit

The first half of the semester, students will gain an understanding of their fitness levels and rock climbing needs through practice and discussion of muscular endurance, muscular strength, and flexibility by strength training. The second half of the semester, the class will focus on the fundamentals of rock climbing. Students will be instructed in knot tying, belaying, rappelling, and basic movement, and climbing techniques.

- 009 Sexuality & Health II** **no level** **11-12** **F or S** **2 periods** **1 credit**
 Sexuality & Health II is available only to junior and senior students. The course will follow a similar curriculum as the pre-approved 9th grade Sexuality and Health class. However, this advanced course will allow students to go more in depth than previously possible. Student pairs will select research topics and utilize the library learning commons to prepare and present information/activities to their peers. Experts on various topics will also be invited to speak with the class when appropriate.
 If a student who didn't request this course is enrolled in it, s/he may select another PEHW class.
- 014 Aqua-Fit and CPR/AED/First Aid** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 The first half of the semester students will gain an understanding of their fitness level through discussion and practice of cardio and resistance training in the pool. Activities may include shallow and deep-water jogging, aqua aerobics and stretching. Strong swimming skills are not required.
 During the second half of the semester the class will focus on the fundamentals of CPR/AED and First Aid. Upon successful completion of the practical skills and written requirements, certification will be awarded.
- 015 Aquatic Instruction** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 This course is designed for the student who wishes to improve his/her swimming skills. The course will include swim instruction at the individual level from beginner to advanced. Survival aquatics skills will also be discussed.
- 016 Water Games** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 This course is designed for the student who is comfortable in an aquatic environment. Water games may include the basics of some water sports such as navy ball, water polo, volleyball, basketball, frisbee, and stickball. Survival aquatics skills will also be discussed.
- 017 Lifeguard Training** **no level** **10-11-12** **F** **2 periods** **1 credit**
018 Lifeguard Training **no level** **10-11-12** **S** **2 periods** **1 credit**
 Requirements: 15 years or older, Strong swimming skills needed, completion of skills pretest at the first class, approval by Ms. Tuohy.
 Lifeguard candidates learn the skills and knowledge needed to prevent and respond to aquatic emergencies. CPR for the professional rescuer First Aid and AED instruction also included. There is an online component to this course. and spring A fee is charged. Upon successful completion of Red Cross requirements, ARC, LGT & CPR-PR certification will be awarded. This is an intensive course. The student may not miss any section of the course. A full commitment is REQUIRED.
- 019 Water Safety Instructor (WSI)** **no level** **11- 12** **F or S** **2 periods** **1 credit**
 This course will be offered only one semester.
 Requirements: 16 years of age or older, demonstrate swimming skills consistent with the Stroke Performance Charts, Level 4, by swimming 50 yards of each of the following strokes Front crawl, Back crawl, Breaststroke, Elementary backstroke, Sidestroke, Butterfly, and maintain position on back 1 minute in deep water (floating or sculling), tread water for 1 minute. A skills evaluation will be administered at the first class meeting.
 This American Red Cross course trains instructor candidates to teach ARC Swimming and Water Safety Program courses, including the Basic Water Rescue course, the six levels of Learn-to-Swim, and Parent and Child Aquatics. There is an online component to this course. The pre-requisite Fundamentals of Instructor Training course will also be taught. Only upon successful completion of all American Red Cross requirements will ARC Fundamentals of Instructor Training and Water Safety Instructor certificates be awarded. A materials/ administration fee is charged.
- 022 Team Sports I** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 Instruction and games for the individual who enjoys cooperative and a competitive physical environment. Among the activities are flag footballs, basketball, soccer, floor hockey, whiffle ball, team handball, and volleyball. This course may also include coaching techniques, sports management and officiating.
- 023 Team Sports II** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 Instruction and games for the individual who enjoys a physical environment with focus on skill development, rules and game participation. Among the activities that may be offered include field hockey, basketball, lacrosse, softball, ultimate frisbee, rugby, whiffleball and volleyball.
- 024 World Games** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 With a commitment to understanding the tremendous increases in the diversity of our student population and the enrollment of students from around the globe, the physical education department offers World Games. This course will focus on popular games (i.e. Jai-Alai, Rugby, Fist ball, Cricket, Korfball) and activities from around the world with instruction in technique, tactics, rules, participation and competition.
- 025 Lifetime Activities** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 This course provides diverse offerings to meet the individual needs of all students and to develop competency in individual and dual activities. Improved fitness is a goal through a variety of activities. Activities may include: fitness walking, archery, golf, pickle ball, ultimate frisbee, badminton, tennis, and volleyball.
- 030 Dance in Action** **no level** **10-11-12** **F or S** **2 periods** **1 credit**
 This class is for beginning to advanced students - no experience is necessary. This student-centered class will explore many different styles of dance including: hip hop, ballroom, swing, ballet, line, multicultural folk, tap as well as other forms. The class will have the opportunity to create original choreography and perform in an informal presentation at the end of the semester. This course is offered to all students.

031 Prevention and Care of Athletic Injuries **no level** **10-11-12** **F or S** **2 periods** **1 credit**

This course will be offered only one semester.

This course is designed to educate students about the prevention and care of athletic injuries. This course will be taught by a licensed athletic trainer and certified physical educators on staff. Athletic Training is recognized as an allied health profession dealing with sports-medicine and fitness. Students will be taught anatomy and physiology, rehabilitation techniques, bracing and strapping techniques in a sports medicine laboratory. This course will also teach American Red Cross CPR, AED, and First Aid. Students will be taught the basic fundamentals of Sports Medicine.

032 Methods and Issues in Coaching **no level** **11-12** **F or S** **2 periods** **1 credit**

This course will be offered only one semester. In this course, students will examine the role and responsibilities of a coach. Topics addressed may include: qualities of an effective leader, moral and ethical issues in sport, the role of a coach, race and sport, Title IX, facility preparation, and how to design and run an effective practice. Application of issues discussed in the class by students is encouraged to coach within the community using the skills and tactics addressed throughout the semester.

033 Career Fitness **no level** **10-11-12** **F or S** **2 periods** **1 credit**

Learn how to enhance your health and sense of well being while preparing to enter the workplace. American Red Cross CPR/AED-Adult and First Aid certification will be offered. Other activities may include strength training, stress management, nutrition, games and personal wellness.

034 P. E. in Early Childhood **no level** **10-11-12** **F ONLY** **2 periods** **1 credit**

Students will focus on the social and physical development of preschool age children. The students will observe, assist and teach young children in a wide range of early movement activities. The class will include coverage in the areas of nutrition, games, and personal wellness. Infant and child First Aid and CPR certification will also be offered. This course will be offered first semester only.

042 A.M. Swim **no level** **10-11-12** **F or S** **2 periods** **1 credit**

This course will be taught two times per week, 7:00 to 7:45 AM Monday and Thursdays. This course is designed for the student who wishes to improve stroke technique and personal fitness. Activities may include stroke drills, sprint and distance swimming and water games.

This course will be offered in the fall and spring semester and requires approval of the PEHW Department Head.

048 PEHW Aide **no level** **10-11-12** **F** **2 periods** **1 credit**

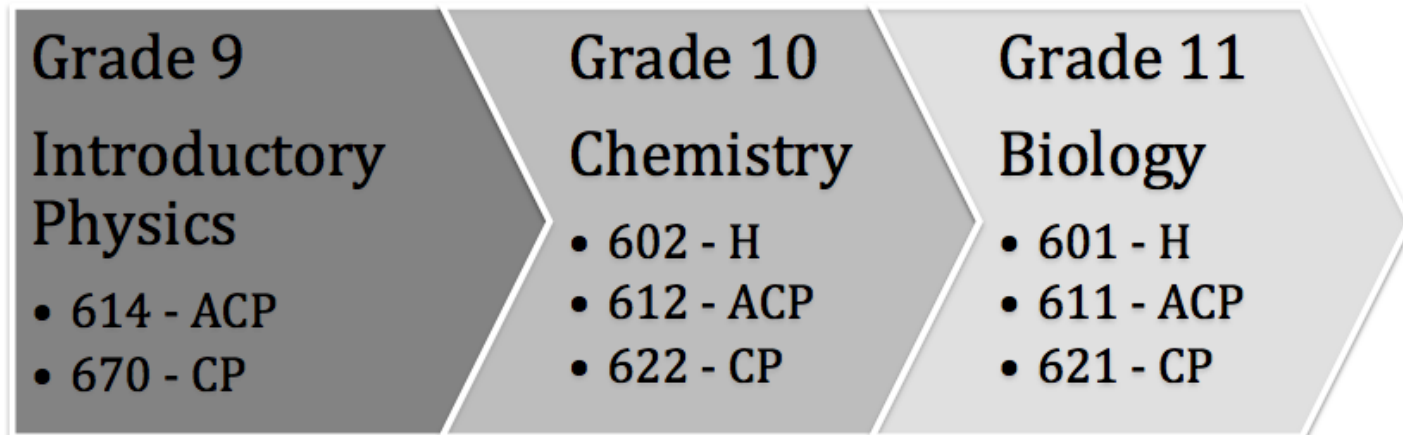
049 PEHW Aide **no level** **10-11-12** **S** **2 periods** **1 credit**

This course offers an opportunity for the student who has been successful in the physical education, health and wellness program to assist in the freshmen core program. The students are required to fallout an application in the spring and return to the department head. Placement in this program is limited and requires department head approval. The credit does not count toward the required 5 credits to graduate. For more information on classroom aides please refer to the all school section of opportunities booklet.

SCIENCE

The Science Department strives for all students to attain scientific literacy - a basic understanding of the natural sciences, mathematics, technology, and their interactions. To graduate from Newton North High School a student must successfully earn 5 credits through physical science courses and 5 credits through biological science courses. While the graduation requirement is two years, most colleges require at least three years of high school science. We recommend that all students take Introductory Physics in the 9th grade, Chemistry in the 10th grade, and Biology in the 11th grade. The department head must approve deviations from this sequence.

Students must earn a competency determination in Science and Technology/Engineering via the Massachusetts Comprehensive Assessment System (MCAS). To earn a competency determination in Science and Technology/Engineering a student must meet or exceed the Needs Improvement threshold scaled score of 220 on one discipline specific high school Science and Technology/Engineering MCAS test (Biology, Chemistry, Introductory Physics or Technology/Engineering). Most students at Newton North High School take the Introductory Physics test in June of their freshman year.



INTRODUCTORY PHYSICS COURSES

614 Introductory Physics

ACP 9 full year 4 periods 5 credits



Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This activities based course will provide the foundation for all future science courses.

670 Introductory Physics

CP 9 full year 4 periods 5 credits



Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This activities based course will provide the foundation for all future science courses. This course is designed for students who would do well in a more structured setting and for students who are concurrently enrolled in Math 541.

644 ELL Introductory Physics

ACP 9-10-11-12 full year 4 periods 5 credits



Through this Introductory Physics course, designed to best support students with developing English proficiency, students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This student-centered course will provide the foundation for all future science courses. Study skills, reading strategies, vocabulary-building and scientific writing will be emphasized. Students taking this course MUST also sign up for course 645, ELL Power Physics. Courses 644 and 645 together are designed to prepare students for the Introductory Physics MCAS exam.

652 Science for Beginning English Learners

CP 9-10-11-12 full year 4 periods 5 credits



This thematic, frameworks-based introductory laboratory science course is for students with very limited English proficiency. This course draws connections between physical and life sciences and connects to our ELL Literacy for History class through the development of science related skills and content. Course goals include development of academic skills, learning strategies, vocabulary building and scientific writing. This class must be taken in conjunction with ELL Literacy for History, course 417.

CHEMISTRY COURSES

In all of Newton North's Chemistry courses, Students will explore atomic structure, chemical bonding and reactivity, energy in chemical reactions, and other topics. Our methods include direct observations in laboratory experiences, examination of patterns observable through published data, and interpretation of physical, theoretical, and mathematical models.

Per the guidelines on leveling at Newton North High School found on page 3 of this booklet, descriptions of CP, ACP, and Honors level versions of Chemistry are below. Students will be recommended for placement in one of the following courses based on current performance in science class and math course level. The student's demonstrated motivation, study skills, and level of interest in the subject matter will also be considered.

622 Chemistry **CP** **10-11-12** **full year** **4 periods** **5 credits**
 This course covers the same topics as advanced college prep and prepares students for college and technical careers. Smaller class size, a wide variety of approaches to instruction, a more structured environment and, in some cases, team teaching arrangements allow for more individualized attention.

612 Chemistry **ACP** **10-11-12** **full year** **4 periods** **5 credits**
 This is a challenging college preparatory class. This course requires that students have strong academic skills, technical skills and the capacity to do independent work.

602 Chemistry **Honors** **10-11-12** **full year** **4 periods** **5 credits**
 This course contains challenging material and is taught at an accelerated pace.

608 Advanced Chemistry **ACP** **11-12** **full year** **4 periods** **5 credits**
 Requirement: at least a C in Chemistry ACP/H or permission of the department head.
 Advanced Chemistry is a second-year advanced chemistry course taught within the AP Chemistry course, but with differentiated assessments. Students attend the same classes, participate in the same labs, and complete the same classwork as the AP Chemistry students. The problem sets and exams are simplified, and the lab reports do not require the same level of detail. Students with a strong interest in chemistry but for whom AP Chemistry is too strong a commitment are encouraged to consider this alternative.

BIOLOGY COURSES

601 Biology **H** **11-12** **full year** **4 periods** **5 credits**
 Recommendation: Completion of Honors Chemistry with a grade of B or higher or ACP Chemistry with a grade of A- or higher with strong writing, math and study skills.
 Requirement: Completion of Chemistry
 Honors Biology is a fast paced, conceptual and quantitative treatment of the main themes in biology today. The course covers current theories and research in the fields of ecology, biochemistry, cell biology, genetics and evolution. Students are expected to work independently and collaboratively on research and laboratory exercises that require quantitative and analytical thinking and writing skills. Successful students in this class are self-motivated and seek to expand their understanding beyond the materials presented in the class and the text.

611 Biology **ACP** **11-12** **full year** **4 periods** **5 credits**
 Requirementment: Completion of Chemistry.
 ACP Biology is an introduction to the rapidly evolving field of modern biology. The course covers five main areas in biology: ecology, biochemistry, cell biology, genetics and evolution. Students are expected to begin with adequate writing and mathematical skills that will in turn support the qualitative and quantitative analysis that is taught in the course. Students are expected to be able to work both independently and collaboratively on a variety of research and laboratory assignments. Successful students in this class have mastered good study skills and are comfortable seeking extra help and support as needed.

621 Biology **CP** **11-12** **full year** **4 periods** **5 credits**
 Recommendation: Completion of Chemistry.
 Biology CP is an introductory biology class for students who do well in a highly structured classroom. Discussion, laboratory and classroom activities will focus on the scientific method, evolution and biodiversity, cellular biology, classical genetics, the relationship between structure and function in living systems, human biology, and plants.

PHYSICS COURSES

603 Physics **H** **11-12** **full year** **4 periods** **5 credits**
 Requirement: Recommendation of current science teacher and successful completion of Math 513 or Math 503, concurrent enrollment in Math 503, or permission of the department head.
 Physics H is a sequel to the Introductory Physics course for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new scenarios. The major topics are: force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light. In addition, the students will build engineering projects such as a mousetrap-powered car and student-powered boats.

613 Physics **ACP** **11-12** **full year** **4 periods** **5 credits**
 Physics ACP is a sequel to the Introductory Physics course for motivated students who enjoyed physics and would like an additional high school physics course. This course will cover many of the same topics as freshman year, but at a much deeper level. These topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light. In addition, the students will build engineering projects such as a mousetrap-powered car and student-powered boats.

SPECIAL EDUCATION COURSES AND PROGRAMS

In order for students to be enrolled in these courses and/or programs, they must have an Individualized Education Program (IEP), which calls for the particular course(s) or program(s). Entry into or exit from Special Education courses or programs is a Team decision. Team-taught classes are offered in English, History, Science, and Math. These classes are co-taught by a special education and a regular education teacher. The IEP Team will determine enrollment in these classes.

COURSES

102 English	CP	9	full year	4 periods	5 credits
114 + 198 English	CP	10	full year	6 periods	7.5 credits
126 English	CP	11	full year	4 periods	5 credits
128 English	CP	12	full year	4 periods	5 credits

These courses emphasize and reinforce basic skills that can prepare students for mainstream English courses. Assignments and reading selections are modified to help students broaden their vocabulary and improve their critical reading and writing skills. Texts may also be modified based on individual needs. Because of the MCAS examination, the sophomore English class meets for two extra periods each week. Students must use both numbers (114 and 198) to register for this course. The 2.5 credits from 198 English do not count toward the English graduation requirement.

415 World History I, 300-1787	CP	9	full year	4 periods	5 credits
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This course is part of a two-year world history sequence. It covers the fall of the Roman Empire through the Age of Revolutions. The teacher will emphasize reading skills, writing skills, study skills, and critical thinking skills.

425 World History II, 1787-present	CP	10	full year	4 periods	5 credits
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This course is part of a two-year world history sequence. It covers the Industrial Revolution through the present, focusing on Imperialism, World War I, World War II, and the Cold War. The teacher will emphasize reading skills, writing skills, study skills, and critical thinking skills.

435 American History	CP	11-12	full year	4 periods	5 credits
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This course fulfills the United States History requirement. It surveys the highlights and important trends in American History. The teacher will emphasize reading skills, writing skills, study skills, and critical thinking skills.

571 Mathematics 9	CP	9	full year	4 periods	5 credits
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572 Mathematics 10	CP	10	full year	4 periods	5 credits
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573 Mathematics 11	CP	11	full year	4 periods	5 credits
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574 Mathematics 12	CP	12	full year	4 periods	5 credits
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These courses are taught in conjunction with sections of 541, 542, and 543. The classes are co-taught by a mathematics teacher and a special education teacher who makes necessary modifications for each student. These courses reinforce basic mathematical operations within the context of pre-algebra, algebra, and geometry.

Support Services

029 Physical Education	no level	9-10-11-12	F and S	as needed	1 credit
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This adaptive physical education course provides an individualized program to meet a student's diagnosed needs. Entrance to this course is determined by related evaluations and a Team decision.

115 Reading Support	no level	9-10-11-12	F and S	as needed	credits vary
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This course provides reading instruction to address student's individualized needs as determined by related evaluations and a Team decision. Students are provided support in the areas of decoding, vocabulary, and reading comprehension. Based on student's learning styles, a variety of instructional strategies are used. Quantity of services determined by student need.

302 Vision Strategies	no level	9-10-11-12	full year	1 period	1.25credits
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This vision therapy service provides an individualized program to meet a student's diagnosed needs. Entrance to this course is determined by related evaluations and a Team decision.

303 Orientation Strategies	no level	9-10-11-12	full year	1 period	1.25 credits
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This orientation & mobility service provides an individualized program to meet a student's diagnosed needs. Entrance to this course is determined by related evaluations and a Team decision.

321 Support & Strategies	no level	9-10-11-12	full year	4 period	5 credits
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This course is for students who are included in general education classes but continue to need support with class work. Students will work on developing strategies to improve academic, study, & organizational skills using assignments from their classes and other appropriate materials. This support service provides an individualized program to meet a student's diagnosed needs. Students may sign up for multiple blocks of this course by Team decision.

PROGRAMS

The following Special Education Programs are designed to meet the educational needs of students who require a more structured, closely monitored program with a high degree of staff/student involvement.

Pilot Program

053	Pilot Group	no level	9-10-11-12	full year	1 period	.5 credits
054	Pilot Men's Group	no level	9-10-11-12	full year	1 period	1.25 credits
055	Pilot Women's Group	no level	9-10-11-12	full year	1 period	1.25 credits
060	Pilot Academic Study	no level	9-10-11-12	full year	2 periods	2.5 credits
062	Math Review	no level	9-10-11-12	full year	2 periods	2.5 credits
063	Math 1	CP	9-10-11-12	full year	5 periods	5 credits
064	Math 2	CP	9-10-11-12	full year	5 periods	5 credits
065	Math 3	CP	9-10-11-12	full year	5 periods	5 credits
066	Math 4	CP	9-10-11-12	full year	5 periods	5 credits
067	Introductory Physics	CP	9-10-11-12	full year	5 periods	5 credits
068	Biology	CP	9-10-11-12	full year	5 periods	5 credits
070	Study	no level	9-10-11-12	full year	5 periods	
071	Occupational Skills	no level	9-10-11-12	full year	1 period	1.25 credits
073	Physical Education	no level	9-10-11-12	full year	2 periods	2 credits
075	Humanities	CP	10-11-12	full year	5 periods	5 credits
076	Elective: Art/Fitness	no level	9-10-11-12	full year	2 periods	2.5 credits
079	English Review	no level	9-10-11-12	full year	2 period	2.5 credits
116	English 1	CP	9-10	full year	5 periods	5 credits
117	English 2	CP	10-11	full year	5 periods	5 credits
118	English 3	CP	11-12	full year	5 periods	5 credits
119	English 4	CP	11-12	full year	5 periods	5 credits
057	World History I, 300-1815	CP	9-10	full year	5 periods	5 credits
058	World History II, 1815-present	CP	10-11-12	full year	5 periods	5 credits
059	U.S. History	CP	11-12	full year	5 periods	5 credit
056	Work Study	no level	9-10-11-12	full year	10 periods	5 credits
771	Individual Meeting	no level	9-10-11-12	full year	1 period	1 credit

Links Courses

197	English	CP	11-12	full year	4 periods	5 credits
388	History Module	no level	11-12	full year	4 periods	5 credits
496	US History	CP	11-12	full year	4 periods	5 credits
600	Biology	CP	11-12	full year	4 periods	5 credits
390	Science Module	no level	11-12	full year	4 periods	5 credits
338	Community Meeting	no level	11-12	full year	1 period	1 credit
993	Work Study	no level	11-12	full year	varying	5 credits
994	Possible Selves	no level	11-12	half year	1 period	0.5 credit
387	English Module	no level	11-12	full year	4 periods	5 credits
596	Math	CP	11-12	full year	4 periods	5 credits
389	Math Module	no level	11-12	full year	4 periods	5 credits
339	Academic Study	no level	11-12	full year	2 periods	2.5 credits
027	Physical Education	no level	11-12	half year	2 periods	1 credit
028	Physical Education	no level	11-12	half year	2 periods	1 credit
337	Choices	no level	11-12	full year	1 period	1 credit
340	Individual Meeting	no level	11-12	full year	1 period	1 credit
341	Junior/Senior Group	no level	11-12	full year	1 period	1 credit
343	Men's/Women's Group	no level	11-12	full year	1 period	1 credit

THEATRE

Theatre is simply what cannot be expressed by any other means; a complexity of words, movements, gestures that convey a vision of the world inexpressible in any other way.

- Eugene Ionesco

Theatre Arts courses and involvement in Theatre Ink, Newton North High School's Teaching and Working Theatre, are student-centered learning experiences that emphasize the process of artistic collaboration that instills a disciplined work ethic through the study and practice of theatre. By emphasizing ensemble building and individual development, we seek to prepare students to be lifelong learners, critical and creative thinkers, and problem solvers committed to open and honest communication. We believe that these are universal skills that can be applied productively to any chosen endeavor. We want students to leave our classes and program well prepared to navigate their way toward success in a challenging, complex, and exciting world. The courses and program offerings are for all students regardless of their future interests in or outside the world of theatre. Theatre is the study and practice of the human experience that transcends to all areas.

Theatre Ink offers a wide variety of opportunities for students to have a complete hands-on learning experience in all aspects of theatre arts, both on and off stage. We strongly encourage students to participate in all areas of production and reap the lifelong benefits that the program has to offer. The best way to get involved is to take a theatre course and make connections with your theatre teacher and fellow peers. From there you will have direct access and be connected to the rest of the program. All Students are highly encouraged to get involved by auditioning or signing up to work on one of our 12-13 productions each year. The program offers hands on training in technical direction, set design, light design, sound design, student directing, acting, stage crew, stage management, props, costumes, make-up, publicity, dramaturgy, student producing, improvisation, playwriting, house management, musical orchestra, musical theatre, project management, arts management, marketing and more. Being involved automatically connects you to a community of people who like to work together and develop skills through producing theatre. "You don't have to be in a show to be in a show" and besides, it's fun! Get connected, be involved and enjoy the experience of meeting new people who love working in the theatre. For more information go to our website at Theatreink.net and join us for our Open House in September and find out how you can be a part of Newton North's Teaching and Working Theatre. Whether you are an incoming freshman or a senior, it is never too late or too early to be involved!

Students enrolled in Theatre classes have the opportunity to participate in the Fine & Performing Arts Department Exchange Program with Hailbury College, Melbourne, Australia. See the department website for more details on this opportunity.

820 Theatre Arts 1

no level 9-10-11-12 F or S 4 periods 2.5 credits



Theatre Arts I is an introductory course that could change your life. Theatre is about the human experience and will give you the opportunity to develop skills in communication, creativity, critical thinking and build self-confidence through the explorations of improvisation, monologue and scene study work while being a part of an ensemble of learning. The class will create a fun and safe place to learn and perform through trust and teambuilding activities and develop a sense of self-awareness while building confidence. Theatre Arts I is also a fun and immersive exploration of the craft of acting, as it applies to everything from public speaking, telling a good joke, to putting on a full-scale production. All students, from beginners to experienced actors, use theatre games, exercises, theatre history, improvisation and the study of monologues and scenes to build fundamental performance skills and to access the emotional core from which they will draw inspiration for in-class performances. The skills learned in this class will translate to all other areas of a student's life both personally and academically. Students will learn through the development of trust, communication, presentation and group cooperation skills, in a fully inclusive environment that is safe, fun and engaging. Students will also learn how to make bold artistic choices while taking risks outside of their comfort zone. All you need to take this course is a little bit of interest, an open mind and the willingness to try new and exciting activities. Theatre I also provides direct access to participating in Theatre Ink, Newton North High School's teaching and working theatre that produces 12-13 productions each year. Take theatre I and make new friends while gaining skills that will prepare you for anything!

821 Theatre Arts 2

no level 10-11-12 S 4 periods 2.5 credits

Prerequisite: Theatre Arts 1 or the approval of the teacher.

Theatre Arts II takes the experiences from Theatre Arts I to the next level, incorporating directing, organizational, and advanced acting skills into students' repertoire. Students explore the creation and development of characters through monologue and scene work, while continuing their work on acting fundamentals started in Theatre Arts I. There is also a greater focus on fine-tuning voice, body and movement and how it makes the actor more complete on and off stage. Students will also explore different methods of craft such as those from Sanford Meisner, Constantin Stanislavski and others. This class culminates with a final project that incorporates all of the skills the students have been working on into a final performance, directed, designed, and performed by the class. This class is for intermediate to advanced students who may decide to pursue their study of theatre at Newton North and beyond. It is also for all students who want to gain these universal skills for future success in any endeavor of their choice. If you liked Theatre I then Theatre II will take you to a higher level!

829 Introduction to Technical Theatre

no level 9-10-11-12 full year 2 blocks 2.5 credits

822 no level 9-10-11-12 F or S 2 blocks 1.25 credits



Power tools anyone? Introduction to Technical theatre is a fun hands on experience in the behind the scenes technology of theatre. The course will cover the basics of shop safety and tool usage while exploring set, light and sound design. Students will apply course knowledge, by building sets, hanging, focusing and cabling lights and learn how to set-up and run sound for current productions. Students will also have the opportunity to learn about design and participate in Theatre Ink. Students who take this class will also have the opportunity to design for Theatre Ink productions if they participate in Stage Techniques which is offered after school. Don't miss this opportunity to work with state of the art equipment in our theatres while being a part of every production! Students have the option to sign up for either the full year course or for a semester.

837 Introduction to Costume Design

no level 9-10-11-12 full year 2 blocks 2.5 credits

836 no level 9-10-11-12 F or S 2 blocks 1.25 credits



This introductory costume course focuses on developing and combining the ideas of character and clothing in connection to the text of each play (and musical) performed at Theater Ink. We will review the basics of costume design and implementation by using fabric, texture, shape and color to support and inform the storytelling process for the audience. Students will learn how to work and develop a process in how to make the director's vision come-to-life through a collaborative process. Our costume design course provides students with the opportunity to explore and expand their artistic and visual expression while providing practical experience in costume management, design and maintenance. The course allows students to visualize the world of theatre using fabric and clothing while working closely with directors, stage managers and technicians. Although previous sewing experience is not necessary, a desire to learn basic sewing and crafting is essential. This course will provide numerous opportunities for students to work on the design teams of individual shows. Students will also have the opportunity to design their own shows by joining the Stage Techniques Class after school.

8382 American Musical Theatre**no level 9 -10-11-12 F or S 2 periods 1.25 credits**

In this class we will trace the history of this American art form from its origins in vaudeville and operetta through the twentieth century to the present. We will listen to the music of great composers of Broadway and Hollywood, including Cole Porter, Richard Rodgers, Leonard Bernstein and Stephen Sondheim, and see how the genre evolves from skits with interchangeable songs to tightly knit theater pieces, where the music propels the drama and develops the characters. We will look at how Broadway has remained current by incorporating contemporary trends in popular music, from the jazz of *Anything Goes* and *West Side Story* to the rock of *Hair* and *Rent* and the hip-hop of *In the Heights* and *Hamilton*.

823 Stage Techniques**no level 9-10-11-12 full year 4 periods 5 credits**

Stage Techniques is a course that covers a wide variety of back stage jobs in Theatre Ink. Taking this class is open to member of the Stage Crew, stage managers, costume coordinators, props coordinators, and producers. Students will learn technical theatre organization, design and implementation. Students will be a member of a team working on lighting, sound, set design, and the theatrical production process. For each production in the Performing Arts Center and Little Theater, the Stage Crew is responsible for designing, constructing, and striking the set, lights, sound and making sure the theatre space is clean after every production. Students will learn costuming, basic carpentry, electrical, sound, lighting, drafting, and construction techniques. This course may meet every day after school depending on each student's schedule. Each student has the opportunity to create their schedule in conjunction with the needs of the program. The Theatre Director and Technical Director will supervise this course.

824 Stage Production Work Study**no level 11-12 full year 10 periods/wk 5 credits**

Prerequisite: Stage Techniques

Students who work on the Stage Crew master many specialized technical skills such as set design and construction, stage lighting and special effects, as well as how to set up and run sound, lights and projection equipment. They learn scheduling, organization, project management and problem solving as well as provide microphones, lights, and other equipment, and appropriate furnishings for a wide variety of productions, programs, speakers, meetings, and special events. Equally important, they serve as student leaders and role models as they learn to take responsibility for the security, care, maintenance, and correct use of equipment and theatre facilities. These particular students will serve as student leaders for the Stage Crew. They will help teach, guide and support less experienced students in developing knowledge and practical skill in the area of technical theatre. They will also serve as role models that support a positive and collaborative program. Students must be currently enrolled in and passing a related course from one of the following departments: Fine and Performing Arts, Business Technology and Education, Career and Technology Education, Family and Consumer Sciences. This course also includes stage managers, costume coordinators, props coordinators, and producers. The Theatre Director and Technical Director will supervise this course. This course meets every day depending on the student's schedule after school. See Work-Study Coordinator for paper work.

825 Introduction to Directing/Practicum**no level 11 S H Block 1 credit**

Junior students have the opportunity to apply to direct a full-length play in their senior year. Introduction to Directing requires students to read and research a number of plays and write up a thesis style proposal to direct, based on the play of their choice. Students will be required to submit a written research thesis/application, participate in two interviews and make an oral presentation as well as direct a piece from their proposal for a panel of staff and student directors. The process runs from late January through May of the academic year. Students not selected to direct will receive 1 credit and be offered opportunities to student direct one acts or assistant direct with a faculty member in the upcoming season.

826 Advanced Theatrical Directing/Practicum**no level 11-12 full year H Block 2.5 credits**

Prerequisite: Students in this course must have taken Introduction to Directing and been selected to direct a full-length play as part of the Theatre Ink student director application process. They have the full resources of our theatre department to produce the play they selected within the production season. The course continues through the production dates of their play and the time needed to fulfill the writing requirements. The 1 credit for Introduction to Directing is incorporated into the 2.5 credits for this course, and these credits cannot be used to meet the graduation requirement in English.

Advanced Directing is a "hands on" course where student directors participate in intensive classes in June that cover basic principles of directing, production management, organization, audition processes and teambuilding. Over the summer students will complete reading and writing assignments from *The Play Director's Survival Kit* and *Theatre: Art in Action* textbooks. They will also complete assigned readings from various books on directing. They are also required to see two theatrical productions and write about these experiences in their journal. In September the student directors participate in two more intensive classes that prepare them for the directing experience. They develop audition packets, hire production staff members and put together a production calendar for their play process. Student directors run an 8-10 week rehearsal process that includes meeting daily with cast and crew during the school week from 3:00 to 6:30 p.m. The final product is the performance of the play for the Newton community. Students keep an extensive journal on their planning and their directing process. Directing students will complete a final written project/portfolio of their work and submit it before the end of the production season.

827 Teaching Assistant

Students will also have the opportunity to explore theatre through Independent Study and by serving as a Teacher's assistant for any theatre arts class. See your guidance counselor, the Theatre Director or Technical Director for details.

828 Independent Study Theatre Design**829 Theatre Classroom Aide****830 Theatre Arts Work Study**

WORLD LANGUAGE

The World Language Department offers full sequential programs in Chinese, French, Italian, Latin and Spanish. We strongly recommend that students consider their high school study of languages as part of a long-term commitment to becoming proficient in at least one world language other than English.

Proficiency: Many colleges define their graduation requirements in world language in terms of proficiency. Colleges measure proficiency in a number of ways, ranging from a set achievement test score to the equivalent of four semesters of college-level language training (four years of high school). At Newton North, we measure proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale, which ranges from Novice to Distinguished. The proficiency target for a student who completes four years of high school study at the ACP level in addition to the middle school program is Intermediate High.

The two-year college entrance requirement: To fulfill this requirement, students should continue their language study through sophomore year regardless of whether they began in grade 6 or grade 9. Students should also be aware that many colleges require three years of study of the same language at the high school level.

A second language: If a student wishes to study two world languages, the study of that second language can begin at any time. Students find that knowledge of their first language facilitates and accelerates the learning of the second. In fact, juniors and seniors who have successfully completed their third year of French, Spanish, or Italian, and who wish to begin a second Romance language, are allowed to study the first year on an independent basis during the summer and begin their formal study of that language in level 2. This arrangement requires the approval of the World Language Department Chair.



Honors Sequence: The honors/Advanced Placement sequence is designed for extremely motivated, independent learners who desire a highly challenging course of study in World Language. Advanced Placement courses are approved by the College Board, and hold demands and expectations equivalent to those of a university course.

French, Italian and Spanish: The honors sequence in the Romance languages begins in the third year of the language (typically sophomore year for students who have studied language in middle school). Admission to the program is through teacher recommendation. Guidelines for honors placement can be found on the WL Department website.


Chinese: Students who successfully complete the first two years of Chinese are eligible to continue their study at the honors level in Chinese 3 and beyond. Admission to the honors program is through teacher recommendation.

Latin: Students who successfully complete Latin 3 are eligible to continue their study at the honors level beginning in Latin 4.

FRENCH ADVANCED COLLEGE PREP SEQUENCE

- | | | | | | | |
|--|---|------------|-------------------|------------------|------------------|------------------|
| 211 | French 1 | ACP | 9-10-11-12 | full year | 4 periods | 5 credits |
|  | <p>This course is designed for those students who have not studied foreign language or who want to begin the study of a second language. Students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. They will also be introduced to the geography as well as explore the Francophone world.</p> | | | | | |
| 212 | French 2 | ACP | 9-10-11-12 | full year | 4 periods | 5 credits |
|  | <p>Prerequisite: French 211 or Middle School French</p> <p>In this course, students will explore every day themes such as meals and shopping, house and home, weekend hobbies and entertainment, sports and health, clothing and fashion, and travel and vacation. Students will also engage in cultural comparisons as they explore the city of Paris. Conducted primarily in French, this course will provide students with an immersion environment. Opportunities for conversation, discussion and the creation of skits will strengthen students' speaking skills. Students will also broaden their interpretive skills and reinforce cultural knowledge through the reading of short texts, while guided compositions will help students develop skills of coherent written expression in French.</p> | | | | | |
| 213 | French 3 | ACP | 10-11-12 | full year | 4 periods | 5 credits |
| | <p>In this intermediate French course, students will continue to develop the four linguistic skills through a thematic approach. Listening comprehension will improve through the classroom's immersion atmosphere and through exposure to Francophone music and film, and speaking skills will be strengthened through frequent opportunities for guided conversation and oral exposés. By reading articles and short stories, students will expand reading comprehension; writing skills will be further developed as well.</p> | | | | | |
| 214 | French 4 | ACP | 11-12 | full year | 4 periods | 5 credits |
| | <p>In French 4, students will continue to advance their proficiency by building their vocabulary and refining their communicative skills within the contexts of universally compelling issues. Through literature, music, art, and film as well as other culturally relevant resources, students will explore the beliefs and relationships that define the experience of living within a French-speaking culture. Students will read fiction and poetry, write essays, create skits, and work on oral communication, all of which will help them improve their linguistic skills and reflect on their own culture as they expand their knowledge of the French-speaking world.</p> | | | | | |
| 215 | French 5 | ACP | 12 | full year | 4 periods | 5 credits |
| | <p>In this culminating senior course, students will immerse themselves in the Francophone culture & the French language through a multimedia study of topics drawn from French artistic traditions, history, geography, food and institutions. We will use film as a primary resource to explore various aspects of life in contemporary France and Europe. Students are encouraged to bring their passion for French language and culture as they advance their linguistic proficiency and expand and deepen their global awareness. The course is taught entirely in French, and students will be expected to participate actively as they delve more deeply into cultural practices and perspectives.</p> | | | | | |


COLLEGE PREP SEQUENCE

221 French 1 CP 9-10-11-12 full year 4 periods 5 credits
 This course is designed for those students who have not studied foreign language. Students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. They will also be introduced to the geography as well as various cultural aspects of the Francophone world.

222 French 2 CP 9-10-11-12 full year 4 periods 5 credits

223 French 3 CP 10-11-12 full year 4 periods 5 credits

Prerequisite: French 221 or Middle School French

 In this course, students will build on their foundation in French through the acquisition of new vocabulary, and oral and written practice of language structures. A particular emphasis on oral communication skills will enable students to better express themselves in everyday situations while building their confidence in speaking the language. Students will also continue to amplify their knowledge of Francophone cultures.

224 French 4 CP 11-12 full year 4 periods 5 credits

225 French 5 CP 12 full year 4 periods 5 credits

This course, with alternating year curricula, utilizes a communicative approach to encourage the advancement of students' listening, speaking and reading skills in French. Through the medium of film and short texts, students will broaden their receptive and communicative skills in the language. At the same time, students will relate themes to the broader, universal culture of humankind and make connections to their own lives. This course may be taken one year only for French 4 credit, or in two consecutive years for French 4 and French 5 credit respectively. Students who register for this course should indicate French 224 or 225.

HONORS SEQUENCE

203 French 3 H 10-11-12 full year 4 periods 5 credits

Prerequisite: French 212 and teacher recommendation

This course provides a fast-paced, rigorous curriculum for highly motivated students who want a challenging course of study. Vocabulary building through reading, and a comprehensive study of grammar structures to advance oral and written communication are hallmarks of this entry course in the honors sequence. Reading selections in the original language will provide students with an opportunity to study full-length novels such as Camus' *L'Étranger* and Schmitt's *Oscar de la dame rose* as well as plays such as Sartre's *Les Jeux Sont Ffaits*. Students will be encouraged to discuss their ideas and opinions relative to the reading and will also learn to express themselves in more complex ways through written composition.

204 French 4 H 11-12 full year 4 periods 5 credits

Prerequisite: French 203

In this course, students will explore in depth various universal themes such as personal relationships, differences between generations, nature and the environment, and media and technology. Students will read and analyze several texts in their original form from various time periods in French and Francophone literature. Using a variety of authentic and culturally relevant materials such as on-line news, short films, and documentaries, students will advance their linguistic skills through discussion and written analysis while simultaneously discovering the connections and distinctions between their own cultures and those of the French speaking world.




205 Advanced Placement French H 11-12 full year 4 periods 5 credits

This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the French language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, literary works, and current events. Students will work with a variety of authentic audio, video and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections.



This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination. Financial aid is available for students who cannot pay exam registration fees.

SPANISH

ADVANCED COLLEGE PREP SEQUENCE

- 241 Novice Spanish 1** **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**
 This course, designed for students who have never studied Spanish, engages the learner to develop basic communication skills around topics of daily life. Specifically, students will learn to greet others, express their likes and dislikes, describe the weather, and tell time. Using the present tense, they will also be able to describe and communicate about such topics as their daily schedule, family members, clothing, and food. Students will practice and develop listening, reading, writing, and speaking skills through various resources as well as interactive activities in the classroom. Home study will be enhanced through a rich textbook website.
- 232 Novice Spanish 2** **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**
 Prerequisite: Novice Spanish 1 or Middle School teacher recommendation
 Novice Spanish 2 is an appropriate course for many students who begin the study of Spanish in a single-year course at the high school level as well as middle school students who have studied Spanish for less than the typical three-year sequence. While continuing to expand their vocabulary around topics concerning daily life, students will also solidify the linguistic skills necessary to readily communicate one's interests and needs at the novice high level of proficiency. At the same time, they will expand their cultural knowledge of Spanish-speaking communities with an emphasis on the Dominican Republic, Argentina, Costa Rica, and Guatemala. **Teacher recommendation is required.**
- 242 Intermediate Spanish 2** **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**
 Prerequisite: Novice Spanish 2 or successful completion of 3-year sequence of middle school Spanish
 In this course, students will explore every day themes such as school, daily routines, fashion, shopping, pastimes, places around town, and sports. Students will also engage in cultural comparisons as they explore various aspects of the Spanish-speaking world. Conducted primarily in Spanish, this course will provide students with an immersion environment. Opportunities for conversation, discussion and the creation of skits will strengthen students' speaking skills. Students will also broaden their interpretive skills and reinforce cultural knowledge through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Spanish.
- 243 Spanish 3** **ACP** **10-11-12** **full year** **4 periods** **5 credits**
 This course offers students the opportunity to expand upon, synthesize and apply previously learned concepts in more complicated communicative contexts. In an immersion environment, students will study and practice new structures and vocabulary within a thematic framework. They will also read of a variety of short stories and learn about cultural practices and perspectives of the Spanish-speaking world. Students will be expected to communicate orally and in writing on a number of topics relevant to every day life.
- 244 Spanish 4** **ACP** **11-12** **full year** **4 periods** **5 credits**
 In this course, students will continue to advance their proficiency by expanding their vocabulary and refining their communicative skills within the thematic contexts of universally compelling issues. Through literature, music, art, and film as well as other culturally relevant resources, students will explore the beliefs and relationships that define the experience of living within a Spanish-speaking culture. Students will write essays and fiction, listen to podcasts, engage in role plays, create an original soap opera, and participate in other activities to help them advance their proficiency and discover connections and distinctions between their own cultures and those studied.
- 245 Spanish 5** **ACP** **12** **full year** **4 periods** **5 credits**
 Music, Movies and Memory: A deep dive into the culture of three Spanish-speaking countries, this culminating course uses film, music, short stories and memoirs to explore in an intimate and immediate way the cultural complexity of these societies and at the same time, advance the student's proficiency in Spanish. Class discussions and activities are structured around the many movies we watch, the songs we listen to, and texts we read. Students improve their Spanish through discussions, blogs, role-plays and other forms of meaningful engagement with some very exciting and moving material.

COLLEGE PREP SEQUENCE

- 251 Spanish 1** **CP** **9-10-11** **full year** **4 periods** **5 credits**
 Spanish 251 offers an introduction to basic communication skills and the foundation for understanding, speaking, and later reading and writing Spanish. Students will have an opportunity in class to practice and put their new language to use via audio input, visual media and a variety of instructional activities. Students will also be introduced to the geography and various cultural aspects of the Spanish-speaking world.
- 252 Spanish 2** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**
 Prerequisite: Spanish 251 or Middle School Spanish
 Investigate the life-long secret of the aging don Fernando and watch the drama unfold as we travel from Spain to Latin America and back again. With the aide of the video series Destinos and Fernando's personal detective Raquel, students will work to improve reading, writing, listening and speaking skills. Each episode presents thematic vocabulary topics and related grammar, as well as visits to Spain, Mexico, Argentina, and Puerto Rico.
- 253 Spanish 3** **CP** **10-11-12** **full year** **4 periods** **5 credits**
 In this course, students will continue to develop and improve their listening, writing, reading and speaking skills in Spanish. They will also familiarize themselves with aspects of Mexican culture as they follow the adventures of two high school students who spend their summer in Querétaro. Vocabulary and grammar will be contextualized in the authentic setting of the episodic video series, La Catrina, where the actors are people who actually live in the lovely colonial city!

254 Spanish 4	CP	11-12	full year	4 periods	5 credits
255 Spanish 5	CP	12	full year	4 periods	5 credits

This course, with alternating year curricula, utilizes a thematic approach to encourage the advancement of students' listening, speaking, reading and writing skills in Spanish. Through the use of film, short stories and other authentic Spanish/Hispanic texts, students will enhance their knowledge of Spanish culture and literature. Students will likewise relate themes to the broader, universal culture of humankind and make connections to their own lives. This course may be taken one year only for Spanish 4 credit, or in two consecutive years for Spanish 4 and Spanish 5 credit respectively. Students who register for this course should indicate course 254 or 255.

HONORS SEQUENCE

246 Spanish 3	H	10-11-12	full year	4 periods	5 credits
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Prerequisite: Spanish 242 and teacher recommendation

This course marks the beginning of the honors sequence. It provides a fast-paced, rigorous curriculum for highly motivated students who desire a challenging course of study. Intensive vocabulary building and the study and application of advanced grammatical concepts to express meaning within a thematic context characterize this course. Literary selections in the original language will provide students with an opportunity to broaden their knowledge of Hispanic literature and culture. Students will be encouraged to discuss their ideas and opinions exclusively in Spanish, and guided to express themselves orally and in written composition in more complex and sophisticated ways.

247 Spanish 4	H	11-12	full year	4 periods	5 credits
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Prerequisite: Spanish 246

In this course, students will read, analyze, discuss, and write about texts from various literary periods and genres in Spain: from Cervantes in the Golden Age to Lorca and the Generation of 1927. Through the use of on-line newspapers, film, and music, students will continue to develop their understanding of Spanish culture and history while refining their oral and written expressions in the language. Among the themes to be studied are the role of heroes, concepts of beauty and aesthetics, honor in Spanish society, art as social commentary, and the construct of family. This course requires nightly reading and daily oral participation in Spanish.


248 Advanced Placement Spanish	H	11-12	full year	4 periods	5 credits
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This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the Spanish language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, current events, and literary works by various authors from different Spanish-speaking countries. Students will work with a variety of authentic audio, video and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections.

This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination. Financial aid is available for students who cannot pay exam registration fees.


ITALIAN ADVANCED COLLEGE PREP SEQUENCE

271 Italian 1	ACP	9-10-11-12	full year	4 periods	5 credits
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 This course is designed for those students who have not studied foreign language or who want to begin the study of a second language. Students will develop basic communication skills around topics of daily life through a variety of audio and visual resources that complement the diverse themes of the text. They will also be introduced to the geography, history and various cultural aspects of Italy through short readings and songs.

272 Italian 2	ACP	9-10-11-12	full year	4 periods	5 credits
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Prerequisite: Italian 271 or Middle School Italian

 In this course, students will explore every day themes such as daily routines, school, meals, fashion, the home, entertainment, sports, health, travel and vacation. Students will also engage in cultural comparisons as they explore the major cities and the different regions of Italy. Conducted primarily in Italian, this course will provide students with an immersion environment. Opportunities for conversation, discussion and the creation of skits will strengthen students' speaking skills with an emphasis on correct pronunciation. Students will also broaden their interpretive skills and reinforce cultural knowledge through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Italian.

273 Italian 3	ACP	10-11-12	full year	4 periods	5 credits
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In Italian 3, students will continue on the road to mastery of the Italian language in a dynamic course where they will maintain their complete immersion in the target language. Delving into exciting stories and films of adventure, romance and mystery, students will be challenged to improve their linguistic proficiency by interacting with peers through weekly sessions in the language lab about a variety of topics. They will also read short stories, stay on top of Italian current events by viewing news clips, build their interpretive skills by watching music videos, and expand their ability to write.


274 Italian 4	ACP	11-12	full year	4 periods	5 credits
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This course offers students the opportunity to advance their mastery of Italian, particularly their oral and written communication skills. Through the use of film, song, and literature, students will expand their vocabulary base, their understanding of grammatical structures, and their knowledge of Italian culture. Students will read short stories from authors such as Dacia Maraini, Gianni Rodari, Giovanni Boccaccio, and Dino Buzzati. To advance their proficiency in Italian, they will also make videos, write short stories, perform short plays, and make regular visits to the language lab to engage in listening and oral communicative activities.

275 Italian 5 **ACP** **12** **full year** **4 periods** **5 credits**


Buon viaggio! Take a deep dive into the many facets of Italian culture in this culminating course! Immerse yourself as we explore film, a selection of Italian literature, online articles, songs and advertisements. Students will discover, discuss, and make connections between a variety of historical and contemporary aspects of Italian culture. Frequent discussion and a lively classroom environment will enable students to refine their oral and written communication skills while expanding their understanding of themselves and the world around them.

COLLEGE PREP SEQUENCE**276 Italian 1** **CP** **9-10-11** **full year** **4 periods** **5 credits**

 This course offers an introduction in Italian. Students will begin to develop basic communication skills around topics of daily life through a variety of audio and visual resources that complement the diverse themes of the text. The language laboratory will be a weekly component of study and practice. Students will also be introduced to the geography, history and various cultural aspects of Italy through short readings and songs.

277 Italian 2 **CP** **9-10-11-12** **full year** **4 periods** **5 credits**

Prerequisite: Italian 276 or Middle School Italian

 In this course, students will continue to develop basic oral and written communication skills as they explore daily life in Italy. Paced and structured appropriately, the course will also engage students in topics of Italian culture and guide them to relate their studies to their own experience.

278 Italian 3 **CP** **10-11-12** **full year** **4 periods** **5 credits**

This intermediate course is designed for students with a strong interest in improving their overall proficiency in the language with a particular focus on oral communicative skills. Vocabulary enrichment coupled with the study of language concepts and structures will enable students to express themselves in everyday situations. Students will also continue to amplify their knowledge of Italian culture.

279 Italian 4 **CP** **11-12** **full year** **4 periods** **5 credits****280 Italian 5** **CP** **12** **full year** **4 periods** **5 credits**

This course, with alternating year curricula, utilizes a communicative approach to encourage the advancement of students' listening, speaking and reading skills in Italian. Through the use of film, short stories and other authentic Italian texts, students will enhance their knowledge of Italian culture and literature. Students will likewise relate themes to the broader, universal culture of humankind and make connections to their own lives. This course may be taken one year only for Italian 4 credit, or in two consecutive years for Italian 4 and Italian 5 credit respectively. Students who register for this course should indicate Italian 279 or 280.

HONORS**263 Italian 3** **H** **10-11-12** **full year** **4 periods** **5 credits**

Prerequisite: 272 & teacher recommendation

This course marks the beginning of the honors sequence. It provides a fast-paced, rigorous curriculum for highly motivated students who desire a challenging course of study. Intensive vocabulary building and the study and application of advanced grammatical concepts to express meaning within a thematic context characterize this course. Literary selections in the original language will provide students with an opportunity to broaden their knowledge of Italian literature and culture. Students will be encouraged to discuss their ideas and opinions exclusively in Italian, and guided to express themselves orally and in written composition in more complex and sophisticated ways.

264 Italian 4 **H** **11-12** **full year** **4 periods** **5 credits**


In this course, students will explore in depth various universal themes such as family, school, personal relationships, differences between generations, nature and the environment, and media and technology. Students will read and analyze several texts in their original form from various time periods in Italian literature. Using a variety of authentic and culturally relevant materials such as on-line news and film, students will advance their linguistic skills through discussion and written analysis while simultaneously discovering the connections and distinctions between their own cultures and that of Italy.

265 Advanced Placement Italian **H** **11-12** **full year** **4 periods** **5 credits**

This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the Italian language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, literary works, and current events. During the year, students will experience the great masters of Italian literature including Boccaccio, Dante, Petrarca, Leopardi, and contemporary authors such as Ginsburg, Fallaci Calvino, and Maraini. Students will work with a variety of authentic audio, video and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections.

This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination. Financial aid is available for students who cannot pay exam registration fees.

LATIN**281 Latin 1** **ACP** **9-10-11-12** **full year** **4 periods** **5 credits****2812 Latin 1** **CP** **9-10-11-12** **full year** **4 periods** **5 credits**

 Designed for a range of students who have not yet studied a world language or who wish to start studying a second world language, students will begin to learn Latin vocabulary and the fundamentals of Latin grammar. With this base, students will also learn English derivatives from Latin words and more about English grammar. Emphasis will be placed on translating basic sentences from Latin to English and English to Latin. We will also devote our minds to studying the Romans and the Mediterranean world in which they lived. Topics will include history, culture, and mythology. Simultaneously, students will begin to develop close reading skills along with essential study and organizational strategies. This course can be taken at the College Prep or Advanced College Prep level.

282 Latin 2 **ACP** **9** **full year** **4 periods** **5 credits**



Prerequisite: Grades 7 & 8 middle school Latin/high school Latin 1

Designed for students who have successfully completed Latin in middle school or Latin 1 at the high school level, this course will continue to build on Latin vocabulary and grammar through the study of more complex constructions. Emphasis will be placed on translating sentences from Latin to English and English to Latin. We will begin reading stories and longer passages in Latin. We will also continue our study of English derivatives and grammar as well as the Ancient Romans and the Mediterranean. Students will engage in close reading, which will develop their attention to detail; they will also develop essential study and organizational skills. By the end of the course, students will have a solid base of Latin vocabulary and grammar such that they will be able to read authentic Latin, slightly adapted.

283 Latin 3 **ACP** **10-11-12** **full year** **4 periods** **5 credits**

Prerequisite: Latin 282 or teacher recommendation

The goal of this course is the ability to read more complex Latin sentences that contain main and subordinating clauses and more advanced grammatical structures including the subjunctive mood verbs. Students will apply prior knowledge as well as reading strategies as they transition to reading longer passages of authentic Latin texts. Additionally, students will demonstrate greater understanding of the Roman world, achieved through readings that address cultural topics in Roman history, private life and society, and ancient literature. Selections from a variety of authors such as Caesar, Augustus, and Livy will be included during the second semester.

HONORS SEQUENCE

284 Latin 4 **H** **11-12** **full year** **4 periods** **5 credits**

288 Latin 4 **ACP** **11-12** **full year** **4 periods** **5 credits**

Prerequisite: Latin 3 or teacher recommendation

This course will focus on a number of important authors of the Roman Republic and early Empire. Students will read and translate poetry by Rome's brilliant poets Ovid and Catullus, and elegant prose by Cicero. Latin composition will also be a component of this course. Students will likewise extend their historical and cultural understanding of the ancient Romans. For interested students this course may also be taken at the ACP level.

N.B. Advanced Placement Latin will not be offered during 2017-18.

CHINESE

China has risen to be one of the strongest economies in the world, and one in every six people in the world speaks Chinese. Therefore, being able to communicate in Chinese will provide our students numerous job opportunities in government, business, and non-governmental humanitarian organizations. The Chinese program at Newton North enables students to become proficient in Mandarin Chinese while developing an in-depth understanding of the cultural and historical perspectives of 1.4 billion of the world's people.

291 Chinese 1 **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**



This course lays the foundation for the development of proficiency of the four linguistic skills in Mandarin. At this level, students will be able to greet each other, ask and answer simple questions to communicate basic information about oneself and people they know. Students will also be able to express likes and dislikes, talk about their daily activities such as classes, weekend plans, extra curricular activities. They will develop their vocabulary, work on pronunciation and tones, and start to build beginning literacy. An introduction to Chinese history and culture will also be an integral part of the course through a variety of activities such as calligraphy, films, and special presentations.

292 Chinese 2 **ACP** **9-10-11-12** **full year** **4 periods** **5 credits**



In this course, students will continue to advance their proficiency in the language, and will be able to speak and ask questions about themselves as well as activities, events, and people in their lives. They will also be able to express their needs and wants, make simple plans, and give and follow directions. At the same time, students will expand their ability to read and write simplified Chinese characters and broaden their knowledge and understanding of Chinese cultural practices related to the curriculum's themes of study.

297 Chinese 3 **ACP** **10-11-12** **full year** **4 periods** **5 credits**

In this course, students will increase their vocabulary and ability to express themselves both orally and in writing around themes related to their school and community. Emphasis on advancing their speaking skills will be integral to the course as students discuss and present on their favorite athlete, celebrity or historical figure as well as events and activities. They will also be guided to use structures that enable them to produce more complex speech and writing. Likewise, they will develop their presentational skills such as writing outlines for projects, notes for speeches, and research questions. Cultural topics will be well integrated into the theme-based curriculum.

298 Chinese 4 **ACP** **10-11-12** **full year** **4 periods** **5 credits**

299 Chinese 5 **ACP** **10-11-12** **full year** **4 periods** **5 credits**

Traditional and Modern China: With alternating year curricula, this course will take students on an exciting ride through Chinese culture, ancient, modern and contemporary. Movies, multimedia, music, books, art, and hands-on activities enable students to immerse themselves in the rich and intriguing Chinese culture. While interesting and exciting activities such as calligraphy and Tai Chi deepen students' understanding and appreciation of Chinese culture, engaging in discussions, role-plays, reading and writing will help students advance their proficiency in the language. This course may be taken one year only for credit, or in two consecutive years for Chinese 4 and Chinese 5 credit respectively.

HONORS SEQUENCE

293 Chinese 3 **H** **9-10-11-12** **full year** **4 periods** **5 credits**



Prerequisite: Chinese 292 and teacher recommendation

This first course in the honors sequence has a fast-paced, rigorous curriculum for highly motivated students who want a challenging course of study. Students will advance their proficiency to the intermediate level in all linguistic areas in the Chinese language as they expand their vocabulary, and use the language in more sophisticated dialogues and presentations. Students will be expected to communicate in the target language as much as possible with support as necessary. They will also be expected to read and write exclusively with Chinese characters as they continue to expand their vocabulary. Cultural topics will be well integrated into the theme-based curriculum.

294 Chinese 4 **H** **10-11-12** **full year** **4 periods** **5 credits**

In this course, students will engage with an increased number of authentic Chinese resources created by native speakers to develop a higher level of proficiency in oral and written communication skills. The course will also provide students with a comprehensive study of grammatical structures of the Chinese language so that they may learn to express themselves orally and in writing with ever-increasing sophistication including written compositions of multi-paragraph length with Chinese characters. Likewise, students will improve their reading proficiency through the use of Internet articles, short texts, and other types of authentic printed material.

295 Chinese 5 **H** **11-12** **full year** **4 periods** **5 credits**

This pre-AP course integrates a thematic approach with authentic resources to engage students in discussion and written analysis of issues in the global community. Students will study contemporary issues along with their historical roots, which will serve as a context for advancing their oral and written proficiency in Chinese. Students will independently listen to and read news reports from Chinese sources on a weekly basis and lead discussions in class based on what they learn. These discussions will continue outside of class through the use of blogs and other Internet applications. During each quarter, students will select one area of interest to research in-depth in order to present their findings to the class.

296 Advanced Placement Chinese **AP** **11-12** **full year** **4 periods** **5 credits**

This advanced course is designed for students to reach a high level proficiency linguistically and culturally. It provides ongoing and diverse opportunities to enrich the learning experience through promotion of collaboration, critical thinking skills and creativity. The course prepares students to demonstrate their three communicative skills (interpersonal, presentation and interpretive) through listening, speaking, reading and writing within and beyond the school setting. The course also engages students in an exploration of Chinese history and culture through authentic audiovisual materials that reflect multiple aspects and richness of Chinese language and society.

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay exam registration fees.

SIGN LANGUAGE

236 Sign Language 1 **no level** **9-10-11-12** **F** **4 periods** **2.5 credits**



Requirement: pre-registration in EDCO Program office, room M1

Introduction to a variety of sign language systems, with primary emphasis on signing as a visual language. Course content includes a basic vocabulary of sign, finger spelling, selected idioms, facial expressions, and body language. This course is intended for hearing students who wish to acquire basic sign language skills.

238 Sign Language 2 **no level** **9-10-11-12** **S** **4 periods** **2.5 credits**



Prerequisite: Sign Language 1 and permission of the instructor

You will expand your knowledge of signed vocabulary and improve your style and fluency. In this second semester course, you will have a substantial opportunity to use your sign language skills.

239 Sign Language for the Deaf & Hard of Hearing **no level** **9-10-11-12** **full year** **1 period** **1.25 credits**



Open only to EDCO Program students

In Sign Language students will acquire a working knowledge of a variety of sign language systems. Emphasis will be on building sign language vocabulary, knowledge of finger spelling, idioms, facial expression, and body language. Students work towards fluent use of Total Communication.

CLASSROOM AIDE

285 Classroom Aide in World Language **no level** **11-12** **time & credits to be determined**

Students assist a teacher in a World Language classroom. Arrangements must be made between the teacher and student in the fall once both students and teachers know their schedules. Number of times per week and credits will also be determined in the fall. Please see guidelines for applying to be a classroom aide in the "All School" section of this publication.

Newton North Travel and Study Abroad Opportunities

Travel and study abroad are invaluable components of a student's education, especially in today's increasingly global world. Therefore, NNHS offers a rich array of subject-specific travel opportunities in World Languages, Science, History, and Fine & Performing Arts. The opportunities listed below represent usual offerings. The list is not exhaustive and is subject to change based on availability and enrollment. For up-to-date information, please visit <http://www.newton.k12.ma.us/Page/2030>.

Scholarships are available for students with demonstrated financial need through the Jennifer Price Global Education Fund (GELF). For more information on GELF or to download a scholarship application, please visit <http://www.newton.k12.ma.us/Domain/1055>.

For more information on scholarships or any of the global travel opportunities below, please email Newton's Global Education Programs Manager Samantha Mandel at Samantha_Mandel@newton.k12.ma.us.

WORLD LANGUAGE TRAVEL PROGRAMS

Chinese Exchange (Beijing, China) - Language & culture-focused homestay. Newton students host Chinese students for four months in the fall, then live with host families and attend school abroad for four months in the spring. Applicants do not have to have previously studied Chinese, but must do so in the fall before they travel. Candidates apply in the spring of the year prior to travel through the World Language Department.

Frequency: Annual

Dates of Chinese student visit to Newton: Sept. 2017-Jan. 2018 / Dates of travel to China: Jan.-May 2018

French Exchange (Paris, France) - Language & culture-focused homestay. Newton students live with host families and attend school abroad for three weeks, then host French students in return for two weeks. Applicants must be enrolled in French. Applications become available in the fall through the World Language Department.

Frequency: Annual

Dates of travel to France: 3 weeks including February break / French student visit: 2 weeks in April

Italian Exchange (Florence, Italy) - Language & culture-focused homestay. Newton students live with host families and attend school abroad for four weeks and host Italian students for three weeks in the fall prior to travel. Applicants must be enrolled in Italian. Applications become available in September through the World Language Department.

Frequency: Annual

Dates of travel to Italy: 4 weeks including February break / Italian student visit: 2 weeks in September

Spanish Exchange (Burgos, Spain or Guanajuato, Mexico) - Language & culture-focused homestay. Travel destinations rotate between Burgos, Spain in even years, and Guanajuato, Mexico in odd years. The travel destination in 2017-18 will be Spain. Newton students live with host families and attend school abroad for three weeks, and host Mexican or Spanish students in return. Applicants must be enrolled in Spanish. Applications become available in the fall through the World Language Department.

Frequency: Annual

Dates of travel to Spain or Mexico: 3 weeks including February break / Mexican student visit (odd years): 3 weeks in April / Spanish student visit (even years): 2 weeks in October

Latin Crossroads of History Trip (Rome, Italy) – Exploratory travel program with hotel stays focused on the significance of Latin through history. Students explore cultural sites relevant to the art, architecture, history, and literature of the ancient, Medieval, Renaissance, and Baroque worlds. Applicants must be enrolled in Latin. Applications become available in the fall through the World Language Department.

Frequency: Every other year, will be offered in 2019-20

Dates of travel to Italy: 1 week including February break

FINE & PERFORMING ARTS TRAVEL PROGRAMS

Fine & Performing Arts Exchange (Melbourne, Australia) – Music, theatre, & art-focused homestay. Newton students live with host families and attend school abroad for ten days and host for ten days in return. Applicants must have taken or be taking an FPA class. Applications become available in the fall through the FPA department.

Frequency: Every 3-4 years

Dates of travel to Australia: 10 weeks including April break / Australian student visit: 10 days @ TBD

London Theatre Trip (London, England & environs) -

Experiential travel program with hotel stays. Students attend London shows, visit museums with renowned costume collections, and participate in master classes through the UK National Theatre for actors, student directors, stage managers, and student designers. Students also visit historic sites around London. Applicants must have taken or be currently taking a Theatre class or have participated in Theatre Ink. Applications become available in the fall through the Theatre Department.

Frequency: Annual

Dates of travel: 1 week over the summer

HISTORY TRAVEL PROGRAMS

Prague Summer (Krakow, Poland; Prague, Czech Republic; Dresden & Berlin, Germany) - History-focused enrichment program with hotel stays. Students earn credits for their work through the Newton summer school, take on-site history lessons from Newton teachers, and explore historical sites relevant to medieval times, World War II, and more. Applicants must have a strong interest in history. Applications become available in the fall through the History Department.

Frequency: Annual

Dates of travel: 2.5 weeks over the summer

SCIENCE TRAVEL PROGRAMS

Nicaragua Ecology Trip (various locales in Nicaragua) –

Ecology and sustainability focused research & service program with *hospedaje* stays. Students will assist with ongoing ecology research projects and will design and conduct scientific investigations of their own. Students will also have the opportunity to learn about the local Nicaraguan culture & economy and how these impact the Nicaraguan ecosystem. Applicants must have taken or be currently taking biology. Applications become available in the fall through the Science Department.

Frequency: Annual

Dates of Travel: 1 week over the February break

ADMISSION APPLICATION FORM

Newton Public Schools Career & Vocational Technical Education

100 Walnut Street, Newtonville, MA 02460
Telephone (617) 559-6250 Facsimile (617) 559-6256

Newton Public Schools Career & Vocational Technical Education admits students and makes available to them opportunities to take advantage of courses of study without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, disability, homelessness status, and any other class as protected by law.

Newton Public Schools has a published admission policy that is made available to all applicants and parent(s)/guardian(s) as part of the admission process. The policy gives the admission criteria, as well as a description of the entire admission process. This information may also be found on the Newton Public Schools website at www.newton.k12.ma.us

This application form must be completed and submitted to the Newton North High School or the Newton South High School Guidance Department or the Director of Career & Vocational Technical Education prior to admission.

Program Major: _____

Year of Graduation: _____

APPLICANT SECTION

Applicant Name: Last: _____ First: _____ Middle: _____

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Home Phone #: _____

Current School: _____ Current Guidance Counselor's Name: _____

SIGNATURE SECTION

The statements and information furnished by the undersigned in this application form are true and complete.

The undersigned applicant's parent(s)/guardian(s) give permission for representatives of the sending school to release the applicant's records including grades, attendance, and conduct/discipline records.

Our signatures certify that we have read and agree with the above statements.

Signature of Student _____ **Date:** _____

Signature of Parent/Guardian _____ **Date:** _____

VOLUNTARY INFORMATION SECTION

The information requested in this section is not required for admission. Submission of the information is entirely voluntary. Information submitted voluntarily by the applicant will not affect the applicant's admission to the school. The information, if supplied, will be used for monitoring equal educational opportunity in the school district. In addition, note that applicants with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process. Applicants who are English language learners or limited English proficient may voluntarily self-identify for the purpose of receiving interpretive services during the entire application and admission process.

Gender: Female Male

Race: American Indian or Alaskan Native Asian or Pacific Islander Black White Hispanic Combination of Two or More Races (if checked, supply the code on the attached list) Code: _____

Person with a disability: Yes If yes, do you need accommodations during the application for admission process? Yes If yes, please describe the accommodations needed.

Person who is an English language learner or limited English proficient: Yes If yes, do you need language assistance during the application for admission process? Yes If yes, please describe the assistance needed.

	Not Hispanic or Latino	Hispanic or Latino
One race		
White	01	33
Black or African American	02	34
Asian	03	35
American Indian or Alaska Native	04	36
Native Hawaiian or Other Pacific Islander	05	37
Combination of Two Races		
White & Black or African American	06	38
White & Asian	07	39
White & American Indian or Alaska Native	08	40
White & Native Hawaiian or Other Pacific Islander	09	41
Black or African American & Asian	10	42
Black or African American & American Indian or Alaska Native	11	43
Black or African American & Native Hawaiian or Other Pacific Islander	12	44
Asian & American Indian or Alaska Native	13	45
Asian & Native Hawaiian or Other Pacific Islander	14	46
American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	15	47
Combination of Three Races		
White & Black or African American & Asian	16	48
White & Black or African American & American Indian or Alaska Native	17	49
White & Black or African American & Native Hawaiian or Other Pacific Islander	18	50
White & Asian & American Indian or Alaska Native	19	51

White & Asian & Native Hawaiian or Other Pacific Islander	20	52
White & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	21	53
Black or African American & Asian & Native Hawaiian or Other Pacific Islander	22	54
Black or African American & Asian & American Indian or Alaska Native	23	55
Black or African American & Native Hawaiian or Other Pacific Islander & American Indian or Alaska Native	24	56
Asian & Native Hawaiian or Other Pacific Islander & American Indian or Alaska Native	25	57
Combination of Four Races		
White & Black or African American & Asian & American Indian or Alaska Native	26	58
White & Black or African American & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	27	59
White & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	28	50
White & Black or African American & Asian & Native Hawaiian or Other Pacific Islander	29	51
Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	30	52
Combination of Five Races		
White & Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	31	53

Revised for DESE review September 23, 2009 Approved by the DESE on November 17, 2009

Revised March 25, 2013 to include legal language: *“gender identity and any other class as protected by law.”*