

# NORTH ANDOVER HIGH SCHOOL



2022-2023

**PROGRAM  
OF STUDIES**

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## THE COMMUNITY OF NORTH ANDOVER

North Andover covers almost 27 square miles with a wealth of natural beauty and resources, including the Merrimack and Shawsheen rivers and Lake Cochichewick. Parks, woodlands, and farms complement the landscape of the town. Smolak Farms, whose historic homestead is nearly 300 years old, combines agriculture, education and entertainment.

Once dominated by the textile mill industry and farms, North Andover has attracted and retained a strong business base that now includes National Grid, Watts Industries, and numerous restaurants and shops. North Andover boasts a four-year private co-educational college (Merrimack College) as well as the Museum of Printing. The Merrimack Valley's major newspaper, The Eagle Tribune, is also found in North Andover.

Over 30,000 residents make North Andover their home. Many newcomers have moved to the community because of the natural beauty of the town and its commitment to the development of its children. North Andover looks forward to a rich and prosperous future in the spirit of our historic past.

## NORTH ANDOVER HIGH SCHOOL

Dedicated on May 21, 1867, North Andover's first public high school building was Johnson High School, named for Colonel Theron Johnson who donated \$10,000 for the building of the school. Moses T. Stevens donated \$5,000 and General Eben Sutton donated the clock tower for the new school. In 1954, with the opening of a new building, Johnson High School became North Andover High School. Our current state-of-the-art facility opened in February 2004.

Enrolling nearly 1450 students, North Andover High School offers a variety of programs for its student body, ninety percent of whom go on to two or four year colleges. Those programs include 18 Advanced Placement courses, 3 world languages, interdisciplinary courses, several business and visual/performing arts courses.

Complementing the classroom curriculum are many co-curricular and extra-curricular activities. North Andover is committed to providing a well-rounded education to its high school students. The community takes pride in its strong high school academic program, celebrated fine arts program, competitive athletic teams, and well-recognized student publications. North Andover High School values the various student organizations that foster leadership, service and social awareness among its student body.

### **The Mission Statement of North Andover High School**

The mission of North Andover High School is to cultivate a cooperative and civic community of engaged learners, insightful thinkers, and effective communicators.

## North Andover High School Academic Expectations

- North Andover High School students will be engaged learners who actively explore material to acquire and comprehend new knowledge.
- North Andover High School students will be insightful thinkers who find meaning by applying critical thinking and problem-solving skills.
- North Andover High School will be effective communicators who share knowledge and insight (written, oral, artistic and seminar discussion).

**The North Andover Public School Department is committed to creating and sustaining a school culture where everyone is treated with dignity and embraces the values represented by RAISE:**

- **Respect**: As a community, we will value respect. We will think about others before speaking or taking any action. We will appreciate the contributions of others, while showing respect for ourselves, other people, personal and/or community property and environment.
- **Achievement**: As a community, we will value achievement. We will exercise our best effort and judgment in all activities in which we participate and will set goals that promote positive academic, social, and personal development.
- **Inclusion**: As a community, we will value inclusion. We have a responsibility to break down barriers by inviting new people into teams, circles of friends, and experiences as we work to be a unified, collaborative community.
- **Service**: As a community, we will value service. We believe the growth and improvement of a relationship and community depends on the willingness of others to contribute support to the greater good.
- **Empathy**: As a community, we value empathy. We will be aware of and consider another person's situation, feelings or motives before speaking or taking action.

## GENERAL INFORMATION

Tentative curricular plans are developed by students starting at the end of middle school with the help of parents, counselors and teachers. We encourage all students to reach well beyond the minimum graduation requirements and to make the most of the educational opportunities that North Andover High School provides. Ninth graders, along with their counselors, begin the development of their *Four Year Plan* in the beginning of their freshman year. Students are encouraged to review their *Four Year Plan* with their parents each year before course registration begins so that long-term curriculum goals can be planned and achieved as the students progress through North Andover High School. All students have the opportunity to update their plans at any time by meeting with their counselor. **Please note that all courses listed in this Program of Studies require a**

significant number of student requests to run in a given year. If there is not sufficient interest in a particular course, it will not be provided during the upcoming school year.

## NAHS GRADUATION REQUIREMENTS

In planning a program of studies for high school, a student must annually enroll in **35** credits. Exceptions to this requirement will necessitate special permission from the Principal.

### Graduation Requirements

North Andover High School follows the recommended Massachusetts Core Curriculum as part of the Graduation Requirements for all students

<b>English</b>	20.0 credits
<b>Mathematics</b> (Geometry & Algebra II required)	20.0 credits
<b>History/Social Science</b> (must take U.S. History)	15.0 credits
<b>Science &amp; Applied Technology</b>	15.0 credits
<b>World Language</b> (2 years of the same language)	10.0 credits
<b>Wellness</b> (Fundamentals of Fitness, Life Issues, & 2 electives)	10.0 credits
<b>Computer Proficiency</b>	2.5 credits
<b>Performing/Visual Arts</b>	5.0 credits
<b>Additional Electives</b>	22.5 credits
<hr/>	
<b>TOTAL</b>	<b>120.0 credits</b>

\*Seniors must be enrolled in a full schedule of classes, regardless of how many credits they have earned prior. Seniors must also enroll in 5 credits of English and 5 credits of Math during their senior year, even if they have already met the graduation requirements in that area of the curriculum.

\*Computer Proficiency requirement can be met by successfully completing any of the following classes: Computer Applications, Web Design, Computer Programming, Robotics, or Digital Fabrication.

## EDUCATIONAL PROGRAM

The educational program at North Andover High School is based on the belief that all students can learn. All NAHS courses are designed to guide students towards proficiency or better in relation to local, state, and national standards. North Andover High School operates as part of a standards-based educational system and learning community that answers the following questions:

- What should students know and be able to do?
- How will we know students have acquired the intended knowledge and skills?

- How will we respond when students aren't learning to move them to proficient?
- How will we respond when they already know the intended knowledge and skills to enrich their learning?

A Standards-based education is the ongoing teaching/ learning cycle that ensures all students learn and can demonstrate proficiency in NAHS' adopted essential content standards and associated benchmark concepts and skills. Comprehensive standards-based practices involve more than knowing state and district standards, posting standards or objectives in a classroom, referencing standards through lessons or units or "covering" a curriculum that has been aligned with standards. Regardless of content, course, level, identified outcomes or revisions in standards, this teaching/ learning cycle remains constant.

Being standards based means that every teacher, in every classroom, every day, through a continuous teaching/learning cycle, ensures students learn NAHS' standards and benchmarks to proficiency. This takes focus, hard work, persistence, and strategic use of time and resources.

## **SPECIAL EDUCATION SERVICES**

In accordance with Chapter 766 of the Massachusetts General Laws and the Federal Law, IDEA, North Andover High School's Special Education program provides services for students who have a documented educational disability, are unable to progress effectively within the regular education program, and are in need of special education services. Special Education staff work closely with students, teachers, and parents to monitor student progress and to modify and support the regular academic program to meet student needs.

Services provided include academic support, study skills instruction, testing, assessment and evaluation of a student's learning strengths and weaknesses, and direct instruction when appropriate. When possible, special education teachers team with classroom teachers to provide appropriate instruction in regular classes for students with special educational needs.

Each student's individual educational plan is reviewed annually, on or before the anniversary date of its implementation to determine student progress. Any parent or staff member may make a 766 referral for a special education evaluation after all appropriate regular education options as planned by the Student Assistance Team (SAT) have been implemented. Parents, students, or teachers may request an SAT meeting at any time to consider such modifications.

## **ACCOMMODATION PLANS (504)**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. The act defines a person with a handicap as anyone who:

\*Has a mental or physical impairment, which substantially limits one or more major life activities

(major life activities include activities such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);

\*Has a record of such an impairment; or

\*Is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the North Andover Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school district. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate accommodations to enable access to educational services.

## ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement (AP) classes are courses that meet a prescribed syllabus developed by the College Board. These courses represent college level study and prepare students to take an examination each May. The goal of North Andover High School’s AP Program is to prepare students for post-secondary education by honing their analytical skills and advancing in-depth knowledge in their coursework. Students must meet requirements in the subject area and be recommended by a teacher to request enrollment in an AP class.

NAHS offers the following AP courses:

Biology	German Language
Calculus AB	Music Theory
Calculus BC	Physics
Chemistry	Spanish Language
Computer Science Principles	Statistics
English Language & Composition	Studio Art
English Literature & Composition	United States Government & Politics
Environmental Science	United States History
French Language	World History

## GRADE POINT AVERAGE (GPA)

### *What is GPA?*

Grade Point Average (GPA) is the manner in which high schools and many post-secondary educational

institutions numerically represent academic performance on a student’s transcript. NAHS uses a WEIGHTED 4.0 scale (see table below) to calculate grade point average. Only College Preparatory, Honors and Advanced Placement (AP) in the major academic areas of English, World Language, Mathematics, Science, and History are included in the student’s GPA.

***Why should you care about GPA?***

If you are thinking of continuing your education after high school, you will be required to have a certain GPA to be considered as an applicant to many post-secondary institutions.

***How is GPA calculated?***

Step 1: A final grade for each student is computed for each course taken within the approved academic discipline. Failing grades are included.

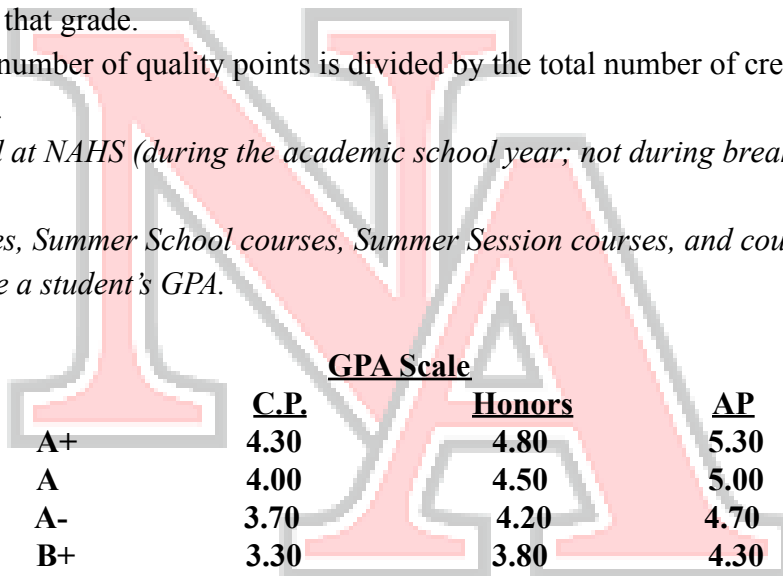
Step 2: GPA points are assigned to final grades using the weighted 4.0 GPA scale.

Step 3: The sum of the GPA points multiplied by the number of credits a class is worth provides the quality points for that grade.

Step 4: The total number of quality points is divided by the total number of credits attempted to determine a GPA.

*\*Only courses completed at NAHS (during the academic school year; not during breaks) will be used for a student’s GPA.*

*\*Dual Enrollment courses, Summer School courses, Summer Session courses, and courses over breaks will **NOT** be used to calculate a student’s GPA.*



	<u>GPA Scale</u>		
	<u>C.P.</u>	<u>Honors</u>	<u>AP</u>
A+	4.30	4.80	5.30
A	4.00	4.50	5.00
A-	3.70	4.20	4.70
B+	3.30	3.80	4.30
B	3.00	3.50	4.00
B-	2.70	3.20	3.70
C+	2.30	2.80	3.30
C	2.00	2.50	3.00
C-	1.70	2.20	2.70
D+	1.30	1.80	2.30
D	1.00	1.50	2.00
F	0.00	0.00	0.00

**STUDENTS TRANSFERRING TO NAHS**

The records of transfer students will be evaluated individually with each course grade being assigned the weight of its closest counterpart in the North Andover High School curriculum. The Director of Guidance will make the final determination in the evaluation of records of the transfer student.

## GRADING POLICY

It is the philosophy of North Andover High School that students respond more positively to the opportunity for success than to the threat of failure. We seek, therefore, through our instructional programs to make achievement both recognizable and possible for our students. We emphasize achievement in our process of evaluating student performance. Grades are based on evidence of the attainment of the instructional objectives of the course. The extent to which the student has attained the objectives shall be determined by his/her performance on assessment measures developed, administered and corrected by the teacher.

**The minimum passing grade for all courses at NAHS is a 65/D.**

<u>Numerical Average</u>	<u>Letter Grade</u>
100-97	A+
96-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-67	D+
66-65	D
64 or Below	F

## COURSE SELECTION

It is expected that courses are chosen carefully by students with the help of their teacher and parent based on their capabilities and ability to meet course prerequisites. The process for selecting courses:

1. Teachers make recommendations for a student's placement for the following year based on the classroom performance of the student, the grade the student earns and the student's potential to be successful in the subsequent class.
2. Parents and students should review course recommendations on PowerSchool prior to the course selection timeframe.
3. Teachers, who see the student every day in a learning environment, are the best equipped to make the course recommendations, yet if a family doesn't agree with the teacher's recommendation, they should speak with the teacher and/or department head to see what is required for the student to earn the desired recommendation.

4. Students will choose course specific classes and electives during course selection. It is recommended that students adhere to the guidelines provided on PowerSchool (i.e. requesting the minimum amount of credits).
5. Students should refer to *Graduation Requirements* to ensure all graduation requirements will be met by the conclusion of their senior year.

## SCHEDULE CHANGES

Schedule changes will be accommodated whenever possible. Please follow the steps when considering a schedule change:

1. Confirm that the schedule contains all the classes that were requested and that they appear in the correct order. Contact the guidance counselor for clarification if needed.
2. All students should have a completed schedule by the last day of school.
3. All requests for schedule changes for the upcoming year in CP and HONORS level classes must be made by August 15. All changes are based on seat availability in the class your student is hoping to add. All schedule changes for AP level classes must be made by August 1.
4. Level changes will be accommodated on a case by case basis.
  - a. The student who is considering a level change should first discuss this with their parents, teacher, and guidance counselor.
  - b. The ability to make a level change is dependent upon the student's effort, grade, seat availability, and teacher approval. Written consent is required before any changes will be made.

## COLLEGE COURSES DURING HIGH SCHOOL

There are two opportunities for qualifying North Andover High School students to take college courses as part of their high school curriculum. These programs are designed to augment or supplement the high school curriculum. Students may count college courses as part of their high school schedule for time and learning.

### *Courses at Merrimack College*

Merrimack College provides opportunities for NAHS students to enroll in courses at no cost to the student or the community. Traditionally this program is available and offered to students who have exhausted options in a particular discipline at North Andover High School. In the past, courses such as, but not limited to, Calculus II, Topics in Modern Physics, and Assembly Language Programming have been approved for qualified North Andover High students. **Please note that students are given college credit on their NAHS transcript. No grades transfer from the college to North Andover High School, and the grade therefore does not impact a student's GPA.**

Prior to registering for courses:

1. Review the college's course offerings and time table to determine if the course you are interested in is available, and it fits your schedule.
2. Consult with appropriate personnel at Merrimack College and the North Andover Department head to ascertain whether they feel you are academically ready for the course in question.
3. Confer with your counselor.

Requirements and procedures for participation are as follows:

1. Obtain written notice of qualification for the specific courses from the NAHS department head in the related discipline.
2. Present the department's written qualification to your counselor.  
For semester 1 courses, you must see your counselor during the month of April prior to Merrimack's fall term.  
For semester 2 courses, you must see your counselor during the month of November prior to Merrimack's spring term.
3. Obtain letter of approval from NAHS principal by presenting department head qualification. The principal's approval will serve as your letter of introduction to the registrar at Merrimack College.
4. Register with Merrimack College using the letter of approval from the principal.

### ***Dual Enrollment***

The Dual Enrollment Program, established by the Massachusetts Education Reform Act of 1993 provides access to higher education for qualified high school students. Dual enrollment is a program that provides 11th and 12th grade students with opportunities to enroll in college level courses and receive both high school and college credit. Dual enrollment provides students with greater access to a wider range of rigorous academic courses, saving time and money on a college degree, promoting efficiency of learning and enhancing admission to and retention in college.

Each three (3) credit college course will earn five (5) credits toward NAHS graduation requirements. Each one (1) credit lab science college course will be awarded 1.5 credits toward NAHS graduation requirements. **Dual Enrollment courses will be included on the students' NAHS transcript however, grades will not be included in the NAHS grade point average as all dual enrollment courses are un-weighted.**

Students interested in dual enrollment should speak with their guidance counselor at North Andover High School Guidance Counselor. Students may be required to take a placement test at the college or university. They will be required to meet with a college advisor for final approval and course selection. Given the length of the approval/registration process, students should speak with their guidance counselor 6-8 weeks prior to the college course start date.

## **SEMESTER/YEAR-LONG EXCHANGES/SPECIAL PROGRAMS**

Students electing to take classes outside of North Andover High School for an extended period of time (i.e. foreign exchange, ski school, etc.) must first gain written approval from their guidance counselor. Final approval for programs/exchanges outside of North Andover High School will be granted by the Director of Guidance and the Principal. Students and parents need to be aware that North Andover High School retains the right to accept or reject credits from all such programs/exchanges. In all cases, the credit issue will be part of the written approval granted to the student prior to his/her participation in the program/exchange. If grades/credits are awarded by the program, then they will be recorded on the student's high school transcript, however, they will not be calculated in a student's GPA.

## **SUMMER SESSION**

North Andover High School will conduct Summer Session as a supplement to the instruction offered during the school year. The purpose of the summer school program is to provide students an additional opportunity to make up work in the required subjects failed during the regular school year, credit recovery, and credit accrual in various subjects. Students who wish to attend other summer schools must have approval in advance from their counselor and the administration. Summer school classes are unweighted and do not impact GPA.

## **SCARLET KNIGHT ACADEMY**

North Andover High School is committed to educating all students and creating avenues of success for all. When it becomes apparent that the traditional day school program does not fit the educational needs of a student, Scarlet Knight Academy (SKA) is a possible option. As an alternative to traditional day school, SKA offers evening courses for high school-eligible North Andover students seeking to recover credits toward a regular high school diploma. SKA is designed for at-risk students who benefit from small class size, alternative curricula, and the ability to work during the day. Students must meet NAHS graduation requirements including a passing score on the ELA, Math, and STE MCAS exams. SKA students are also required to work a minimum of 10 hours per week. The Scarlet Knight Academy faculty is committed to working with students on issues of self-esteem and personal responsibility.

## **PREPARING FOR THE FUTURE**

It is the goal of the North Andover High School Guidance department to prepare each student for life after high school. The guidance department assists parents and students with plans for the future that may include a two or four year college, military service, job training, a gap year, a post-graduate year, or employment. Using Naviance, our post-high school planning web tool, families are able to explore these options and work collaboratively with the guidance department to develop a plan personalized for each student's dignified next

step after high school. When selecting courses, students should keep in mind both their personal interests and also potential post high school plans. NAHS has a wide variety of course offerings to meet this goal.

### **General Guidelines for College Admissions Requirements**

Students seeking admission to colleges, universities, or postsecondary training should understand the importance of selecting courses that align with their postsecondary plans. Admissions requirements vary depending on each individual institution, and it is necessary for students and families to research these admissions requirements carefully. It is important to note that out-of-state and private colleges or universities may have different admissions standards than those established by our Massachusetts state institutions. The Massachusetts Department of Higher Education has specific guidelines for admission to public institutions in Massachusetts as outlined below.

### **Massachusetts State Universities & University of Massachusetts Minimum Graduation Requirements**

The admissions standards for the state colleges and UMass emphasize a strong academic high school background so that the students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's colleges differ. Community colleges may admit any high school graduate or GED recipient.*

### **Requirements for Freshman Applicants**

The admissions standards for freshmen applicants have several components:

1. Attainment of a high school diploma.
2. 17 required academic courses are passed. (A course is equivalent to one full school year of study)

#### **ACADEMIC COURSE REQUIREMENTS**

<b>English</b>	4 courses
<b>Mathematics</b>	4 courses (Algebra I & II, Geometry or Trigonometry & math sr. yr. of HS)
<b>Sciences</b>	3 courses (including 3 courses with laboratory work)
<b>Social Sciences</b>	2 courses (including 1 course in U.S. history)
<b>Foreign Language</b>	2 courses (in a single language i.e. Spanish I & II)
<b>Electives</b>	2 Courses (Arts & Humanities, Computer Sciences, or the above subjects)

3. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.
4. Submission of an SAT or ACT score when applicable based on the school or program the student is applying to.

### **Standardized Testing**

If a student plans on attending a four year college after graduation, some sort of standardized testing could be required as part of their admission criteria. The North Andover High School recommends that a student take the PSAT in the fall of both 10th and 11th grade. Then, take the SATs and/or ACTs at least twice between 11th and

12th grade. Additional information about the SAT can be found at <https://collegereadiness.collegeboard.org/sat> and the ACT at [www.actstudent.org](http://www.actstudent.org) and on the high school's website.

### **NCAA Eligibility Standards**

Students who wish to enroll in any Division I or Division II college or university and want to participate in athletics must:

- Graduate from high school
- Complete these 16 core courses:
  - o 4 years of English
  - o 3 years of math (Algebra I or higher)
  - o 2 years of natural or physical science (including one year of lab science)
  - o 1 extra year of English, math or natural or physical science
  - o 2 years of social science
  - o 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion, or philosophy)
- Earn a minimum required grade-point average in your core courses
- Earn a combined SAT or ACT sum score that matches your core-course grade point average and test score sliding scale in the NCAA's *Guide for the College-Bound Student-Athlete*

For more information see your Guidance Counselor or go online to <https://web1.ncaa.org/eligibilitycenter>

## **A GUIDE TO COURSE OFFERINGS**

North Andover High School operates on a semester schedule. Classes are either a semester long or year long. A student is scheduled for seven (7) classes each semester. The daily schedule configuration includes six (6) class periods. These periods are referred to as A, B, C, D, E, and F. Each day, one class is dropped from the student's schedule resulting in only 6 class meetings per day.

Heterogeneously grouped courses (College Preparatory) are open to all students and may include a wide range of abilities and interests. Departments also offer courses that are designated as ***Honors*** or ***Advanced Placement (AP)***. Heterogeneously grouped courses, as well as those designated as Honors or AP, are all college preparatory courses. ***All courses should hold high expectations for students as well as provide students with opportunities to think deeply and broadly about subject matter.***

### **HONORS PROGRAM AT NAHS**

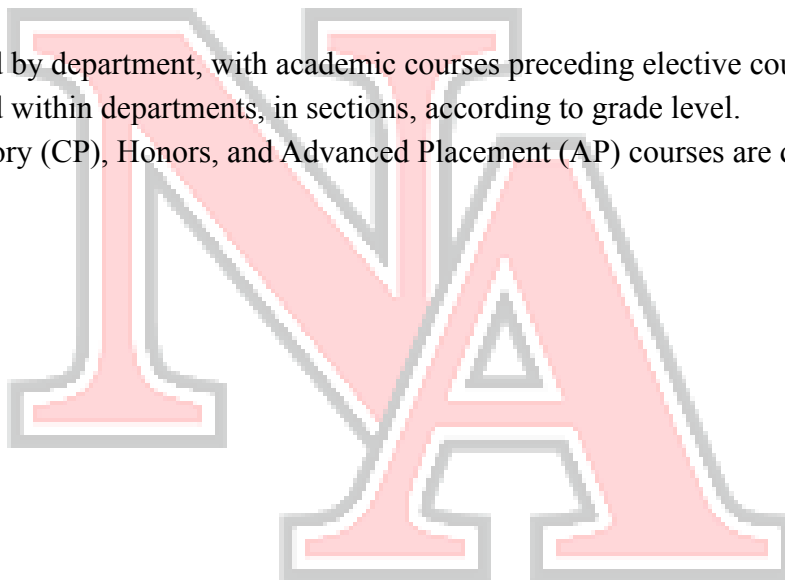
Courses designated as ***Honors*** are characterized by an accelerated pace, an intensive examination of content, or both. Honors courses demand substantial independent work, involve the application of mastered skills, the extensive use of supplementary materials and sophisticated analysis and synthesis of ideas and information. Honors courses are intended to prepare students for highly demanding college-level coursework, including Advanced Placement offerings. For some students in the Honors program, course progressions culminate in AP

courses. The pace of work, scope, daily expectations, learning activities, and workload are designed with this goal in mind. Reading and instructional materials are above the grade level for which the course is designated. They will also promote higher-order thinking, inquiry, and a greater depth of analysis and interpretation.

### **COLLEGE PREPARATORY PROGRAM AT NAHS**

Heterogeneously grouped courses (College Preparatory) are open to all students and may include a wide range of abilities and interests. The exception being within our math department which contains two paces within College Prep where final grades and teacher recommendations determine placement in single letter or double letter courses. College Prep courses will be presented at or above students' grade level based upon the Massachusetts Curriculum Frameworks or National Standards. Students will be expected to have grade-level background knowledge and skills. The pace and scope of College Prep courses will be rigorous and challenging in nature, but provide a higher degree of support for students to develop the foundational skills necessary for post-secondary educational and career success. Students will be required to research, gather information, solve problems, and integrate their experiences with a high level of independence.

- Courses are listed by department, with academic courses preceding elective courses.
- Courses are listed within departments, in sections, according to grade level.
- College Preparatory (CP), Honors, and Advanced Placement (AP) courses are designated in the course title.



# Business Education & Computer Technology

Courses in the Business Education and Computer Technology Department are designed to prepare students for success in academic classes and to meet the challenges of an automated society in business, industry and post secondary education in the information age. Each course provides the basic principles and real world experience to prepare students for college and the business world. Development of skills in communications, problem solving, decision making, computer literacy, career information and understanding of basic business and economic concepts are integrated throughout the curriculum.

## BUSINESS EDUCATION

### **BUS1622P CP Personal Finance 2.5 credits**

Students will learn personal finance concepts such as checking accounts, taxes, budgeting, car ownership (insurance, financing, maintenance), renting an apartment or dorm, buying a home, simple investing (savings goals, investment options), balance sheet and income statement. Students will learn how to use a spreadsheet.

### **BUS1622D CP Business Management 2.5 credits**

For long-standing success in the business world as either an employee or an owner, it is essential for one to have a deep interest in business operations. This course will present the student with a solid foundation in what business is, how it operates and how it is managed. Students will be introduced to the environment in which business is transacted in modern times by presenting an overview of functional areas of business and the basic concepts of the business world.

### **BUS1622K CP Economics 2.5 credits**

This course is an introduction to the study of economics. Students will examine the basis of economic thought in an effort to understand the mechanisms by which modern society seeks to meet its material needs. Emphasis will be placed on market economics and the United States economy.

### **BUS1622A CP Accounting 2.5 credits**

Accounting is the language of business. This course covers the principles and practices encompassing the entire accounting cycle and how this applies to keeping records for a small business. Students will learn how to operate special journals, ledgers, and financial statements for sole proprietorships. Technology is used daily. This course is open to grades 10-12.

### **BUS1622Q CP Sports Entertainment & Marketing Management 2.5 credits**

Sports and Entertainment Marketing and Management is a very popular and exciting field. This course is designed to provide students with an understanding of marketing concepts, foundations and functions, as they relate to career opportunities in the growing area of sports and entertainment. Topics include: leadership,

finance, product management, human resources, legal and ethical issues, team decision making, managing change and customer relations. This course is open to grades 10-12. *Prerequisite: CP Marketing or CP Business Management or approval of the teacher.*

**BUS1622O CP Marketing I**

**2.5 credits**

Marketing is a basic introduction to micro and macro marketing with emphasis on terminology, business principles and application. This course investigates how goods and services are developed and promoted in the marketplace. Specific topics include target markets, the marketing mix, sales promotions, public relations, visual merchandising and display, personal selling, and advertising.

**BUS1621A Honors Marketing II**

**2.5 credits**

Students will use the knowledge from previous Business classes to complete marketing research and develop a marketing plan. Students will explore different types of advertising media with an emphasis placed on ethics. Students will have an opportunity to explore diverse areas such as advertising, apparel and accessories, buying, marketing, retail management and display. *Prerequisite: Any previous business class.*

**BUS1621B Honors Marketing III**

**2.5 credits**

Honors Marketing III will give students a chance to further develop their marketing and business skills. Students will complete units in specialized marketing areas like recreation and apparel and accessory marketing. During the class students will read and analyze case studies, participate in class discussions and make presentations. During the trimester, students will work with up to date technology and business information. Students also will complete a detailed marketing research project or a startup business plan. *Prerequisite: Honors Marketing II*

**BUS1622B CP Business Law**

**2.5 credits**

This course will provide a foundation in understanding legal issues. Emphasis is placed upon legal vocabulary and the analysis of legal situations through sample cases and mock trials. Clarity of language and precise expression are stressed throughout the course. Business ethics will be studied as well as contract law and personal law relating to consumer protection, insurance, real estate, crimes and torts. This course is open to grades 10-12.

**BUS1622C CP Business Law II - Mock Trial**

**2.5 credits**

During the trimester, students will receive a mock trial case and they will work together as a team to prepare their case to compete against other schools in the area. Their task is to prepare arguments for both the prosecution and the defense. After analyzing the case, students will be roleplaying the different people involved in the case, preparing direct examination and cross-examination questions, as well as developing opening and closing statements for their mock trial competition against other local schools. *Prerequisite: Business Law*

**BUS1622R CP Starting a Non-Profit Organization**

**2.5 credits**

During the trimester students will learn the steps to start and operate a nonprofit organization. Students will learn how to create a mission statement, market the organization, recruit volunteers, manage volunteers, lead the organization, brand the nonprofit, know laws that affect a nonprofit, and create financial reports for a nonprofit. Students will work in groups and run a fictional nonprofit organization. *Prerequisite: One of the following- Accounting, Business Management, Business Law, Marketing, or Sports and Entertainment Marketing.*

**BUS1622L CP Entrepreneurship**

**2.5 credits**

Entrepreneurship will provide students with a working background on the skills and knowledge necessary to own and operate their own small businesses. Students will examine the environment of small business ownership, the procedures and skills necessary to open a small business, and the policies and practices of a successful small business operation.

**COMPUTER TECHNOLOGY**

**BUS1610 AP Computer Science Principles**

**5.0 credits**

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further.

**BUS1622I CP Cybersecurity (Part A)**

**2.5 credits**

**BUS1622J CP Cybersecurity (Part B)**

**2.5 credits**

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior.

It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

**BUS1622F CP Digital Literacy**

**2.5 credits**

This course teaches students to understand, communicate, and adapt to a digital world. Students will become familiar with the principles of privacy, ethics, security, responsible use of the Internet, and copyright law. Emphasis is placed on the exploration and use of G Suite Applications: Docs, Sites, Drawings, Sheets, and Slides to conduct research, communicate, and collaborate.

**BUS1622G CP Computer Science Essentials**

**2.5 credits**

Computer Science Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.

**BUS1622S CP Web Design and Development**

**2.5 credits**

This course will focus on web page content, planning, design, setup and maintenance of a web site. Students will become familiar with terms and components of the Internet, and develop an awareness of design considerations that affect web page construction. Students will learn to use many technology tools as they create their sites including scanners, digital cameras and software. With the widespread use of the Internet, web page design will provide students with technology skills and knowledge to become effective communicators in this exciting new medium. Students are encouraged to take CP Computer Applications for the 21<sup>st</sup> Century first, however it is not mandatory.

# English Language Arts

The English program at North Andover High School is geared to promote the development and increase the range of skills necessary in the area of communication with regard to writing, reading, listening and speaking. It is designed to dovetail with benchmarks set at the middle school level so that all students will achieve competency in the areas of discussion and presentation, vocabulary development, standard written English and composition, reading comprehension and media analysis/production. Through the curriculum, students are exposed to the many genres of literature – British, American, and World – prior to graduation. Students are required to demonstrate facility and competence in writing in the persuasive, narrative, descriptive, creative and explanatory modes. Students must also demonstrate their ability to write critically about literature. The writing process is incorporated into all courses offered by the department.

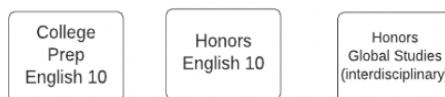


## English Course Progression

### 9th grade: Crossing the Threshold



### 10th grade: Global Literature



### 11th grade: American Literature



### 12th grade



**ENG1111 Honors English 9: Crossing the Threshold (grade 9) 5.0 credits**

**ENG1112 CP English 9: Crossing the Threshold (grade 9) 5.0 credits**

This course examines each of the following literary genres: drama, short story, novel, non-fiction, poetry, and Greek mythology. All work is centered on critical thinking concepts, including analytical reading of the literature, vocabulary study, and frequent assignments of expository compositions. Instruction will revolve around seminar discussion, self-evaluation, and student collaboration.

**ENG1121 Honors English 10: Global Literature (grade 10) 5.0 credits**

**ENG1122 CP English 10: Global Literature (grade 10) 5.0 credits**

English 10 exposes students to a comprehensive study of literature from classic to contemporary. Student work will be centered on critical thinking concepts, including analytical reading of literature, vocabulary study and frequent assignments of analytical and persuasive composition. Students will engage in seminar discussion, self-evaluation and collaboration. MCAS preparation is integrated throughout the year.

**ENG1121A Honors Global Thought (grade 10) 10 credits**

**ENG1121B**

This course is an interdisciplinary course (English & Social Studies) designed to examine the world through *Conflict and Attempts at Resolution*, inviting students to explore the seamless information in ways that result in new perceptions. Lessons, activities and assessments revolve around a balance of teacher/student-centered classes, a balance of substance and style in all aspects of work and an emphasis on the student as a life-long learner. Through critical thinking practice, students are asked to develop diverse perspectives when processing information. This can be approached in written journal work, seminar discussion, expository assignments and formal project/exhibitions. The course will culminate in a major independent research project as well as a final exhibition to conclude the year. MCAS preparation will be integrated throughout the units of study.

**ENG1130 Advanced Placement English Language (grade 11) 5.0 credits**

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (The College Board, *AP English course description*). AP English Language and Composition is a college-level course examining rhetoric as “the art of finding and analyzing all of the choices involving language that a writer, speaker, reader or listener might make in a situation so that the text becomes meaningful, purposeful and effective for readers or listeners, and examining the specific features of texts, written or spoken, that cause them to be meaningful, purposeful and effective for readers or listeners in a situation” (David Jolliffe, former AP exam creator). Therefore, students will become mature and sophisticated consumers and creators of a variety of texts. Although emphasis will be on analysis, argument and synthesis essays, there will also be a strong focus on public speaking, vocabulary, practice AP exams, journaling and personal narratives. **There will be mandatory summer assignments for this course.**

**ENG1130A Advanced Placement American Thought (grade 11) 10 credits**

**ENG1131A Honors American Thought**

American Thought is a theme-based interdisciplinary course (**AP English & Honors Social Studies**) grounded in American Literature and US History, enriched with art and music of emerging American culture. American Thought assesses its students in a multiple intelligences format, helping each student fulfill his/her maximum potential intellectually, socially, physically and emotionally. Lessons, activities and assessments revolve around a balance of teacher/student-centered classes, a balance of substance and style in all aspects of work and emphasis on the student as a life-long learner. Three broad units (Philosophy and Reform, Expansion, and Industrialization and Immigration) lead students to analyze and communicate course materials, integrate the gaining and applying of knowledge, and involve students in their own teaching and communicating information to their peers. Philosophically, the course stresses the idea that the class is a community of learners.

**ENG1131 Honors English 11: American Literature (grade 11) 5.0 credits**

**ENG1132 CP English 11: American Literature (grade 11) 5.0 credits**

America is a collective biography whose narrative is a work in progress. It is a series of stories over the course of the last two and a half centuries that has shaped the very definition of who we are and how we identify ourselves. During our examination of this body of work, we will closely unpack the development of our national character. Historically, those in power chronicle the events. They have the agency to write policy and to define social, political, economic and cultural expectations for the whole. This course is designed to not only examine the ideals on which our great country was founded and how they were shaped, but also to bring to light the consequences of those choices. It is essential for us to know the whole story before we can understand our own.

**ENG1140 Advanced Placement English Literature (grade 12) 5.0 credits**

This college level course focuses upon important works of literature written originally in languages other than English as well as those written in English. Contemporary literature is emphasized, but significant works of literature from earlier periods are included. Throughout the year students are expected to continue to develop their knowledge of literary terms related to prose and poetry; demonstrate how the parts and techniques of a literary work contribute to the meaning of the work; actively participate in high level analytical discourse; and create cogent, sustained and sophisticated expressions of analytical interpretation in written form. **Summer work is required for all students choosing this course.** Students are expected to take the AP English Literature Exam in May.

**ENG1141A The Hero's Journey- Your Journey (grade 12) 2.5 credits**

**ENG1142A The Hero's Journey- Your Journey (grade 12) 2.5 credits**

“The Hero’s Journey–Your Journey” is a literary exploration of the oldest, more prevalent, and most popular story in the history of the world and its connection to every human being past and present. Students will study the various stages that make up this archetypal story pattern and apply them to their lives. Beginning with the oldest piece of literature in existence, the class will move chronologically to modern times to see how this pattern has been used and altered by storytellers throughout history including Hollywood in recent times.

<b>ENG1141H</b>	<b>Honors Young Adult Literature</b>	<b>(grade 12)</b>	<b>2.5 credits</b>
<b>ENG1142H</b>	<b>CP Young Adult Literature</b>	<b>(grade 12)</b>	<b>2.5 credits</b>

Students will read and familiarize themselves with the growing body of literature/genres written for and marketed to adolescents including literature that focuses on diverse cultures and issues. We will read and discuss books related to gender, difference, sexual and cultural identity, cultural diversity, race and class, friendship, coming of age, voice and silence, technology, and a range of other social and psychological themes. Students will share responsibility for facilitating discussions of whole class texts and readings on novels and films. In addition, the course will emphasize the controversy that surrounds Young Adult Literature.

<b>ENG1141G</b>	<b>Honors Shakespeare Seminar</b>	<b>(grade 12)</b>	<b>2.5 credits</b>
<b>ENG1142G</b>	<b>CP Shakespeare Seminar</b>	<b>(grade 12)</b>	<b>2.5 credits</b>

For Shakespeare lovers – and those who could be! A course dedicated to one comedy and one tragedy not part of the English/Language Arts core curriculum. Special attention will be paid to Shakespeare’s inspiration (sources), language study, and life in the Elizabethan theatre. Students will read and dissect the plays in a workshop environment. Writing assignments will focus on key themes and character studies. Students will also be asked to react to essays and criticism written by Shakespearean scholars.

<b>ENG1141D</b>	<b>Honors Inside the Memoir</b>	<b>(grade 12)</b>	<b>2.5 credits</b>
<b>ENG1142D</b>	<b>CP Inside the Memoir</b>	<b>(grade 12)</b>	<b>2.5 credits</b>

Students will read and familiarize themselves with a variety of personal nonfiction including full length memoirs, personal essays and various forms of digital storytelling. In doing so, students will discuss and analyze a variety of cultural, sociological and psychological themes. Students will also closely examine how authors tell their personal stories and have an opportunity to tell their own unique stories in a variety of mediums.

<b>ENG1141C</b>	<b>Honors Humor in Literature</b>	<b>(grade 12)</b>	<b>2.5 credits</b>
<b>ENG1142C</b>	<b>CP Humor in Literature</b>	<b>(grade 12)</b>	<b>2.5 credits</b>

Humor is something that is all around us. But what defines our sense of humor? Why do we find the things we do funny? How can humor impact society? It is these questions that this course sets out to explore. Students will examine how humor has developed over time through many mediums: literature, film, television and the internet. They will also study the theories of how humor is created and in turn why people find it funny. Additionally, the course will examine the different roles humor can play as a vehicle of political and social expression. The course will culminate in a major creative project in which students create an original piece of humor.

<b>ENG1141B</b>	<b>Honors Horror Literature</b>	<b>(grade 12)</b>	<b>2.5 credits</b>
<b>ENG1142N</b>	<b>CP Horror Literature</b>	<b>(grade 12)</b>	<b>2.5 credits</b>

Horror often has been considered as being among the lowest and most exploitative of genres. Despite such criticisms, the horror genre is more complex than it initially may seem to be; lurking beneath the bloody surface

are unique insights and commentaries on the various contexts in which such stories and films were produced. Through the course of the semester, students will analyze horror in its many forms throughout literary history, all the while determining its value and importance in literature. Students will become critical thinkers as they explore the “dark side” of the literary imagination through the study of classic and contemporary horror literature and film. Attention will be given to supernatural, psychological, and allegorical themes and metaphors in such fiction, as well as relevant social, historical background information, and cultural impact. We will also try to answer the all-important questions- why do we “like” horror and what pleasure do we derive from it?

**ENG1141E Honors Irish Literature (grade 12) 2.5 credits**

**ENG1142E CP Irish Literature (grade 12) 2.5 credits**

Irish History through a Literary Lens is a senior English course which will survey Irish writing from the late nineteenth through the late twentieth centuries—a period of both dramatic political and cultural change, and unparalleled literary production and innovation. The trimester will be punctuated by (1) major cultural/political developments and controversies: the founding of the Abbey Theatre; the decline of the Anglo-Irish Ascendancy; the Famine; the 1916 Rising; the Troubles in the North, (2) dominant literary figures: Yeats, Joyce, Synge and Heaney, (3) ubiquitous themes: the Irish identity, the idea of blood sacrifice as a liberation narrative; the fraught place of the Irish language; the persistent mythic, cultural, and literary trope of woman-as-nation—an image bound up with Ireland’s colonial history. In additions to plays, novels, poems, short stories, and essays, we will read proclamations, pamphlets, reviews, debates in newspapers, and contemporary critical interventions, and we will think about texts in the context of the nation's turbulent history of colonial trauma, the complex path to independence, and the challenges of globalization.

**ENG1141F Honors Senior Capstone (grade 12) 2.5 credits**

**ENG1142F CP Capstone Leadership (grade 12) 2.5 credits**

This course is an opportunity for seniors to take part in authentic experiential learning within their community. Students will refine their skills of public speaking, group facilitation, problem-solving, leadership, and conflict resolution. Capstone Leadership allows students the opportunity to work in a field of personal interest that ties into one of their academic, extracurricular, or future professional interests. Eligible seniors will utilize and apply 21st Century Learning Skills in a real world setting. Amongst other requirements, students will need to complete the required hours of externship and share their learning in a final exhibition fair.

***The following English classes are ELECTIVES and cannot be used to fulfill graduation requirements***

**ENG1154B CP Creative Writing 2.5 credits**

This course is designed to help students broaden their skills and talents in the strategies of writing. Focusing on the initial generation of ideas, organization, and precision in word choice, class assignments will include a range of topics for exploration from autobiography to fiction to poetry. In a workshop atmosphere, students will edit and polish their own pieces as well as read and critique each other’s work. Emphasis is on individual progress.

**ENG1151A Honors Journalism 2.5 credits**

**ENG1152A CP Journalism 2.5 credits**

This course is designed to familiarize students with various styles of writing needed in journalism. Students will practice journalistic skills and demonstrate their competence in using these skills by covering news stories in the school and community. Journalistic techniques that will be studied and utilized include writing approaches to a lead, appreciative, editorial, humorous, editorial, persuasive editorial, background editorial, timely story, reports, reviews, advance sports story, combination story and straight sports story. Students will use research skills, develop headlines, learn elements of a newspaper mark-up, etc. Students will be encouraged to submit articles to *The Wall*. The ethics of journalism will also be explored.

**ENG1152F CP Public Speaking 1 2.5 credits**

Whether it is idle small talk, a formal address or a raging debate, verbal communication is essential to the world around us. This class will examine the ways we communicate. During the early part of the course, students will study public speaking and be required to write and deliver different types of speeches – informative, evocative and persuasive as a few examples. The second part of the course will focus on debate strategies, and students will work on developing arguments while “on their feet.” In addition to debating, writing and delivering speeches, students will leave this class feeling more comfortable and confident with public forms of expression. There will also be a focus on research skills. This course is only open to students in grades 11 & 12.

**ENG1152I CPTV Script Writing 2.5 credits**

In this course you will learn how to write and format scripts for television programs. We will focus on both sitcom formats which can be filmed live and longer formats that require post production editing. We will focus both on the narrative structure of programs and on the technical filming aspects. You will be required to work on all aspects of production, writing, acting, filming and editing. Your work will be seen on NACAM.

Prerequisite - Creative Media

**ENG1152D CP Live Video Production 1 2.5 credits**

Students will learn how to read an AV script, operate a camera, soundboard, and graphics board. They will spend time at all positions including on-air talent. Students will assist with the production of live events outside of class time. The class will produce a weekly school news program and will incorporate content from other classes. This class will run concurrently with the second section. Students from that section will be responsible for more advanced aspects of the broadcast.

**ENG1152E CP Live Video Production 2 2.5 credits**

Students will learn advanced aspects of live television production, including directing, scriptwriting and lighting. They will develop proficiency at all positions and will be responsible for assembling content for a weekly live broadcast.

Prerequisite - Live Video Production 1 or Teacher approval.

**ENG1152C CP Independent Reading 2.5 credits**

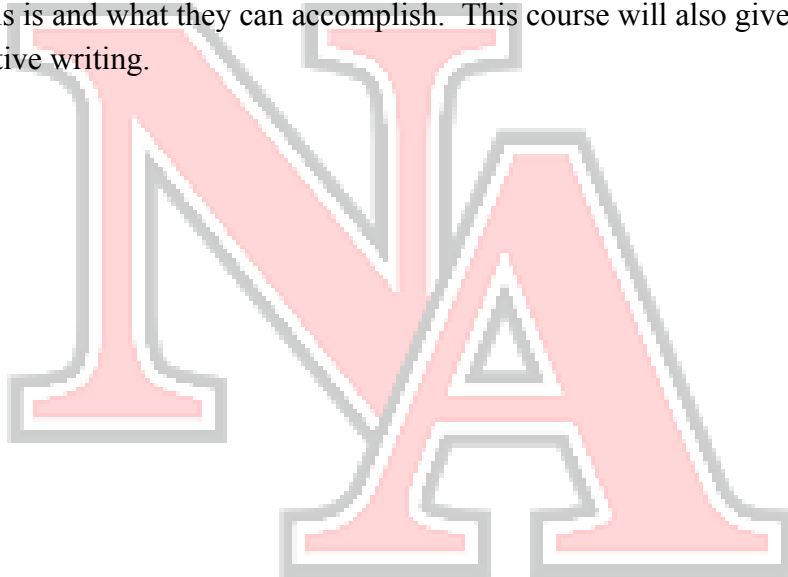
Reading is a predictor of academic, social, and personal success, and reading choice promotes student reading ability and ownership. In partnership with the Stevens Memorial Library, students in Independent Reading will

work with their teacher, the NAHS library/media specialist, and librarians from SML to find and read books of their choosing. Brief mini-lessons will help to develop a range of reading strategies, but students will spend a portion of their class time reading books they have chosen and applying the learned strategies. Instruction will be individualized; students will not be reading the same books or genres unless they choose to do so. Students will set personal reading goals and maintain reading logs and journals to track individual progress and thinking, and will be challenged to read one book outside their comfort area, whether that be author or genre. Students will complete a summative creative project to demonstrate their progress and growth throughout the trimester.

**ENG1152G CP The Graphic Novel**

**2.5 credits**

Visual storytelling is an essential part of our human history. Today, much of our visual storytelling is accomplished through graphic novels and comics. However, as a form of literature, these are scrutinized as a lesser medium of storytelling. This course sets out to examine that stereotype. In *The Graphic Novel*, students will be exposed to a number of narrative forms and analyze the messages the authors and artist are trying to convey. Through careful examination of the texts, students will have a deeper understanding of what the medium of graphic novels is and what they can accomplish. This course will also give students the opportunity for both critical and creative writing.



# History and Social Sciences

The NAHS History/Social Studies Department strives to provide a challenging and caring academic experience for the entire NAHS student community. Through our curriculum, we endeavor to foster an understanding and appreciation of both the United States democratic heritage and its place in an increasingly interdependent world. Emphasis is placed on reinforcing reading and writing skills to enhance critical thinking and problem-solving in all courses. The History and Social Studies Department annually participates in the Model United Nations at UMass Lowell and the Massachusetts Student Government Day.

## History Course Progression

### 9th Grade

World  
Civilizations 1  
H/CP

### 10th Grade

World  
Civilizations 2  
H/CP

AP World  
History

Global  
Thought  
H

### 11th Grade

US History  
H/CP

AP US History

American  
Thought  
H

### 12th Grade

AP  
Government  
and Politics

#### Electives Available for Grades 11 & 12

CP US Government  
 CP Sports of the Past  
 H/CP Contemporary World Issues  
 H/CP General Psychology  
 H/CP American Pop Culture  
 H/CP Sports in American Culture  
 H/CP American Women's History  
 H/CP Legal Studies  
 H/CP Experiencing Eastern Philosophy  
 H/CP Self Empowerment  
 H/CP Latin American History (Grades 10-12)

**HIS1311 Honors World Civilizations 1 (grade 9) 5.0 credits**

**HIS1312 CP World Civilizations 1 (grade 9) 5.0 credits**

This course is designed to focus on the development of civilizations in both ancient and modern times. The course will focus on components of government, religion, and society comparing and contrasting the impact and changes that occur between time periods and places. Topics will include human interaction, comparing governments, civilizations, revolution, and change. There will be a strong emphasis on historical thinking skills. Classroom approach will include critical thinking and problem solving simulations, extensive presentations, inquiry, and discussion.

**HIS1321 Honors World Civilizations 2 (grade 10) 5.0 credits**

**HIS1322 CP World Civilizations 2 (grade 10) 5.0 credits**

This course will examine historical themes from 1850 to the present day. Some topics covered will include the changing political landscape, globalization, new human interactions, nationalism, industrialization, and global conflict. Students will develop their historical thinking skills throughout the course. Classroom approach will include critical thinking and problem solving simulations, presentations, inquiry, and discussion.

**HIS1320 Advanced Placement World History (grade 10) 5.0 credits**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. *Prerequisite: A grade of A- or higher in Honors World Civilizations I and teacher recommendation.*

**ENG1121A & ENG1121B Honors Global Thought (grade 10) 10 credits**

This course is an interdisciplinary course (English & Social Studies) designed to examine the world through *Conflict and Attempts at Resolution*, inviting students to explore the seamless information in ways that result in new perceptions. Lessons, activities and assessments revolve around a balance of teacher/student-centered classes, a balance of substance and style in all aspects of work and an emphasis on the student as life-long learner. Through critical thinking practice, students are asked to develop diverse perspectives when processing information. This can be approached in written journal work, seminar discussion, expository assignments and formal project/exhibitions. The course will culminate in a major independent research project as well as a final exhibition to conclude the year. MCAS preparation will be integrated throughout the units of study.

**HIS1331 Honors United States History (grade 11) 5.0 credits**

**HIS1332 CP United States History (grade 11) 5.0 credits**

This course includes the study of the nation's history from the end of the Civil War to the present, including Reconstruction, economic growth and world emergence, World War I, the Depression, World War II, the Cold War and the contemporary era. Rigorous outside reading, writing, and individual research is required for all

students. Independent study projects are an important part of this course. Students are expected to be prepared for and to participate actively in class discussions.

**HIS1330      Advanced Placement United States History      (grade 11)      5.0 credits**

Advanced Placement U.S. History is a college-level introductory course that is designed to increase the student's understanding of the nation's political, diplomatic, intellectual, social, and economic history from 1491 to the present. The goals of the class are to (1.) develop an understanding of historical themes in early and modern U.S. History (2.) develop an ability to analyze historical material, and (3.) effectively utilize historical thinking skills in writing and other mediums of communication. Advanced Placement U.S. History is a challenging, action packed course designed to be the equivalent of a college freshmen U.S. History survey course. Students should have a strong interest in the content and strong reading and writing skills. A variety of instructional approaches will be utilized with an emphasis on class discussion, evaluation of primary and secondary sources, and analytical writing. As well, this course prepares students to take the Advanced Placement United States History Exam. AP classes require a willingness to work through challenges and a commitment to intellectual growth. All students are encouraged to take the AP exam in the Spring.

*Prerequisite: A grade of B or higher in AP World History and teacher recommendation. Or a grade of A- or higher in Honors World Civilizations II or Honors Global Thought and teacher recommendation.*

**ENG1130A    Advanced Placement American Thought      (grade 11)      5.0 credits**

**ENG1131A    Honors American Thought      (grade 11)      5.0 credits**

American Thought is a theme-based interdisciplinary course (AP English & Honors Social Studies) grounded in American Literature and US History, enriched with art and music of emerging American culture. American Thought assesses its students in a multiple intelligences format, helping each student fulfill his/her maximum potential intellectually, socially, physically and emotionally. Lessons, activities and assessments revolve around a balance of teacher/student-centered classes, a balance of substance and style in all aspects of work and emphasis on the student as a life-long learner. Three broad units (Philosophy and Reform, Expansion, and Industrialization and Immigration) lead students to analyze and communicate course materials, integrate the gaining and application of knowledge, and involve students in their own teaching and communicating information to their peers. Philosophically, the course stresses the idea that the class is a community of learners.

**HIS1340      Advanced Placement U.S. Government & Politics      (grade 12)      5.0 credits**

AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. *Prerequisite: A- or higher in Honors American History and teacher recommendation.*

**HIS1352I CP U.S. Government and Politics (grades 11 or 12) 2.5 credits**

This course gives students an analytical perspective on government and politics in the United States. Students will be exposed to facts, concepts and theories pertaining to U.S. government and politics, typical patterns of political processes, and behaviors and their consequences. Students will analyze and interpret data relevant to the American political system. Topics covered will include the U.S. Constitution and other founding documents, political parties, interest groups, the mass media, national institutions, public policy, civil rights, and civil liberties.

**HIS1351A Honors Sport in American Culture (grades 11 or 12) 2.5 credits**

**HIS1352A CP Sport in American Culture (grades 11 or 12) 2.5 credits**

Sport in American Culture is designed to look at themes in American History through the lens of sports. The course will present sports as a reflection of race, feminism, industrialization, celebrity, politics, imperialism, immigration/assimilation, and urbanization. Class is taught in the classroom and in the Wellness area. This class will meet in the classroom as well as the field house and can be used as either a Social Studies or Wellness elective. Class will always count toward grade point average.

**HIS1351B Honors Contemporary World Issues (grades 11 or 12) 2.5 credits**

**HIS1352B CP Contemporary World Issues (grades 11 or 12) 2.5 credits**

Contemporary World Issues provides an historical and geographical background for understanding relevant issues of the 20th and 21st century. In today's interdependent world, topics such as the War in Iraq, War in Afghanistan, production of food, etc. are increasingly relevant and affect all nations and their citizens in some way. Through examining various perspectives students will analyze these and other issues. Discussion will take place in small and large groups where numerous opinions will be expressed. Students are expected to develop a habit of reading or watching a daily news program. At a minimum, students should follow national news and op-ed commentaries. It is strongly encouraged that students access a non-American paper in order to compare American and non-American coverage of international news.

**HIS1351C Honors General Psychology (grades 11 or 12) 2.5 credits**

**HIS1352C CP General Psychology (grades 11 or 12) 2.5 credits**

This course is concerned with human learning, personality development, heredity and environment, mental illness, health concepts, etc. Emphasis will be on understanding human behavior, the basic principles of social psychology, and the interaction of mind, body and society on personality. Reading in depth and responsibilities in the area of psychological research methods will be an integral part of this study.

**HIS1351D Honors American Pop Culture (grades 11 or 12) 2.5 credits**

**HIS1352D CP American Pop Culture (grades 11 or 12) 2.5 credits**

American Pop-culture is a course designed to build upon the honors curriculum of American History. Pop-culture will illuminate the interconnectedness that exists among the political, social, and cultural trends from the 1950's - 1990's. This will require extensive exposure and discussion pertaining to the music, art, literature, film, television, and primary sources from the times.

**HIS1352H CP Sports of the Past (grades 11 or 12) 2.5 credits**  
 This course is designed to give students an historical perspective to the sports that they have grown up playing. Students will study sports such as baseball, basketball, football, lacrosse, cricket, townball, and soccer to see how these sports have developed and changed over time. Students will gain a better appreciation for the sports that they play today by learning about the history of the sport AND play an earlier version of the sport. This class will meet in the classroom as well as the field house and can be used as either a Social Studies or Wellness elective. Class will always count toward grade point average.

**HIS1351F Honors American Women’s History (grades 11 or 12) 2.5 credits**  
**HIS1352F CP American Women’s History (grades 11 or 12) 2.5 credits**  
 American Women’s History traces the routes of our fore-mothers from the Seneca Falls Convention in 1848 to the modern day women’s movement, including Betty Friedan’s *Feminine Mystique*. The class follows a chronological sequence of events and offers a multicultural approach to women in the United States. Against the backdrop of major historical events and movements, this course examines the issues that changed the roles and lives of women in our society. Presenting women’s history both as an integral part of United States History and as a distinct subject of historical study, this class utilizes a variety of sources to explore the private lives and public roles of women of different class, race, age, ethnic, and religious backgrounds.

**HIS1351E Honors Experiencing Eastern Philosophy (grades 11 or 12) 2.5 credits**  
**HIS1352E CP Experiencing Eastern Philosophy (grades 11 or 12) 2.5 credits**  
 Come and reflect on big questions in life - in ethics, religion, aesthetics, metaphysics, and politics. Throughout history, people have attempted to use logic and critical thinking to examine these questions in the hopes of obtaining some answers. Come and debate the Universe’s mysteries and “truths.” The goal of this course will be to cover the fundamentals of philosophy and the methods used by some of the East’s greatest philosophers. This course will examine the fundamental “truths” of various “isms,” including Hinduism, Buddhism, Taoism, Sikhism, and Confucianism. If you’re hoping to develop your logical and critical thinking skills while engaging in conversations about the world and beyond.

**HIS1351G Honors Legal Studies (grades 11 or 12) 2.5 credits**  
**HIS1352G CP Legal Studies (grades 11 or 12) 2.5 credits**  
 This course will provide students with a comprehensive introduction to the United States legal system. The course will include case studies, mock trials, role-plays, small group exercises, visual analysis activities, and guest speakers in the field of law. Units of study will include criminal law, the criminal justice process, civil law, and constitutional law. Topics in the above units will cover crimes vs. persons and property, legal defense, trial proceedings, lawsuits, and individual rights.. Students will be required to complete readings from original sources. Students will do essay writing, answer open-ended questions, research topics, and complete a project relevant to the course.

<b>HIS1351K</b>	<b>Honors Latin American History</b>	<b>(grades 10-12)</b>	<b>2.5 credits</b>
<b>HIS1352K</b>	<b>CP Latin American History</b>	<b>(grades 10-12)</b>	<b>2.5 credits</b>

Throughout history, Latin American people and their culture have played a critical role in shaping the world. Come join the History Department in examining “Latinos of the Past” and “Latinos of the Present.” The 1st part of the course will survey the major themes of Latin American history, such as indigenous societies and their conquest, European colonial rule, independence, and the development of industry and agriculture in the 19th and 20th centuries. Part one will examine the paradox of why, throughout Latin American history, poverty and violence have dominated a potentially rich land. The 2nd part of the course focuses on modern Latino ethnic studies. This portion of the course explores the commonalities and differences amongst different regions of Latin America and the Caribbean, and explores migration patterns and causes. The course will conclude with a focused look at Latino cultural diffusion in Massachusetts and explore the rich contributions Latino people are bringing to the local region.

<b>HIS1351J</b>	<b>Honors Self Empowerment</b>	<b>(grades 11-12)</b>	<b>2.5 Credits</b>
<b>HIS1352J</b>	<b>CP Self Empowerment</b>	<b>(grades 11-12)</b>	<b>2.5 Credits</b>

Empowerment is the process of enhancing your capacity to make choices and to transform those choices into desired actions and outcomes. Therefore, to empower oneself is to make you stronger and more confident, especially in controlling your life. This course in self-empowerment will help you take charge of your own life through the decisions you make every day. It will help instill the core belief that *“if I believe I have the power to take actions for myself, I will do so...”* and yet help you determine what actions you want to take to solidify your future. We will discuss from “Can’t” to “Yet”: Cultivating a Growth Mindset, Achieve that “Yet”” Goal Setting, What’s next: Empowered Career Planning, Financial Empowerment: Budgeting and financial planning for empowerment, Envisioning the Future: Vision Boarding, Proudly Empowered: Developing a personal motto that reflects who you are. I hope you choose to take this course and empower yourself to become the person you strive to be.

# Mathematics

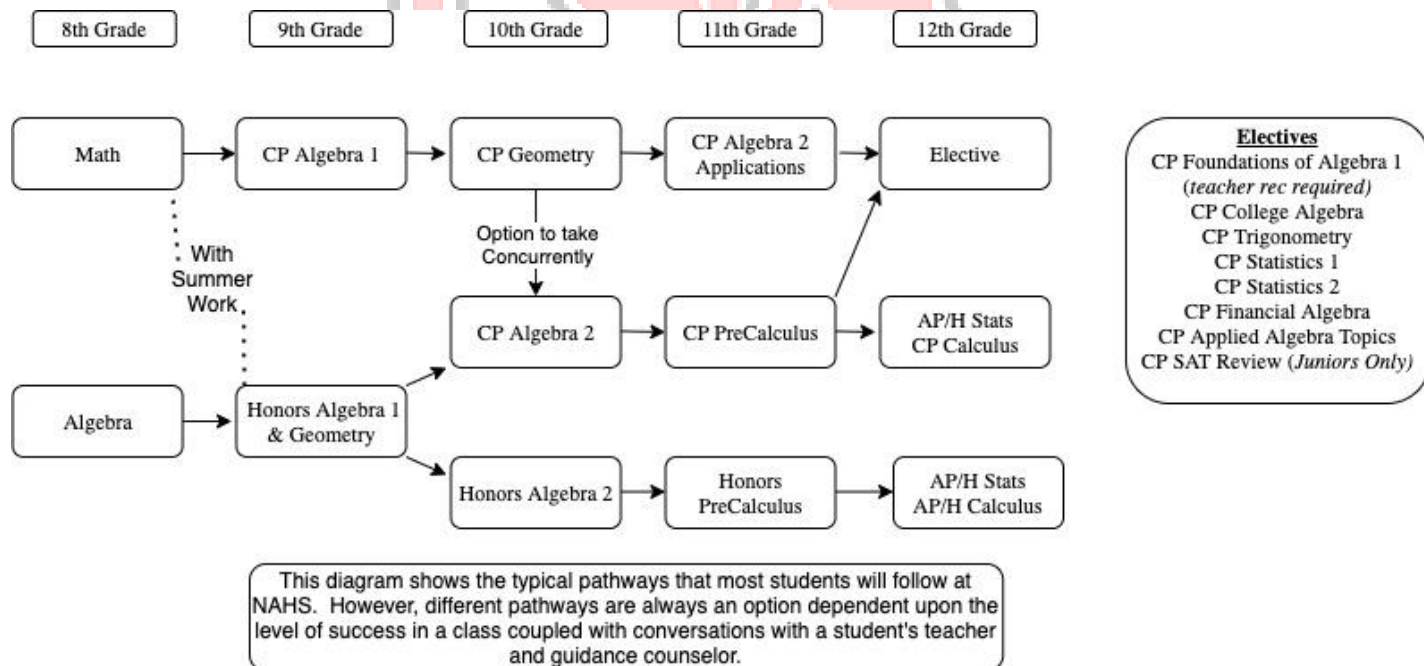
The Mathematics Department at North Andover High School offers a diverse and rigorous program of courses designed to provide a solid foundation for different paths beyond NAHS. A standards-based curriculum has been developed using the Massachusetts Curriculum Frameworks and the Principles of the National Council of Teachers of Mathematics. Math courses at NAHS enable our students to think critically, problem solve, and appropriately use technology.

## Calculators

Students in the 9th grade are required to have a scientific calculator. Depending on the path, students in 10-12th grade will be required to have a graphing calculator. The NAHS Math Department supports the use of any model TI-83/84 Graphing Calculator.

## Recommendations

Guidelines are listed below each course, however teachers will recommend students for future courses. If a student is not happy with the recommendation, the student needs to speak with the teacher directly.



**MAT1462A CP Foundations of Algebra 1** **2.5 credits**

This one semester course reviews, teaches, and expands upon the skills needed in order to find success in all high school courses. Units include equations, real numbers & roots, exponents, and function & linear relationships.

**MAT1412 CP Algebra 1** **5.0 credits**

In this course, students will learn to solve various types of equations, graph and write linear functions in all forms, explore data displays and other statistical measures, solve and apply systems of linear equations & inequalities, explore functions, expand their understanding of the exponent rules, perform operations with polynomials, including factoring. *Prerequisite: Pre-Algebra*

**MAT1411 Honors Algebra 1 & Geometry** **5.0 credits**

A fast paced course designed for students who excel in mathematics. Algebra units include equations, linear functions and statistics, solve and apply systems of linear equations & inequalities, functions and polynomials. Geometry will be taught utilizing a proof based approach and will cover Right Triangles, Quadrilaterals, Congruence & Similarity. *Prerequisite: Teacher Recommendation*

**MAT1422 CP Geometry** **5.0 credits**

This course will be taught utilizing a modern-day application based approach along with an introduction to proofs and will cover Right Triangles, Quadrilaterals, Congruence & Similarity.

**MAT1431 Honors Algebra 2** **5.0 credits**

**MAT1432 CP Algebra 2** **5.0 credits**

**MAT1462B CP Algebra 2 Applications** **5.0 credits**

All Algebra 2 courses listed above will cover the same units. The difference between the courses is the pace and the depth & rigour of the problems. Units covered are Quadratic Functions, Polynomial Functions, Rational Functions, Radical Functions, Probability, Sequences and Series. *Prerequisite: Completion of Algebra 1. Honors Algebra 2 requires a teacher recommendation.*

**MAT1441 Honors Pre-Calculus** **5.0 credits**

**MAT1442 CP Pre-Calculus** **5.0 credits**

These courses will enable students to continue to develop higher level thinking skills and enhance their problem solving skills. The focus is the study of functions. Students will study various algebraic, exponential, and logarithmic functions to be equipped with the tools needed to mathematically model given problem situations, and to acquire the foundation necessary for all levels of calculus. Students will also begin the study of trigonometric functions and analytic trigonometry. Problems will be approached from multiple perspectives: algebraic, graphical, and numeric. *Prerequisite: Honors- Honors Algebra 2; CP- CP Algebra 2*

**MAT1452A CP Calculus****5.0 credits**

Students taking this course are looking to be exposed to Calculus before entering college. Students will explore limits and continuity. Differentiation is introduced and students will learn to apply the rules of differentiation as well as explore higher order derivatives and implicit differentiation. Related rates, optimization and mean value theorem are studied extensively. *Prerequisite: CP PreCalculus*

**MAT1451A Honors Calculus****5.0 credits**

This course is designed for students electing college majors that include business, social sciences, economics, science or engineering. Honors Calculus is a brief review of analytic geometry & trigonometry, and will move onto limits, continuity, differentiation, integration and their applications. NOTE: This course does not prepare students for the Advanced Placement (AP) Exam. *Prerequisite: Honors PreCalculus*

**MAT1450A Advanced Placement Calculus AB****5.0 credits**

This course serves those students who wish to pursue college-level study in mathematics while in high school. It offers the equivalent of a semester of college calculus in preparation for the Advanced Placement (AP) Calculus AB examination. This course will briefly review analytic geometry and trigonometry, and it will focus on limits, continuity, differentiation, integration and their applications. Students are expected to take the AP Calculus Exam in May. **The TI83/84 Graphing Calculator is required for the class. Summer work is required for all students choosing this course.** *Prerequisite: Honors Pre-Calculus and teacher recommendation.*

**MAT1450B Advanced Placement Calculus BC****5.0 credits****MAT1450D****2.5 credits**

AP Calculus BC is a full-year course in the calculus of functions of a single variable. This course serves students who wish to pursue advanced college level study of mathematics for which most colleges will grant advanced placement credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. Students are expected to take the AP Calculus BC Exam in May. **The TI83/84 Graphing Calculator is required for the class. Summer work is required for all students choosing this course.** *Prerequisite: Honors Pre-Calculus and teacher recommendation.*

**MAT1450C Advanced Placement Statistics****5.0 credits**

AP Statistics will acquaint the student with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The broad concepts include: Exploring data-describing patterns and departures from patterns, sampling & experimentation-planning and conducting a study, anticipating patterns-exploring random phenomena using probability and simulation, statistical inference-estimating population parameters and testing hypotheses. Computers and calculators will allow students to focus deeply on the statistical concepts involved, the ideas, computations and connections with actual events. Students will work on projects involving the hands-on gathering and analysis of real world data. Students are expected to take the AP Statistics Exam in May. **The TI83/84 Graphing Calculator is required for the class. Summer work is required for all**

**students choosing this course.** *Prerequisite: Successful completion of Pre-Calculus and teacher recommendation.*

**MAT1451C Honors Statistics**

**5.0 credits**

Honors Statistics will acquaint the student with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The broad concepts include: Exploring data-describing patterns and departures from patterns, sampling & experimentation-planning and conducting a study, anticipating patterns-exploring random phenomena using probability and simulation, statistical inference-estimating population parameters and testing hypotheses. **The TI83/84 Graphing Calculator is required for the class.** Computers and calculators will allow students to focus deeply on the statistical concepts involved, the ideas, computations and connections with actual events. Students will work on projects involving the hands-on gathering and analysis of real world data. *Prerequisite: Successful completion of Pre-Calculus and teacher recommendation.*

**MAT1452C CP Probability & Statistics 1**

**2.5 credits**

**MAT1452D CP Probability & Statistics 2**

**2.5 credits**

The focus of these courses is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. These courses will prepare students for an introductory college course in statistics. Major topics covered are collecting, organizing and analyzing data, probability normal distributions, sampling distributions, estimation & hypothesis testing, and regression & correlation. This course is for students in grade 12. *Prerequisite: Successful completion of Algebra 2*

**MAT1462E CP College Algebra**

**2.5 credits**

These courses provide a foundation in advanced algebra for students entering post-secondary education. Students will study polynomial functions, exponential and logarithmic functions. Students should have a graphing calculator for this course. *Prerequisite: Algebra 2*

**MAT1462F CP Trigonometry**

**2.5 credits**

These courses provide a foundation in trigonometry for students entering post-secondary education. Students will study trigonometric functions, the unit circle, and right triangle trigonometry. Students should have a graphing calculator for this course. *Prerequisite: Algebra 2*

**UNI1900D CP SAT Review**

**2.5 credits**

In this course, students will learn strategies that will prepare them to find success on the SAT exam. This skills-based class will emphasize test taking strategies as well as review commonly tested concepts in both English and Math. Students will learn many ways to maximize their scores, including making educated guesses, reducing difficult math questions to common sense mathematics, mastering frequently used vocabulary words and scoring more points in less time. Students will also become familiar with the scoring procedure employed by the College Board. This course is open to students in grade 11 only.

**MAT 1442A CP Mathematical Decision Making****2.5 credits**

For seniors only, this course will focus on making connections between Algebra/Geometry and the real world. Students will complete projects, performance assessments and other activities that encourage them to model, apply, estimate and investigate their math knowledge to life outside of the classroom. Topics include scatter plots & correlation coefficients, linear modeling, quadratic functions, transformations of functions, and exponential growth & decay. This course is only open to students in grade 12. *Prerequisite: Successful completion of Algebra 2*

**MAT1462D CP Financial Algebra****2.5 credits**

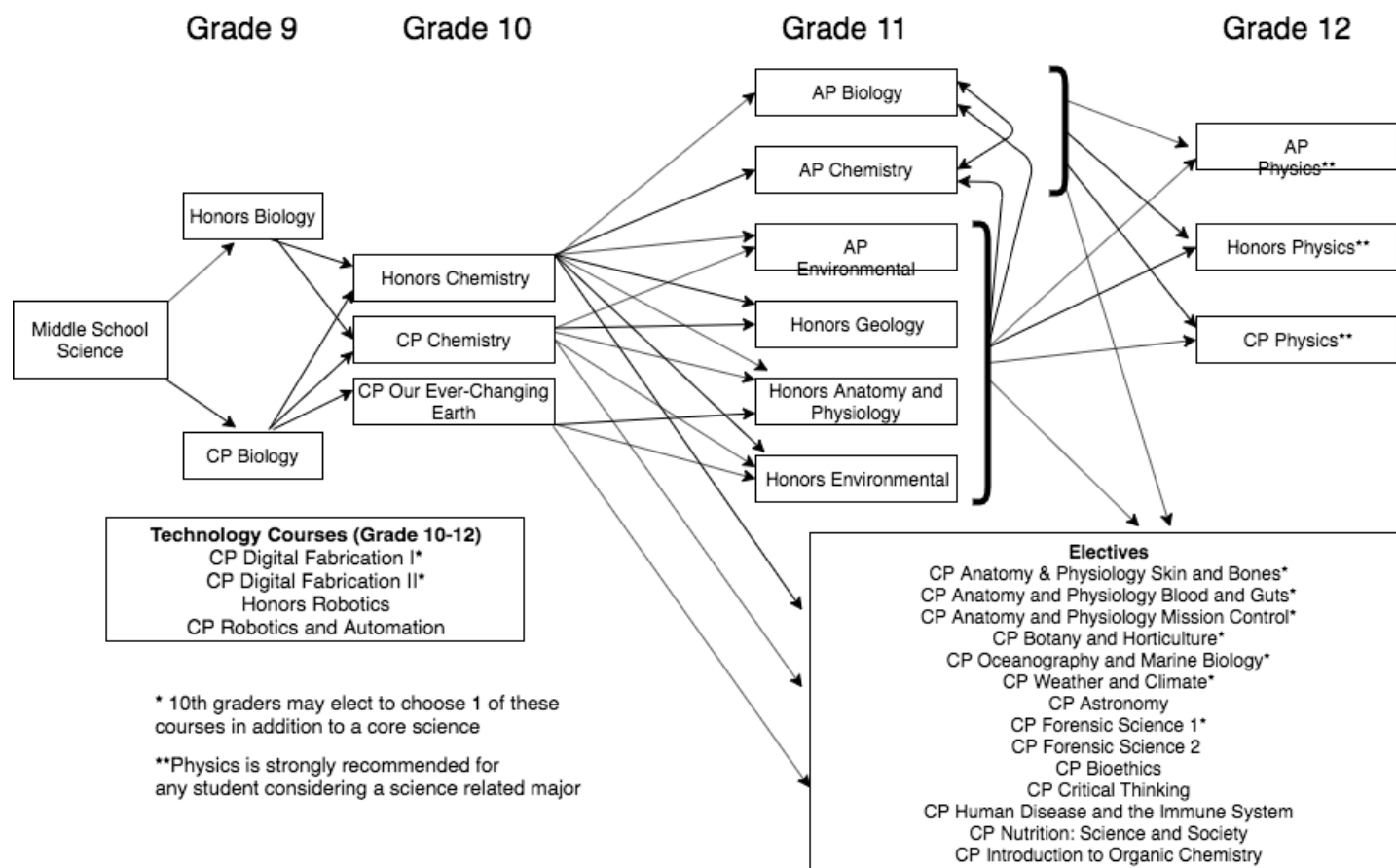
The course addresses college preparatory mathematics topics under the financial umbrellas of Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students are encouraged to use a variety of problem solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is thus aligned with the recommendations of the Common Core State Standards. This course is only open to students in grade 12. *Prerequisite: Successful completion of Algebra 2*

**MAT1462G CP History of Mathematics****2.5 credits**

The goal of the course is for students to examine how math was done in prehistoric, ancient, and medieval times (including addition, subtraction, and basic arithmetic) to gain a deeper understanding of how math has evolved over time. This course will take an in depth look at how math has evolved since basic counting in prehistoric times. During the course, students will investigate Egyptian and Mesopotamian arithmetic, Greek mathematics, and mathematical contributions from Islamic, Chinese, and Indian cultures.

# Science & Technology/Engineering

## North Andover High School Science



## SCIENCE

<b>SCI1511</b>	<b>Honors Biology</b>	<b>(grade 9)</b>	<b>5.0 credits</b>
<b>SCI1512</b>	<b>CP Biology</b>	<b>(grade 9)</b>	<b>5.0 credits</b>

Biology is designed to provide an in-depth study of essential biology concepts based on the Massachusetts Curriculum Frameworks. Through hands-on and interactive activities, students will study life by examining systems from the molecular level through cell biology and genetics, to the tissue and organ level in vertebrate anatomy and physiology, and at the level of organisms and populations through a review of ecology concepts. Unifying these diverse topics of study is the concept of organic evolution, which is fundamental to understanding modern biology.

<b>SCI1521</b>	<b>Honors Chemistry</b>	<b>(grade 10)</b>	<b>5.0 credits</b>
<b>SCI1522</b>	<b>CP Chemistry</b>	<b>(grade 10)</b>	<b>5.0 credits</b>

Chemistry is designed to provide an in-depth study of matter, its structure, properties and composition, and the changes that matter undergoes. Topics are based on the Massachusetts Curriculum Frameworks. Chemistry Part A focuses on properties of matter, atomic structure, nuclear chemistry, periodicity, chemical bonding and nomenclature. Chemistry Part B focuses on solutions, balanced chemical reactions, stoichiometry and the kinetic molecular theory. This challenging course has an emphasis on problem-solving through the use of critical thinking and laboratory skills. Additionally, students are expected to be able to memorize certain foundational information. *Prerequisite: Honors - Science teacher recommendation and high level of success in Algebra 1, preferably at the honors level. Students must also be recommended for honors level math or Algebra 2 AB; CP - Successful completion of Algebra 1*

<b>SCI1522B</b>	<b>Honors Geology of North America</b>		<b>5.0 credits</b>
<b>SCI1522A</b>	<b>CP Earth Science</b>		<b>5.0 credits</b>

Ever wonder about where the Grand Canyon, Yellowstone National Park or the Appalachian Mountains or for that matter where the Earth itself came from? The Geology of North America class will explore the forces that created the Earth and continents and have subsequently changed them into what we see today. Witness the violent and chaotic birth of the Earth and soon after its complete annihilation in a massive collision that gave us the Moon and the seasons. As the Earth reformed, learn how the magnetic field, atmosphere, oceans and finally, through a series of lucky accidents, life itself formed. We'll look at how changes in the physical Earth caused life to go through periods of mass extinctions and rapid periods of evolution that eventually culminated with the evolution of humans. Explore how Massachusetts formed millions of years ago as continental collisions destroyed massive oceans and caused huge earthquakes and volcanoes that created spectacular Himalaya-sized mountains in New England as dinosaurs roamed the deserts that covered the region. Then witness the formation of the Atlantic Ocean as Africa tore away from North America, nearly taking New England with it, and the simultaneous destruction of giant oceans in the Great Plains and the dramatic rise of the Rocky and Sierra Nevada Mountains as tectonic forces squeezed and fractured the interior of the young continent. We will look at the amazing landforms created in this process, and explore many of the national parks that North America is so famous for. We will also look at the spectacular role that glaciers, rivers and

waves had in eroding and depositing many of the landforms we are familiar with here in Massachusetts and North Andover. *Prerequisite - successful completion of Biology.*

<b>SCI1541</b>	<b>Honors Physics</b>	<b>(grade 12)</b>	<b>5.0 credits</b>
<b>SCI1542</b>	<b>CP Physics</b>	<b>(grade 12)</b>	<b>5.0 credits</b>

Physics is a science course that makes use of applied math in the study of forces and how they cause objects to move and interact. We study sleds sliding down a hill, cars on a racetrack, and a baseball being hit for a home run, to name just a few examples. These courses provide an opportunity to learn new techniques for problem solving in small teams that will serve well in any path of future study or life work, technical or otherwise. Future students of engineering or other technical fields of study should take the highest-level physics course they can manage. This course is open to students in grade 12 only. *Prerequisite: Honors – Science teacher recommendation and high level of success in science courses and Algebra 2 or Honors Pre-Calculus.*

<b>SCI1510</b>	<b>Advanced Placement Biology</b>	<b>(grades 11 or 12)</b>	<b>5.0 credits</b>
<b>SCI1510A</b>			<b>2.5 credits</b>

AP Biology is a second year of Biology designed to be the equivalent of a full year of Freshman Biology at the college level. Based on the curriculum of the College Board, this course prepares students for the AP test in May. It is a very strenuous course intended to prepare students for further study in the biological sciences. A high level of motivation and independence is necessary for success in this course. Laboratory work is an integral part of this course and will include extensive work with living and preserved organisms. This course will review topics covered in Biology and then delve into energetics, cellular respiration, photosynthesis, growth and development of plants and animals, regulation, development, and human systems. Due to the ample amount of material covered in this course, students should be “team players” ready to work together. **Students will be expected to complete summer work and extensive assignments during vacations.** It is expected that all students will take the AP Biology Exam. *Prerequisite: Science teacher recommendation and high level of success in Biology and Chemistry, preferably at the Honors level. Students must meet all prerequisites to be considered for this course. Students with a high level of success in Biology and Chemistry only at the CP level must also demonstrate a high level of success in an additional Honors science course beyond Biology.*

<b>SCI1520</b>	<b>Advanced Placement Chemistry</b>	<b>(grades 11 or 12)</b>	<b>5.0 credits</b>
<b>SCI1520A</b>			<b>2.5 credits</b>

AP Chemistry is a second year of chemistry designed to be the equivalent of a full year of general chemistry usually taken during the first year of college, based on the curriculum of the College Board, to prepare students for the Advanced Placement Exam in May. It is a very challenging and rigorous course that may prepare students for further study in science or for a competitive college environment. This course continues where Chemistry left off, with more sophisticated and advanced topics including kinetics, equilibria, complex ions, oxidation-reduction reactions, electrochemistry, acids, bases, salts and buffers, thermodynamics, and organic chemistry. **Summer and school year vacation assignments are required. Successful completion of Chemistry and Algebra 2 (preferably honors) is required.** It is expected that all students will take the AP Chemistry Exam. *Prerequisite: Science teacher recommendation and high level of success in Chemistry and*

*Algebra 2. Students must meet all prerequisites to be considered for this course. Students with a high level of success in Biology and Chemistry only at the CP level must also demonstrate a high level of success in an additional Honors science course beyond Biology.*

**SCI1540      Advanced Placement Physics      (grade 12)      5.0 credits**

AP Physics is a course offered to highly motivated students who would like to study the application of top-level math and visualization skills in solving physical problems. This course emulates an introductory college physics course for engineering and science majors, but may be of interest to any student who seeks a challenge. This course will prepare students for the “Physics C” Advanced Placement Physics test. It is expected that all students will take the AP Physics C Exam in May. This course is open to grade 12 students only. *Prerequisite: Science teacher recommendation and high level of success in SCIENCE courses and Pre-Calculus, preferably at the honors level. Must take Honors or AP Calculus concurrently.*

**SCI1530      Advanced Placement Environmental Science      (grades 11 or 12)      5.0 credits**

This rigorous, two-semester course will study environmental issues of water quality and wetlands, water resources and sewage treatment, endangered and invasive species, human population and energy, soils and soil erosion, landfills and agriculture, and air quality, climate change and alternative energy. We will have several opportunities to do field work in the ponds and wetlands on campus, and work on improving the community garden. We will go on several field trips to learn about how these issues pertain to local government here in North Andover. This course requires a substantial amount of independent work and will focus on improving high-level thinking, writing, research and study skills. A total of 8 hours of environmental community service to better our environment is required. There is a summer reading assignment as well. It is expected, but not required, that students will take the AP Environmental Science exam at the end of the year. *Prerequisite: Science teacher recommendation and successful completion of Biology and Chemistry.*

**SCI1572B      CP Bioethics      2.5 credits**

Bioethics is the study of legal and ethical aspects of biology and medicine. This course is designed to provide juniors and seniors with background information necessary to comprehend and discuss current topics and technologies in biology by analyzing and discussing case studies and examining the legal system’s role in regulating technologies. Students are expected to participate in class discussions and debates, and to complete many papers and projects. Current event reports from articles will also have a key role in the course to maintain knowledge of recent bioethical issues. Topics that will be covered include: gene therapy, cloning, the Human Genome Project, new reproductive techniques, stem cell research, defining death, and organ transplant. *Prerequisite: Successful completion of Biology and interest in the field of genetics.*

**SCI1572K      CP Weather, Climate and Climate Change      2.5 credits**

This class will focus on the structure and dynamics of the atmosphere and how it results in both our daily weather and long-term climate. Students will learn about weather terms heard on tv and radio, and how to forecast the weather based upon the atmospheric measurements for the previous day. Students will also study what causes long-term climate differences between latitudes, elevations, and seasons. The final part of the

course will examine the phenomenon of climate change – what is causing it, how it might impact individuals and society, and what might be done to prevent/mitigate it. *Prerequisite: Successful completion of Biology.*

**SCI1531 Honors Environmental Science**

**5.0 credits**

This two-semester course will study environmental issues of water quality and wetlands, water resources and sewage treatment, endangered and invasive species, human population and energy, soils and soil erosion, landfills and agriculture, and air quality, climate change and alternative energy. We will have several opportunities to do field work in the ponds and wetlands on campus, and work on improving the community garden. We will go on several field trips to learn about how these issues pertain to local government here in North Andover. This course requires a substantial amount of independent work and will focus on improving high-level thinking, writing, research and study skills. A total of 6 hours of environmental community service to better our environment is required. *Prerequisite: Science teacher recommendation and successful completion of Biology and Chemistry.*

**SCI1561 Honors Anatomy & Physiology**

**5.0 credits**

In this accelerated 2-trimester anatomy course students will study the fundamentals of anatomy and physiology. Students will describe how structure relates to function for each body system explored. This course will cover: Body Tissues, Integumentary System, Skeletal System, Muscular System, Digestion, Respiration, Blood and Circulation, Urinary System, Nervous System and Senses, and the Endocrine System. This course will explore the interconnectedness of these systems through hands-on activities, projects, labs and dissection. This course will include dissection of animal heart, eye, kidney, brain and a vertebrate animal. *Prerequisites: B+ or better in biology and chemistry at any level and teacher recommendation. Strong interest in life science and exceptional memorization skills. Students that have taken any other CP Anatomy courses may not enroll in this course.*

**SCI1562B CP Anatomy & Physiology (Skin & Mission)**

**2.5 credits**

In this semester-long course, students will explore the fundamentals of anatomy and physiology by studying specific body systems. Topics included in the course include: Human Body Tissues, The Integumentary System, The Skeletal and Muscular Systems, The Nervous System, and Special Senses. This course will explore the interconnectedness of these systems through hands-on activities, projects, labs and dissection. Dissections in this class include animal brain and eye. *Prerequisite: Successful completion of Biology. Strong memorization skills.*

**SCI1562A CP Anatomy & Physiology (Blood)**

**2.5 credits**

In this semester-long course, students will explore the fundamentals of anatomy and physiology by studying specific body systems. What blood types can be mixed? What things might affect my heart rate? How do I keep breathing without thinking about it? Can my stomach burst from eating too much food? This course will explore the relationship between the cardiovascular system, the respiratory system, the digestive system and the excretory system. This course does include the dissection of a vertebrate animal. *Prerequisite: Successful completion of Biology. Strong memorization skills.*

**SCI1572E CP Forensic Science 1 2.5 credits**

This course is designed to introduce students to how science applies to criminal investigation. Students will learn methods of collection and analysis of crime scene evidence and explore lab analysis techniques. The history of forensic science will be examined as well as careers in forensics. In addition to labs and article readings, students will be required to write reports that explain their results, conclusions and analyses of case studies and investigations. *This course does contain some adult content related to criminal investigations.*

*Prerequisite: Successful completion of Biology*

**SCI1572F CP Forensic Science 2 (grades 11 or 12) 2.5 credits**

This course is designed to investigate advanced topics in forensic science. Students will build upon lab and research skills learned in the first trimester of Forensics Science. Some topics that will be covered are toxicology, criminal profiling, DNA technology, botany, entomology, anthropology, odontology, and more. Students will be required to write reports that explain their results, conclusions and analyses of articles, case studies, and laboratory investigations. *Prerequisite: Successful completion of Forensic Science 1, Biology, and Chemistry.*

**SCI1572H CP Introduction to Organic Chemistry 2.5 credits**

This course will introduce the structures of organic compounds and the general reaction types that produce them. Through a series of labs, we will discover the properties and reactivity of the different classes of organic compounds, incorporating other aspects of organic chemistry such as nomenclature along the way. Finally, we will investigate some of the techniques used to identify organic compounds such as NMR and mass spec.

*Prerequisite: Successful completion of Chemistry.*

**SCI1572A CP Astronomy (grades 11 or 12) 2.5 credits**

Astronomy is designed to provide an in-depth study of over 50 different celestial objects known at this time. Topics will also include how early human societies defined their universe, information gained by EMR considerations, history and innovations of telescopes, the origin, composition, orbits, and physical constants of the earth, moon, sun, other planets and their moons. Further topics include: other solar system objects, exoplanets and our Milky Way galaxy. We will also discuss quasars, black holes, other galaxies, nebulae, dark matter and dark energy. Also, the course will cover the history and future of space exploration, as well as astrobiology, the study of potential types of life which could exist beyond earth.

**SCI1572C CP Botany 2.5 credits**

The scientific study of plants and their relationship to the environment. This course will provide instruction related to the broad fields of botany as well as horticulture, with emphasis on the scientific and technical knowledge related to the discipline, as well as the ways we use this knowledge to establish a relationship with our environment. Topics in this course include information on plant structure and function, plant growth, plant diversity, basic plant/leaf identification, general botany, soil analysis, gardening and land use, etc. Time will be

spent in the classroom, outside in the new community garden and on the grounds, and in the greenhouse.

*Prerequisite: Successful completion of Biology.*

### **SCI1572D CP Critical Thinking in Science**

**2.5 credits**

This course is designed to enable students to enhance their skills in critical thinking. The focus of the class is to teach students problem-solving skills through the scientific method, and to use those skills in cooperative groups. Groups are given challenges, and they must design and perform experiments, design ways to record and display results, and finally participate in “scientific conventions” to share results and hear from their peers. Each activity will be designed to provide for student success.

### **SCI1572K CP Oceanography and Marine Biology**

**2.5 credits**

Students will study the various ecosystems found within the ocean basins with specific emphasis placed on the local Gulf of Maine ecosystem. We will look at how abiotic factors, such as nutrients, wave force, and sediment type, determine the species types, diversity and population of plants and animals found at the various ecosystems and the specialized adaptations these organisms have to survive the limiting factors found in these environments. We study most thoroughly the 3 intertidal zone ecosystems, the rocky intertidal, sandy beach and salt marsh/estuary, and this will include a field trip to survey coastal intertidal ecosystems. We will study the effects that geology, climate, wind and ocean currents have on mixing and stratification of the ocean, and how this affects the distribution of nutrients and oxygen. We will then study the distribution and ecology of open ocean organisms like whales, sharks, and fish in the Gulf of Maine as well as tropical and polar ecosystems based on these abiotic factors. This class will include many labs and hands-on activities. Some dissection will be involved. *Prerequisite: Successful completion of Biology. Chemistry is helpful but not required.*

### **SCI1572G CP Human Disease and the Immune System**

**2.5 credits**

Students will be introduced to the causes and implications of human disease. Students will explore how viruses and bacteria have affected humans through our history. Topics that will be covered include microbiology, the immune system, epidemics, and emerging infectious diseases. Students will participate in group activities, class discussions and debates, as well as a research project. *Prerequisite: Successful completion of Biology.*

### **SCI1572I CP Nutrition: Science and Society**

**2.5 credits**

Discover the facts and fallacies concerning the role that nutrition, exercise, and other health behaviors play in preventing disease, maintaining good health, and maximizing athletic performance. Study and gain an understanding of the biological mechanisms through which good nutrition and regular exercise affect psychological and physical health. This course can count toward either Science or Wellness Graduation Requirements. *Prerequisite: Successful completion of Biology. Chemistry is helpful but not required.*

## **TECHNOLOGY/ENGINEERING**

### **SCI1582C CP Digital Fabrication I**

**2.5 credits**

Digital Fabrication involves translation of a digital design into a physical object. Students will learn the basics of using Computer Aided Design (CAD) software to plan, design, dimension, and fabricate a variety of items

using equipment including: 3D printer and Laser Cutter. The Fabrication Lab is an evolving learning environment. STEAM focused student projects begin with items such as a 3d printed key chain and progress to more involved parts and assemblies. Most recent individual student projects include: 3d printed ukulele, laser cut ukulele, (strings purchased separately), 3d printed/laser cut and programmable mini drones.

**SCI1582D CP Digital Fabrication II**

**2.5 credits**

Students will build on the concepts and skills developed in Digital Fabrication I with a greater emphasis on Computer Aided Design and Manufacturing. Students will continue to develop a working knowledge of CAD and related software (Aspire, Adobe Illustrator) to design and manufacture 3-dimensional items using CNC Router, 3D Printers, Laser Cutter. *Prerequisite: Digital Fabrication I*

**SCI1582B CP Robotics & Automation**

**2.5 credits**

This course is for those who are unable to take the League Focused Robotics course. It is a 1 trimester course aimed at introducing students to robotic systems, programming, use of sensor input, and the design process. Students will work in groups to design and implement solutions to in class challenges.

**SCI 1581A Honors League Focused Robotics & Automation**

**5.0 credits**

This two trimester offering of Robotics and Automation is focused on preparing students to participate and compete in an interscholastic robotics league. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will utilize skills acquired in the beginning of the course and work as a team to develop a working robotic solution to the current league challenge. The challenge requires students to apply knowledge of programming, CAD, gearing, electrical circuits, and sensor input, while working in teams and competitions. *Prerequisite: Science teacher recommendation and success in a math or science honors level course with a B or better OR competed in Robotics Club for at least one year with teacher's recommendation.*

# Special Education

The Special Education program at North Andover High School consists of Academic Support that serves students in all grades, inclusion support, individualized content classes, and a Life Skills Program. Students are scheduled into Special Education classes according to their needs, as determined through the 766 team meeting process and IDEA-2004 guidelines.

**ENG1119A CP Reading 9 5.0 credits**

**ENG1129B CP Reading 10 5.0 credits**

This course will develop and strengthen students' reading fluency, comprehension, vocabulary and written expression skills. This course will prepare students for continued success across all curriculum areas by building confidence in their reading and writing skills, as well as teaching students effective strategies. The course will use a variety of reading materials, including both literary and informational texts. Students will also review and learn to use literary analysis terms and apply them to their reading and writing. Students will be taught strategies to elaborate and strengthen their sentence, paragraph, and essay structure. The NAHS ninth grade Culminating Writing Rubric will be used by the students and teacher in order to improve and analyze the writing process to create an original thesis essay.

**ENG1139C CP Reading 11 5.0 credits**

**ENG1149D CP Reading 12 5.0 credits**

This course will develop and strengthen students' reading fluency, comprehension, vocabulary and written expression skills. The course will help to prepare students for post-secondary education and work by building confidence in their reading and writing skills, as well as teaching students effective strategies. The course will use a variety of reading materials, including both literary and informational texts. Students will also review and learn to use literary analysis terms and apply them to their reading and writing. Genre reading will match genre study in writing. Students will be taught strategies to elaborate and strengthen their sentence, paragraph, and essay structure. The NAHS Culminating Writing Rubric will be used by the students and teacher in order to improve and analyze the writing processes for types of writing and genre writing.

**ENG1122 English I or II 5.0 credits**

These two courses are designed to guide students who have been challenged by the effects of a specific learning-based learning disability to acquire the reading, writing and critical thinking skills necessary to meet success on the MCAS. Students study a rich variety of classic and contemporary literary works to include

fiction/nonfiction, poetry, drama and authentic readings from various periods and cultures in order to explore a spectrum of human experiences, emotions and concepts. The application of brain-based strategies helps students develop critical thinking, expressive writing and analytical reading skills. The fundamentals of vocabulary, spelling, grammar, punctuation, verbal and written expression are woven throughout units of study using a spiral approach.

**UNI1919      Academic Support 9: Executive Functioning      5.0 credits**  
Designed to support Freshmen through their first year at NAHS, the goal of this class is to provide skills and strategies required to be successful in the classroom. Focus is on study skills and self-advocacy, while also providing direct instruction in individual skill areas as identified in the student's IEP. Topics include: time management, organization, memory strategies, test-taking, note-taking, learning disabilities and learning styles.

**UNI1929      Academic Support 10: Executive Functioning      5.0 credits**  
Focus is on preparing students for the MCAS exams by building mastery and confidence in their reading, written language and math problem-solving skills. Effective test-taking strategies are also emphasized. In addition, students are provided with direct instruction in their individual goals as identified in their IEP.

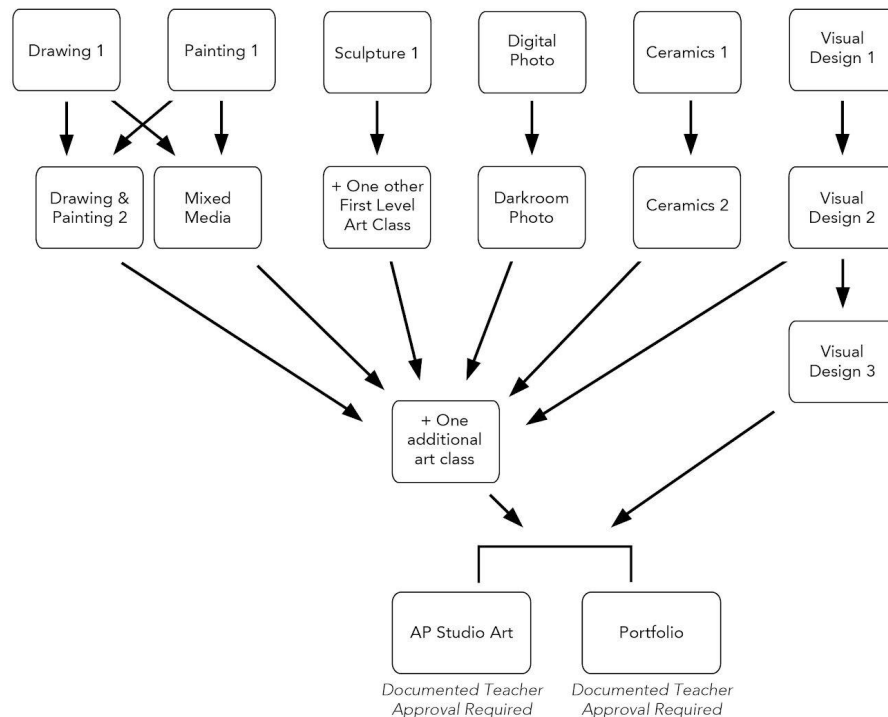
**UNI1939      Academic Support 11: Transition Support      5.0 credits**  
Designed for Juniors, this class focuses on developing and enhancing skills required for a successful transition from high school. Topics include: exploration of post-secondary options, career investigation, budgeting, finding a place to live, resources in the community, interview skills, and self-advocacy. Students are also provided with specially designed instruction in their goal areas as identified in their IEP.

**UNI1949      Academic Support 12: Career/College Transition      5.0 credits**  
Designed for Seniors, this class focuses on developing and enhancing skills required for a successful transition from high school. Topics include: exploration of post-secondary options, career investigation, budgeting, finding a place to live, resources in the community, interview skills, and self-advocacy. Students are also provided with specially designed instruction in their goal areas as identified in their IEP.

# Visual and Performing Arts

The basis of Arts education at North Andover High School is to provide experiences that will develop the ability of our students to express themselves through the arts and perceive the arts at increasingly deeper levels of meaning. Education in the fine and performing arts must also provide for the development of literacy in using signs, symbols and terminology of the arts. This knowledge is required to describe, analyze and interpret the arts. Finally, learning in the arts should provide students with a knowledge of their cultural heritage as well as an awareness of the role and function of the arts within our society and other cultures of the world.

Students at North Andover High School experience the arts through a comprehensive, sequential, longitudinal curriculum taught by arts specialists. The core concepts of the curriculum include performance, creating and responding to art, critical and reflective thinking and understanding the historical and cultural contexts of the arts. Students are also encouraged and nurtured to be creative while developing skills in observation, interpretation and evaluation. The arts enhance the student's ability to analyze emotional and intuitive responses, to solve problems, and to develop communication skills.



## ART

### **ART1752F CP Digital Photography**

**2.5 credits**

This course will help students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, how to use photo editing software. Students will discuss what makes a successful photo and what does not. Students will be introduced to the basic technology necessary for the production of their artwork, as well as learning about the visual arts, how to look at and critique photography, photographic vocabulary, using tools such as framing, composition, "rule of thirds", light, texture, pattern, lines, symmetry, depth of field, distance, perspective, culture, space, balance, color and black and white photography, and be introduced to many works by well known photographers. Students will be expected to demonstrate an ability to use the tools competently in the production of their artwork. Students must have access to a DSLR camera.

### **ART1752E CP Darkroom Photography**

**2.5 credits**

This course is an intro into darkroom photography using 35mm SLR film cameras. Students will experiment with various black and white photographic techniques and be introduced to the process of developing film and prints, as well as darkroom management. Students will experiment with photograms, double exposures as well as other alternative photographic techniques. Extensive instruction and practice in the technical and historical aspects of photography will be covered. Students must obtain or borrow an SLR 35mm camera to use for the course. *Prerequisite: Digital Photography*

### **ART1752Q CP Painting I**

**2.5 credits**

This intermediate level 2-D art course provides an in-depth exploration of the painting process. Students will experiment with various painting media, learning the benefits and limitations of each. They will learn specific techniques for using each medium so they can learn to portray both what they see around them and express their creative imagination. Through this exploration of the painting process students will acquire a sophisticated knowledge of color theory while beginning to understand how light and different types of lighting can affect color.

### **ART1752H CP Drawing I**

**2.5 credits**

This intermediate level 2-D art course provides an in-depth exploration of the drawing process. Students will experiment with the various drawing media, learning the benefits and limitations of each. Students will learn specific techniques for using each medium so they can portray both what they see around them and express their creative imagination. Through the exploration of the drawing process students will learn how to manipulate value and line in a way that maximizes its descriptive and expressive potential.

### **ART1752S CP Advanced Drawing and Painting II**

**2.5 credits**

In this course students will elaborate on skills established in the Drawing I and Painting I courses. This semester-long journey will explore essential concepts such as how artists develop ideas for artmaking, make critical decisions on composition and material and how to work from images as well as from direct observation. Additionally, students will jump from drawing to oil painting throughout the course developing form, value, and

color theory techniques. Investigate ideas and subject matter independently alongside fellow, serious-minded young artists. Share, respond and celebrate each others' work as you develop personal skills, style and purpose in your artmaking. This course is perfect for students looking to deepen their personal connection to art (through drawing and painting) while/prior to balancing the rigor of AP Art. For approval, meet with your Drawing and/or Painting teacher and begin your journey as an artist today! If you have not taken either the Drawing or Painting courses at North Andover High School, please meet with Mr. DelMonico for approval.

### **ART1752C CP Ceramics I**

**2.5 credits**

In this beginner course, students are introduced to the pinch and slab methods of handbuilding in clay. Through various step-by-step projects, students will learn techniques designed to build skill and confidence with clay. Following these projects, students will draw upon their own lived experience to create designs based on the learned techniques. Once work is completed, we will learn about different glazes and applications. While drawing is not a prerequisite for this class, students must be comfortable with drawing designs and schematics for their projects. Additionally, students should be comfortable writing about their ideas and art.

### **ART1752D CP Ceramics II**

**2.5 credits**

In this intermediate course, students explore further in clay, learning more complex methods of handbuilding in clay as well as the pottery wheel. Similar to Ceramics 1, students will work from 21<sup>st</sup> century art themes as inspiration for projects. Students can expect projects to be larger, take longer, and have a more finished quality in Ceramics 2. While drawing is not a prerequisite for this class, students must be comfortable with drawing designs and schematics for their projects. Additionally, students should be comfortable writing about their ideas and art. *Prerequisite: B- or better in Ceramics 1*

### **ART1752U CP Sculpture I**

**2.5 credits**

This course will continue to explore the elements and principles of art. While studying these concepts students will experiment with a wide range of 3D media including: wire, clay, wood, found objects, and other organic materials. Students will be encouraged to use independent thinking and problem solving in order to develop original and creative concepts for their artwork. Art history will be used to help reinforce the basic elements of art while also serving as inspiration for developing their personal skills and style.

### **ART1752O CP Mixed Media**

**2.5 credits**

This intermediate course is designed to have strong elements of both painting and drawing with additional focused techniques such as printmaking, illustration and other media types. The course will give the student an opportunity to not only focus their skills in each individual medium but to use two or more to create in depth projects throughout the trimester. Famous artists will be studied in reference to their work and for influence of the individual work. Students will work to create pieces with their expressive potential through creative combinations of art styles. *Prerequisite: CP Drawing or CP Painting*

**ART1752K CP Visual Design I****2.5 credits**

This course is designed to introduce students to visual design. We will focus on fundamental processes in Adobe Photoshop. Students gain a thorough understanding of the nature of vector and raster-based digital file development, as well as an in-depth study of the applications used to create them. Projects focus on an exploration and understanding of applying color, tools, techniques and printing options. Assignments will explore aspects of graphic imagery, typography, and layout. Students will be encouraged to use independent thinking and problem solving in order to develop original and creative concepts.

**ART1752L CP Visual Design II****2.5 credits**

This course examines the graphic designer's role in the layout and design of publications. Students produce visualizations for several publications using the elements of layout with typography and art. Through lectures, demonstrations and in-class work, students are introduced to all aspects of typography from its historical precedents to its current use. Creative thinking is encouraged, along with prescribed techniques and media. Students will be expected to work independently in class on projects and participate in class critiques.

*Prerequisite: Visual Design I*

**ART1751A Honors Visual Design III****2.5 credits**

This course will continue the study of the elements of art & the principles of design. We will discuss advanced problem solving and the client/designer relationship. Students will explore aesthetics, usability, marketability, and functionality of package design. Students will be expected to work responsibly in class on projects, participate in class critiques, and maintain a design journal. Some projects will be independent, while others will require students to work in a team. Creative problem solving, design methodology, and the relationship of visual form to meaning, type / image relationships are key aspects of this course. Some additional lab work may be required outside of class. *Prerequisite: B- or better in Visual Design II*

***For the following classes:*** Although not a requirement, it is highly recommended that students consider taking a summer studies institute from a college program during the summer before junior and / or senior year.

**ART1750 Advanced Placement Studio Art****5.0 credits**

*Portfolio Review by the AP board is required at the end of course.* AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment. AP Studio Art sets a national standard for performance in the visual arts and students submit portfolios for evaluation at the end of the school year. The portfolios will require that students show a fundamental competence and range of understanding in visual concerns (and methods) based on college level curriculum standards. The workload for this course is extensive, focusing mainly on studio art making, but will also include selected readings, keeping an artist journal, and discussions on art and artworks. Students will need to work outside the classroom, as well as in it, and beyond scheduled periods. Students taking this course will choose to pursue one of two AP tracks: AP Studio 2-D Art (any medium including painting, drawing, photography, etc.) or AP Studio Drawing, (drawing only). Please see the Art Department flow chart for necessary prerequisites.

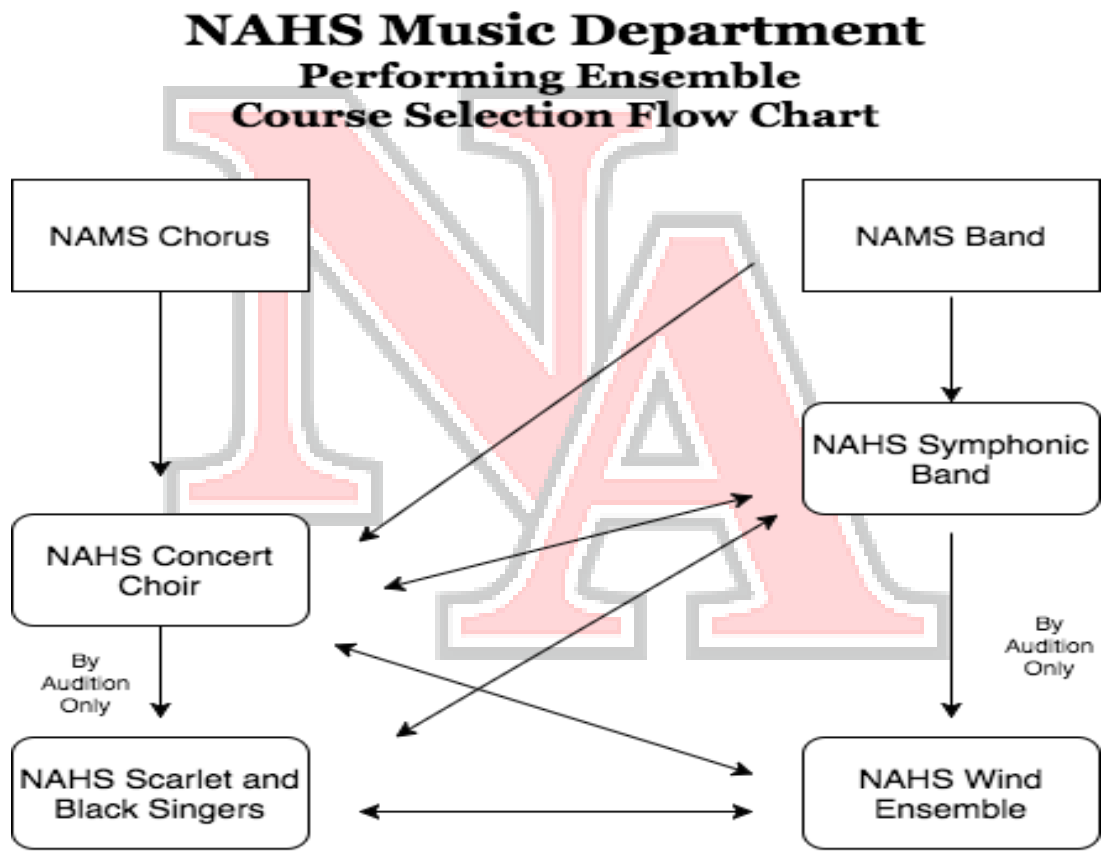
***Summer assignments are required and will be due on the first class session in September. Prerequisite:***

Students must successfully complete a minimum of 2 art classes prior to registering for this class.

**ART1751B Honors Portfolio**

**2.5 credits**

This is an advanced course that is available for seniors only (during semester 1). This course will develop a body of work, (minimum 12 pieces) that represents the student’s most recent and best art works. Students will be challenged to use more sophisticated thinking and problem solving skills in order to develop original and creative concepts for their portfolios. Individual and group critiques will be given on a daily basis. This class will involve guided individual instruction based on each student’s individual portfolio needs. Emphasis will be placed on personal responsibility, time management, problem solving, drafting and revising, and exhibiting. Students must be committed to achieving accomplished high quality artwork that will require more time than is allotted in class. Please see the art department flow chart for necessary prerequisites. *Summer assignments are required.*



Students interested in both band and choir can participate in any combination of levels of band and choir simultaneously.

All students who are in Scarlet and Black Singers are also members of the Concert Choir

**ART1770    Advanced Placement Music Theory****5.0 credits**

The Advanced Placement Music Theory course is designed for the student who plans to study music at the college level as well as for the student who would like to enhance their music education. The course will focus on music from the 1600-1900 period. Students will focus on rhythm, melody, harmony, form and texture. A large emphasis will be placed on the development of aural skills. Students should be able to listen to musical works attentively and analytically, developing their “musical memory”; and their ability to articulate responses to formal, stylistic and aesthetic qualities of the works. An in depth study of sight singing will be covered and practiced. *Prerequisite: Recommendation of the teacher is required to register for this course.*

**ART1772E    CP History of Rock Music****2.5 credits**

History of Rock is a course surveying the development of the rock idiom from the blues up through today. Rock will be studied in a musical, historical and cultural context; focusing on the relationship between music and history and how it affects American culture. This course will also include analysis of rock idioms through various recordings. No musical knowledge is necessary.

**ART1772M    CP Symphonic Band****5.0 credits**

Symphonic Band is a performance-based ensemble that is open to all students who have successfully completed at least one year of band at the Middle School level. Students who have not met this criteria should contact the band director to arrange an audition. During marching season, additional rehearsals will take place in the evening and/or on the weekend. The symphonic band will perform in multiple venues, including a winter and spring concert, festival opportunities in and out of state, and other various community events. Emphasis will be placed on ensemble playing and the perfection of a coordinated group. Students will play a variety of concert band literature, focusing on the improvement of musical and technical abilities of the musicians.

**ART1772B    CP Concert Choir****5.0 credits**

Concert Choir is a vocal performance ensemble where students will learn the fundamentals of music, ensemble singing and vocal technique. Students will also learn about music history and music theory while singing a varied repertoire of music. Performance requirements consist of singing at winter and spring concerts, monthly after-school rehearsals, state choral festivals, home football games, and other various community events. All students will be expected to attend all performances unless excused by the instructor. Membership is open to all NAHS students and no prior experience is necessary.

**ART1771D    Honors Wind Ensemble****5.0 credits**

Wind Ensemble offers a select concert band ensemble. As a member of this honors ensemble students will perform high-level, artistic performances of major literature for wind and percussion. Sensitivity to outstanding musicianship, historical styles and appropriate performance practices are required. Students will perform in multiple venues, including a winter and a spring concert, festival opportunities in and out of state, and other various community events. *Students must audition for the Wind Ensemble.*

**ART1771B Honors Scarlet and Black Singers 5.0 credits**  
Scarlet & Black Singers is a select chamber choir. Repertoire will consist of everything from madrigals to 21st century music, including music from various genres and cultures. The Scarlet & Black Singers also focus on music reading, sight singing, historical context, self-assessment, and more advanced music theory concepts. Performance requirements consist of singing at winter and spring concerts, weekly after-school rehearsals, state festivals, and other various community events. All students are expected to attend all performances and rehearsals unless excused by the instructor. *Students must audition for the Scarlet & Black Singers.*

**ART1771C Honors Treble Choir 5.0 credits**  
Treble Choir is a select chamber choir comprised of soprano and alto voices only. Repertoire will consist of everything from madrigals to 21st century music, with a focus on music from various genres and cultures. The Treble Choir also focus on music reading, sight singing, body percussion, historical context, self-assessment, and more advanced music theory concepts. Performance requirements consist of singing at winter and spring concerts, weekly after-school rehearsals, state festivals, and other various community events. All students are expected to attend all performances and rehearsals unless excused by the instructor. *Students must audition for the Treble Choir.*

**ART1772C CP Guitar I 2.5 credits**  
Guitar I is a performance based guitar class designed for beginners. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs and lyrics. Music taught will range from folk melodies to contemporary popular music. Daily assignments will be played with the class. Prior musical knowledge is not necessary.

**ART1772D CP Exploring Guitar Styles 2.5 credits**  
Exploring Guitar Styles will explore the history and playing techniques of various styles of blues and rock and roll music from all across the U.S., including the Chicago, Texas, and the Mississippi Delta. Students will study and perform the music of master guitarists such as B.B. King, Robert Johnson, and T-Bone Walker to learn basic blues scales, chords, and structure. They'll learn to reuse these concepts and musical elements to expand their musical foundation and enhance their ability.

**ART1772H CP Piano I 2.5 credits**  
Piano I is a performance based piano class designed for beginners. Note and rhythm reading, music history and basic music theory will be taught. Music taught will range from classical music to contemporary popular music. Daily assignments and assessments will be performed for the instructor and the class. No previous musical experience is necessary.

**ART1772I CP Piano II 2.5 credits**  
Piano II is a continuation of the skills acquired from Piano I. More advanced rhythms and music theory will be the focus of this class, along with an increased amount of daily performance assignments. Music taught will

range from classical music to contemporary popular music, and will all be completed at an advanced pace. Music history will also be researched during this course. Previous piano experience is necessary for this course.  
*Prerequisite: Piano I or permission of the teacher.*

**ART1772L CP Sound Recording and Engineering** **2.5 credits**

This course will teach the concepts around sound recording and engineering with an emphasis on the recording, editing, and mixing processes through hands-on experience. The basic physics of sound and history of recording technologies will also be addressed. Throughout the course, students will learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering, while practicing the techniques used by sound engineers to produce multitrack recordings. By the end of the course, students will have a basis for future in-home sound recording.

**ART1772N CP Percussion Techniques for Band** **5.0 credits**

Students will become proficient in the major areas of percussion study including timpani, keyboards, snare drum, auxiliary instruments, hand drums, and drum set; be exposed to music of various cultures through the percussion ensemble, solo literature, and traditional wind band music; develop the ability to sight-read proficiently; develop skills in self evaluation in both a team and individual environment; develop skills to improve one's own performance; develop skills in teaching fundamentals of percussion performance to others. All students in percussion class will perform with the Symphonic Band and have the opportunity to audition for the Wind Ensemble.

**ART1772G CP History of Pop Music** **2.5 credits**

This course will aim to teach the development and evolution of what we now refer to as 'popular' or 'pop' music as a genre throughout the 20th and into the 21st century. Throughout the course, students will study the seminal artists and innovators across each decade who spearheaded new directions and techniques to help push music forward, and directly influenced their peers, such as The Beatles, Michael Jackson, Kanye West, and Beyoncé. Students will also reflect on the current state of pop music, trace similarities and patterns in pop music as it changed over time, and recognize the legacy of artists who shaped it to be what it has become. By the end of the course, students will have a deeper understanding of the many innovations that have occurred in popular music over just the last 70 years.

**THEATRE AND DANCE**

**ART1782C CP Introduction to Acting** **2.5 credits**

The fundamentals of acting are learned through exercises and through the performing of scenes and monologues. Students study and practice exercises that explore and promote relaxation, observation, concentration, creative imagination, self-awareness, physical and vocal expression, the basics of script analysis, and the acting process. Through the study of techniques originating in the work of Stanislavski, Meisner, Adler, Spolin, and Hagen, among others, students begin to develop acting skills. The course is an experimental, practical approach to the study of acting.

**ART1782D CP One Acts****2.5 credits**

Basic elements of one acts/script writing/directing including play analysis, techniques for working with actors, and play production will be explored. Emphasis will be on exercises to develop skills in creating stage pictures, movement, design, pacing, casting, and holding auditions. The culminating experience will be co-directing your own one-act play of approximately ten minutes.

**ART1782B CP Improvisation****2.5 credits**

In this course, students will learn the essentials of improvisation while enriching their everyday lives! These are the same ideas improvisers all over the world use - including those from *Saturday Night Live*, and *Whose Line Is It Anyway?* Using discussion, exercise, and games, students will know what to do and how to do it when it comes to improvisation.

**WEL1862A CP Dance****2.5 credits**

This course will provide students with opportunities to acquire knowledge and skills from various forms of dance. The course will offer instruction in the basic fundamentals of dance techniques and composition.

Students' learning

includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, and endurance. Students will also learn dance terminology, choreography and simple dance sequences. Students will learn and perform basic dance steps and techniques in dance styles to be chosen cooperatively from ballet, modern, lyrical, jazz, tap, ballroom and Latin.

**WEL1862B Advanced Dance****2.5 credits**

This intermediate dance course will offer students an opportunity to extend their understanding of dance as an art form. Students will experience and learn about a combination of the following: performance, choreography, teaching, and dance history. On a daily basis students will engage in warm-ups, technique building activities, strength and conditioning activities and various forms of choreography. *Prerequisite Dance I or Prior Dance Experience (Permission from Instructor Required)*

# Wellness

The Wellness program at North Andover High School provides a comprehensive health/fitness education through both required and elective course offerings. The fitness component of the program is assessed through standardized fitness testing. Coeducational classes are designed to provide opportunities for social interaction among students, to help students understand and value the benefits of regular physical activity, and assist students in developing personal fitness programs. The health component focuses on healthy decision-making, understanding human needs as it relates to choice, positive and negative influences, and identifying behavior change strategies and goal setting. The opportunity for students to develop a positive self-image, learn respect for differences and develop cardiovascular efficiency are an important aspect of our program.

## **WEL1812 CP Health & Wellness**

**2.5 credits**

This course is a graduation requirement designed to support freshman transition to high school and is to be completed during the freshman year. Health and Wellness is a forum for students to build health literacy and examine issues that impact personal health over their lifetime. This will be accomplished through student engagement in class activities, introduction to the fundamentals of fitness, individual and group projects, cooperative games, class discussion, research, analyzing articles, media samples and real-life scenarios. The core of this class will be skill building in assessing one's own health (physically, socially, mental/emotionally, spiritually, and environmentally), communicating effectively, decision making, analyzing influences, building decision making strategies and resilience. The Wellness component of class will provide students with background knowledge in the 5 components of fitness. Students will develop individualized fitness plans based on their personal objective. Classes will utilize the fitness center, gymnasium and outdoor fields. The course is designed to increase self-confidence, develop communication skills and increase mutual support for each other while achieving lifetime fitness instruction. Through cooperative group games, students will work on interpersonal skills and group initiative problem solving.

## **WEL1852H CP Lifetime Activities**

**2.5 credits**

This course promotes a healthy lifestyle through recreational activities. A racquet, net or both may be utilized for this course. Activities may include badminton, tennis, volleyball, table tennis, fitness walking, bocce, horseshoes, golf, wiffle ball and hiking/orienteering.

## **WEL1862A CP Dance 1**

**2.5 credits**

This course will provide students with opportunities to acquire knowledge and skills from various forms of dance. The course will offer instruction in the basic fundamentals of dance techniques and composition. Students' learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, and endurance. Students will also learn dance terminology, choreography and simple dance

sequences. Students will learn and perform basic dance steps and techniques in dance styles to be chosen from ballet, modern, lyrical, jazz, tap, ballroom and Latin.

**WEL1862B CP Dance 2**

**2.5 credits**

This intermediate dance course will offer students an opportunity to extend their understanding of dance as an art form. Students will experience and learn about a combination of the following: performance, choreography, teaching, and dance history. On a daily basis students will engage in warm-ups, technique building activities, strength and conditioning activities and various forms of choreography. *Prerequisite: Dance I or Prior Dance Experience (Permission from Instructor Required)*

**WEL1852A CP Competitive Team Sports 1**

**2.5 credits**

This course is designed to center around competitive team sports. Sportsmanship and team building are emphasized. Respect for the rules, game play and strategies necessary for team games are a must. The focus is on traditional and non-traditional team activities, which include; flag football, baseball/softball, floor hockey, basketball, volleyball, ultimate Frisbee, handball, cricket, tchoukball and soccer.

**WEL1852B CP Competitive Team Sports 2**

**2.5 credits**

This course is available to students who have completed Competitive Team Sports 1 with a minimum of a 90% average and in excellent standing with the teacher. In this course students will participate in similar activities as Team Sports 1 and will also be in charge of things such as officiating games and setting up tournament brackets for the activities. This course is directed towards students who appreciate and enjoy the competitive nature of team sports and will be held to the same standards of safely promoting physical fitness, sportsmanship, leadership, effort, cooperation, and fun. *Prerequisite: Competitive Team Sports I*

**WEL1852J CP Personal Fitness & Nutrition**

**2.5 credits**

Students will be participating in daily fitness routines utilizing a variety of fitness techniques and equipment. Students will develop personal fitness plans to meet their individual goals and keep daily records of their progress. Students will also learn about the importance of good nutrition for maintaining a healthy lifestyle as well as performance nutrition for sport and strength training. This course is designed to build upon concepts taught in the prerequisite course, Fundamentals of Fitness.

**WEL1852D CP Media Literacy and Health Promotion**

**2.5 credits**

In this class students will analyze the influences of peers, culture, media and technology on health risk behaviors; alcohol and other drug use, poor eating habits, sexual activity, injury and inactive lifestyle. Students will research health topics and their impact on individuals and society. Open to 11th and 12 graders only.

**WEL1852N CP Yoga & Mindfulness**

**2.5 credits**

Experience the benefits of yoga with this fun and relaxing yoga practice for beginners. Yoga is especially beneficial to student athletes, helping prevent injury by keeping the muscles flexible, and also perfect for stressed out students! The class will consist of a dynamic flowing sequence of postures linking breath and movement. Practice begins with postures to warm up all major muscles and joints, and then moves into a more

challenging series to build core strength, flexibility, and endurance. Class ends with deep relaxation. Emphasis is on alignment, safety, and fun! All levels welcome.

**WEL1852I CP Peer Leadership**

**2.5 credits**

Peer Leadership is an introductory, dynamic course that is designed to help students with their leadership skills. Students will be challenged to expand their leadership potential, interpersonal skills, and group initiative problem-solving strategies. Peer leaders MUST be self-motivated, willing to step out of their comfort zones, and have a desire to problem-solve. Students will have the opportunity to put their leadership skills into action within the community by focusing on R.A.I.S.E./Project Adventure objectives. These elements allow individuals to explore communication skills, problem-solving techniques, temperaments, dependence on others, patience, goals, and trust. Students will be expected to participate in class activities, discussions, and complete a weekly written assignment/reflection based on assigned readings, character movies, lectures, and leadership experiences. Peer Leaders will work on building relationships among peers, faculty, and within the community. Classes will vary in their structure. Self-esteem building, social responsibility, respect, teamwork, and effective communication skills are highlighted in this class. Open to 11th and 12th graders only.

**WEL1852E CP High Challenge Activities**

**2.5 credits**

Our high ropes elements are the eye catchers, the daunting poles, cables, and rock wall that capture your attention and your breath as you enter our gym. These elements, including the duo dango, Pamper Pole, and flying squirrel, are designed to push the limits of perceived risk and safety with emotional growth as the main goal. We emphasize perception of risk, as safety is of the highest priority in our gym. The course is inspected on a daily basis by our staff, and yearly by the highly trained personnel from Project Adventure.

**WEL1852K CP Self Defense 1**

**2.5 credits**

In this class, students learn a full range of self-defense techniques, including: awareness, assault deterrence, and setting verbal boundaries. Students will also learn to overcome the freeze response and to strategize and assess options while in an adrenalized state. Classes are taught in a supportive environment that allows each student the freedom to make their own choices. Scenarios start slowly and increase in realism as the students' skills increase. Students will learn a variety of techniques from a variety of self-defense styles including jujitsu, muay tia, and Kempo.

**WEL1852L CP Self Defense 2**

**2.5 credits**

In this course students will continue to build on techniques learned in Self Defense 1 with the major focus on jujitsu and ground defense. Research has shown that most attack situations end up on the ground therefore learning techniques on what to do if you are in this situation are extremely important. Students will learn various techniques that they can utilize while on the ground that will allow them the opportunity to get up and away from the attacker safely.

*Prerequisite: Self Defense I*

**WEL1852P CP This Amazing Life****2.5 credits**

This class meets Wellness elective requirements for graduation. This class includes required practical application of skills and concepts through various opportunities to work with young children in the NA community. Students will examine phases of physical, social, psychological, and emotional developments from conception through the adolescent and young adult years. Students will examine the family unit and characteristics of healthy and unhealthy relationships at different phases of life— including information on self-discovery, family, friendships, dating and abstinence, marriage, pregnancy, and parenthood. In collaboration with the YWCA, Students will become educated around the different types of abuse and gain awareness around how to help self and others who may be experiencing dating violence, domestic violence, sexual assault, or abuse of any form. Open to students in grade 12 only.

**HIS1352A CP Sport in American Culture****2.5 credits**

Sport in American Culture is designed to look at themes in American History through the lens of sports. The course will present sports as a reflection of race, feminism, industrialization, celebrity, politics, imperialism, immigration/assimilation, and urbanization. Class is taught in the classroom and in the Wellness area. This class will meet in the classroom as well as the field house and can be used as either a Social Studies or Wellness elective. Class will always count toward grade point average. Open to 11th and 12th graders.

**HIS1352I CP Sports of the Past****2.5 credits**

This course is designed to give students an historical perspective to the sports that they have grown up playing. Students will study sports such as baseball, basketball, football, lacrosse, cricket, townball, and soccer to see how these sports have developed and changed over time. Students will gain a better appreciation for the sports that they play today by learning about the history of the sport AND play an earlier version of the sport. This class will meet in the classroom as well as the field house and can be used as either a Social Studies or Wellness elective. Class will always count toward grade point average. Open to 11th and 12th graders.

**WEL1852Q CP Advanced Strength & Conditioning****2.5 credits**

Offered to students in grades 11 & 12. The goal of Advanced Strength and Conditioning is to improve the students' level of athletic performance through the development of functional strength. All sports require integrated use of strength, power, and agility. This physically demanding course will address these areas through sports related programming. Olympic lifts, core training, and plyometrics will be utilized. Advanced S&C is ideal for students seeking to develop their overall and sports related strength. This class has been developed to aid in the development of in season athletes, off season athletes, and students not participating in athletics but want to improve functional strength. Open to 10th, 11th, and 12th graders.

**WLS1269 CP Zumba Fitness “en español”****2.5 credits**

This intermediate language level course will focus on ZUMBA dance fitness, Latin rhythms and choreography. Students will have the opportunity to practice their language skills while participating in fun, but effective exercise classes. This course promotes a healthy lifestyle, introduces students to the principles of ZUMBA and Latin and international music. It also provides an opportunity to improve communication skills in Spanish.

Intermediate low level of Spanish and a willingness to speak the target language is required. Sneakers and appropriate workout clothes are necessary, but no previous dance experience is required. Can be taken for either elective credit in World Language or Wellness. Open to 11th and 12th graders only. *Prerequisite: Intermediate low proficiency and a willingness to dance in a group exercise setting.*

**ENG1141F Honors Capstone Leadership**

**2.5 credits**

**ENG1142F CP Capstone Leadership**

This course is an opportunity for seniors to take part in authentic experiential learning within their community. Students will refine their skills of public speaking, group facilitation, problem-solving, leadership, and conflict resolution. Capstone Leadership allows students the opportunity to work in a field of personal interest that ties into one of their academic, extracurricular, or future professional interests. Eligible seniors will utilize and apply 21st Century Learning Skills in a real world setting. Amongst other requirements, students will need to complete the required hours of externship and share their learning in a final exhibition fair. Open to 12th graders only. *Can count as an English course or a Wellness course.*



# World Language



## World Language Mission Statement

**KNOW** how to communicate

**NURTURE** curiosity about our world

**INTERACT** with other people; discover others and discover yourself

**GO** experience the world with an open heart and an open mind

**HELP** others learn about our world

**TEACH** global understanding and tolerance

**SPEAK** other languages

The North Andover High School World Language program offers courses in French, German and Spanish. Our rigorous curriculum and instruction is rooted in the ACTFL (American Council on the Teaching of Foreign Languages) performance to proficiency approach. Students use authentic resources to discover cultural products and practices and grow as effective communicators and global citizens. Students build proficiency in listening, reading, writing, and speaking through activities in the presentational, interpretative, and interpersonal modes. Courses are conducted primarily in the target language.

**Our annual exchange programs** with France, Germany and Spain offer students unforgettable cross-cultural opportunities. Selection and induction into our *Language Honor Societies* awards distinction to our most motivated scholars. **The Seal of Biliteracy** recognizes native speakers and advanced students of a second language for their skills.

**The following are our ACTFL proficiency goals for NAHS World Language courses:**

<b>Course</b>	<b>ACTFL PROFICIENCY GOAL</b>
1	<b>Novice Mid+</b>
2	<b>Novice High+</b>
Subsequent courses	<b>Intermediate Low +</b>
AP	<b>Intermediate High+</b>

**Novice Level French:**

**WLF1212 CP French 1**

**5 credits**

This is an introductory course designed for first year students who begin the study of French in High School. This course will introduce the language with French comprehensible input and students are encouraged to communicate as much as possible in French. This course aims to develop basic proficiency in understanding, speaking, reading, and writing through activities in the interpretive, presentational and interpersonal modes. Students will be introduced to the culture of French-speaking countries through authentic resources. The proficiency target for the end of this course is Novice Mid+.

**WLF1222 CP French 2**

**5 credits**

This course will be conducted primarily in French with comprehensible input and students are encouraged to communicate primarily in French. Students will acquire increased proficiency in listening comprehension and speaking through authentic resources. They will further the development of skills in reading, writing, and cultural understanding through active class participation in activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is Novice High+.

**Intermediate Level French:**

**WLF1231 Honors French 3**

**5 credits**

This course will be conducted in French, and students are expected to communicate in French. Students will study more complex grammatical topics and will review previously learned structures. Authentic resources of increasing difficulty generate topics for writing, presentations and discussion. Students will compare and contrast cultural products and practices. Emerging spontaneous proficiency will be encouraged through strategy driven activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is an Intermediate Low+.

**WLF1241 Honors French 4**

**5 credits**

This course will be conducted exclusively in French, and students are expected to communicate exclusively in French. Students will study more complex grammatical topics and will review previously learned structures. Authentic resources of increasing difficulty generate topics for writing, presentations and discussion. Students will compare and contrast cultural products and practices. Regular spontaneous proficiency will be encouraged

through strategy driven activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is Intermediate Mid+.

**WLF1250    Advanced Placement French**

**5 credits**

Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges through authentic resources. The course is taught exclusively in the target language. Students are encouraged to take the Advanced Placement exam in May. Summer work is required. *Prerequisite: Intermediate Mid proficiency.*

**Novice Level German:**

**WLG1212    CP German 1**

**5 credits**

This is an introductory course designed for first year students who begin the study of German in High School. This course will introduce the language with German comprehensible input and students are encouraged to communicate as much as possible in German. This course aims to develop basic proficiency in understanding, speaking, reading, and writing through activities in the interpretive, presentational and interpersonal modes. Students will be introduced to the culture of French-speaking countries through authentic resources. The proficiency target for the end of this course is Novice Mid+.

**WLG1222    CP German 2**

**5 credits**

This course will be conducted primarily in German with comprehensible input and students are encouraged to communicate primarily in German. Students will acquire increased proficiency in listening comprehension and speaking through authentic resources. They will further the development of skills in reading, writing, and cultural understanding through active class participation in activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is Novice High+.

**Intermediate Level German:**

**WLG1231    Honors German 3 (STEAM)**

**5 credits**

This course will be conducted in German, and students are expected to communicate in German. Students will study more complex grammatical topics and will review previously learned structures. Authentic resources of increasing difficulty generate topics for writing, presentations and discussion. Students will compare and contrast cultural products and practices. Emerging coherent expression and spontaneous proficiency will be encouraged through strategy driven activities in the interpretive, presentational and interpersonal modes. Students will be able to understand the main points when clear, standard language is used and they can deal with most situations typically encountered when travelling in the language region. They can report on experiences and events, describe dreams, hopes and goals as well as make short statements to justify or explain their own views and plans. The proficiency target for the end of this course is an Intermediate Mid+.

**WLG1241 Honors German 4****5 credits**

This course will be conducted exclusively in German, and students are expected to communicate exclusively in German. Students will study more complex grammatical topics and will review previously learned structures. Authentic resources of increasing difficulty generate topics for writing, presentations and discussion. Students will compare and contrast cultural products and practices. Regular spontaneous proficiency will be encouraged through strategy driven activities in the interpretive, presentational and interpersonal modes. Students will be able to understand and discuss the main contents of complex texts on concrete and abstract topics. They can express themselves on a wide range of topics in a clear and detailed manner, explain their position on a current issue and indicate the benefits and drawbacks of various options. The proficiency target for the end of this course is Intermediate Mid+.

**WLG1250 Advanced Placement German****5 credits**

Students cultivate their understanding of the German language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges through authentic resources. Students can understand a wide range of challenging, longer texts and also grasp implicit meanings. They can express themselves spontaneously and fluently without having to search for words frequently and noticeably and can make clear, structured and detailed statements on complex topics and apply various means of text association appropriately in the process. The course is taught exclusively in the target language. Students are encouraged to take the Advanced Placement exam in May. Summer work is required. *Prerequisite: Intermediate Mid proficiency*

**Novice Level Spanish:****WLS1212 CP Spanish 1****5 credits**

This is an introductory course designed for first year students who begin the study of Spanish in High School. This course will introduce the language with Spanish comprehensible input and students are encouraged to communicate as much as possible in Spanish. This course aims to develop basic proficiency in understanding, speaking, reading, and writing through activities in the interpretive, presentational and interpersonal modes. Students will be introduced to the culture of French-speaking countries through authentic resources. The proficiency target for the end of this course is Novice Mid+.

**WLS1222 CP Spanish 2****5 credits**

This course will be conducted primarily in Spanish with comprehensible input and students are encouraged to communicate primarily in Spanish. Students will acquire increased proficiency in listening comprehension and speaking through authentic resources. They will further the development of skills in reading, writing, and cultural understanding through active class participation in activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is Novice High+.

### **Intermediate Level Spanish:**

#### **WLS1231 Honors Spanish 3**

**5 credits**

This course will be conducted in Spanish, and students are expected to communicate in Spanish. Students will study more complex grammatical topics and will review previously learned structures. Authentic resources of increasing difficulty generate topics for writing, presentations and discussion. Students will compare and contrast cultural products and practices. Emerging spontaneous proficiency will be encouraged through strategy driven activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is an Intermediate Low+.

#### **WLS1241 Honors Spanish 4**

**5 credits**

This course will be conducted exclusively in Spanish, and students are expected to communicate exclusively in Spanish. Students will study more complex grammatical topics and will review previously learned structures. Authentic resources of increasing difficulty generate topics for writing, presentations and discussion. Students will compare and contrast cultural products and practices. Spontaneous proficiency will be encouraged regularly through strategy driven activities in the interpretive, presentational and interpersonal modes. The proficiency target for the end of this course is Intermediate Mid+.

#### **WLS1250 Advanced Placement Spanish**

**5 credits**

Students cultivate their understanding of the Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges through authentic resources. The course is taught exclusively in the target language. Students are encouraged to take the Advanced Placement exam in May. Summer work is required. *Prerequisite: Intermediate Mid proficiency*

#### **WLS1262A CP Spanish for Native Speakers**

**2.5 credits**

This one semester course is designed for native speakers whose heritage language is Spanish. The purpose of this course is to strengthen bilingual students' skills in writing, spelling, grammar, and reading comprehension, and to promote cultural awareness and pride in their native Spanish language. The course focuses on the literature, social, cultural, and historical events of the entire Spanish speaking world. The academic goal is to enhance their communicative fluency in all Spanish language modes for future educational and professional success. The class is conducted in Spanish and each student's course of study is personalized for academic requirements. Seal of Bilingual testing will be offered as part of the course curriculum.

#### **WLS1262 CP Spanish Cinema for Conversation**

**2.5 credits**

In this one semester course film introduces students to the languages and cultures of Spanish speaking people living in Europe, Central and South America, and the United States. Cultural activities and conversation for each film offer tools to enhance proficiency and cultural competency. Seal of Bilingual testing will be offered as part of the course curriculum.

*Prerequisite: Intermediate range proficiency*

**WLS1262B CP Creative Writing in Spanish****2.5 credits**

*¡Escribe lo que piensas! ¡Escribe cómo te sientes! ¡Escribe quién eres!* Write what you think! Write what you feel! Write who you are! Come and express yourself using all the beauty the Spanish language has to offer. Read short works by inspirational hispanic writers and become a better writer yourself. Free yourself from the limitations of grammar and claim the poetic license that is so rightfully yours in any language. Come and reflect on questions big and small and try your hand at different genres including poetry, persuasion, fiction and nonfiction. The goal of this course is to express yourself through writing and gain a deeper knowledge of the Spanish language, yourself and your classmates as well. Seal of Biliteracy testing will be offered as part of the course curriculum. *Prerequisite: Intermediate range proficiency*

**WLA1262C CP American Sign Language & Braille****2.5 credits**

American Sign Language and Braille introduces high school students to basic sign language and Deaf and Vision impaired culture. This one semester course will focus on vocabulary, the differences between English sentence structure and ASL structure, as well as specifics about interpersonal communication in ASL. The Deaf world is explored via geography, music, art and culture. The Braille component introduces students to visually impaired culture and teaches the fundamentals of reading via Braille. *Prerequisite: completion of graduation requirement in World Language*

**WLS1269 CP Zumba Fitness “en español”****2.5 credits**

This intermediate language level course will focus on ZUMBA dance fitness, Latin rhythms and choreography. Students will have the opportunity to practice their language skills while participating in fun, but effective exercise classes. This course promotes a healthy lifestyle, introduces students to the principles of ZUMBA and Latin and international music. It also provides an opportunity to improve communication skills in Spanish. Intermediate low level of Spanish and a willingness to speak the target language is required. Sneakers and appropriate workout clothes are necessary, but no previous dance experience is required. Can be taken for either elective credit in World Language or Wellness. Open to 11th and 12th graders only. *Prerequisite: Intermediate low proficiency and a willingness to dance in a group exercise setting.*

**WLA1212 CP Introduction to Arabic****2.5 credits**

This one semester course is designed to introduce students to the Arabic language and culture. It focuses on teaching Modern Standard Arabic (MSA), while touching upon the different dialects of Arabic that are spoken around the Arab world. By the end of the course students should be able to read Arabic script, understand simple Arabic texts, have good listening comprehension and be able to express themselves using simple sentences in Arabic. Students will enhance their cultural competency by learning about Arab cultures and traditions. *Prerequisite: completion of graduation requirement in World Language.*

**ENG1162 English Language Learners (ELL)****5 credits**

This lab is open to all students in grades 9-12 with transitioning levels of English proficiency. It provides comprehensive instruction to English learners in reading, writing, speaking and listening. The goal of the lab is to provide transitioning English speakers with the vocabulary, language functions, patterns and structures, plus

the reading and writing necessary to participate in social and academic settings. The emphasis on this course is on increasing the students' interactions with grade-level academic content, including effective use of technical and abstract ideas and vocabulary. Students' fluency and comprehension of academic language are expressed orally and in standard conventional writing.



# Unique Programs/Courses

## **UNI1959A CP FOCUS Food Service**

**2.5 credits**

FOCUS Food Service is a production-based course that introduces students to the Food Service industry. Students will complete an online training module that qualifies them to earn a ServSafe certification. The Food Service class is responsible for making hot lunches to be served to students and staff on a daily basis. Taught by two adjustment counselors, this course provides vocational as well as interpersonal training. The FOCUS program aims to assist students with academic, career, and personal exploration and growth.

## **UNI1959B CP FOCUS Support**

**2.5 credits**

FOCUS is a relationship-based intervention model designed to support students socially, emotionally, and academically. FOCUS Support provides students with a class period in which they can receive academic support and opportunities for check-ins with two school adjustment counselors. Students will engage in team-building activities, social emotional learning, academic recovery plans, and community service projects.

## **UNI1959C TEAMM**

**2.5 credits**

TEAMM (the emotional and academic mentoring model) is a relationship-based intervention model designed to meet the needs of students who are struggling in the classroom due to social and emotional difficulties and/or environmental stressors. The goal of the class is to create an environment in which the student receives individual academic and therapeutic support in order to develop the skills needed to succeed both academically and emotionally. Students can be eligible to receive TEAMM services on either a short term or long term basis, depending on their individual needs and diagnosis. In emergency situations students automatically receive services and formal meetings are arranged to determine whether or not long-term interventions are necessary.

## **UNI1900D CP SAT Review**

**2.5 credits**

In this course students will learn strategies that will prepare them to find success on the SAT exam. This skills-based class will emphasize test taking strategies as well as review commonly tested concepts in both English and Math. Students will learn many ways to maximize their scores, including making educated guesses, reducing difficult math questions to common sense mathematics, mastering frequently used vocabulary words and scoring more points in less time. Students will also become familiar with the scoring procedure employed by the College Board. Open to 11th graders only.

## **UNI1959G Work Study**

**2.5 credits**

Work study is designed to allow students to venture out into the community and explore vocational pursuits during the school day. Students must already have a job and work a minimum of 10 hours per week in order to be eligible for this class. Students must be in good academic standing, academically on track to graduate, have excellent attendance, and be able to provide proof of employment. Open to 12th graders or with special permission from administration.

**UNI1999 Student Aide****1.25 credits**

The Student Aide course is designed to offer senior students the opportunity to gain experience in a discipline or field. Student aides will be assigned to a department for one semester. In order to become an aide, a student must be in good academic standing, academically on track to graduate and have excellent attendance as well as gain the permission of the department coordinator. A grade of Pass/Fail will be assigned based on attendance and general habits of learning. Student aides are not allowed to grade any student work or make copies. Open to 12th graders only.

**UNI1959E Directed Study****NO CREDIT**

Directed Study is designed to provide students with the opportunity to complete school work and study for upcoming assessments during the school day. Students are allowed to register for one Directed Study each semester and must be on track to graduate to be scheduled for this class as there are no credits associated with it.

**UNI1959J Senior Privilege****NO CREDIT**

Senior Privilege is an opportunity for seniors who are in good academic standing and on track to graduate to either be able to come into school after 1st period or to leave during 7th period. Students are allowed to have one Senior Privilege block per semester.

