

NEWTON'S SOUTH



PROGRAM
- OF -
STUDIES

2025
- TO -
2026

Newton South High School

140 Lion Drive, Newton, MA 02459

Phone: 617-559-6700 | Fax: 617-559-6701

<https://nshs.newton.k12.ma.us/>

Principal: Tamara Stras

Vice Principal: Jason Williams

All numbers are 617-559-xxxx

Houses

Cutler x6551
Dean Ted Dalicandro
Secretary Lucia Curran
Counselors Ariel Kenyon
James Medeiros
Donna Segal
Chris Hardiman

Goldrick x6552
Dean Marc Banks
Secretary Diane Trieger
Counselors Christina Brown
Hae-Kyung Choi
Chris Hardiman
James Medeiros

Goodwin x6555
Dean Caitlin Brown
Secretary Beth Astone
Counselors Ariel Kenyon
David Kershaw
Sarah Style
Kara Veley

Wheeler x6558
Dean Meaghan Martin
Secretary Daphne Soto
Counselors Hae Kyung-Choi
Aaron Lewis
Shira Limmer

Departments

Athletics	Patricia Gonzalez	x6599
	Keith Davie (Asst AD)	x6599
Counseling	Daniel Rubin	x6537
English	Brian Baron	x6527
Family & Consumer Science	Kevin Lenane	x6533
History & Social Sciences	Jennifer Morrill	x6548
Mathematics	Alex Kraus	x6566
Fine & Performing Arts	Talia Brown	x6594
Science & Tech Ed	Gerard Gagnon	x6581
Special Education	Kimberley Borgida	x6600
	Jodie Whidden (Asst Chair)	
Wellness	PJ Quern	
World Language	Suzanne Murphy-Ferguson	x6601

Programs

College & Career Counselor	Daniel Hoffman	x6590
Prevention/Intervention	Brian DeLeskey	x6577
METCO	Katani Sumner	x6569

Cover Artist
Clara Sakai '27

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Tamara Stras, Principal

Jason Williams, Vice Principal

Dear Newton South Student,

I am excited to present you with the 2025-2026 Newton South Program of Studies! These pages contain one of the most comprehensive academic programs of any high school in the Commonwealth. Each course is crafted to provide you opportunities to engage creatively, problem-solve, and grow. Each year offers a chance for you to consider the path you would like to take moving forward and engage with courses that pique your specific interests.

We are committed to increasing access and equity for all students by dismantling course structures where implicit bias results in inadvertently sorting students by race, gender, and/or socio-economic status. We hope that by examining the above we will provide more students access to a challenging and enriching curriculum of their choice to best prepare them for the future ahead.

Please know you do not have to make these decisions alone! Your teachers, counselors, advisors, coaches, and deans stand ready to help you discuss and choose the best options for you. Most importantly, spend some time exploring and discussing options with your parents and guardians. They know you best, and will always be your strongest advocates.

I wish you good luck on your journey! We are all looking forward to assisting you on your way, and remember to always "Listen First, Show Respect, Take Responsibility and, most importantly, Show Kindness" as a member of our Newton South "Lion" community.

Sincerely,

Tamara Stras
Principal

GENERAL INFORMATION

PROGRAMS

Newton South's Smaller Learning Community Interdisciplinary Studies Programs (ID)

Problem solver, creator, and innovator - this is the type of student that will thrive in ID programs. Interdisciplinary Studies is built on collaboration, respect, and innovation. Collaboration is key to developing 21st century skills. Whether online or in person, a collaborative spirit is a basic foundation of inter-disciplinary work. Collaborative and creative individuals seek to encourage deep thinking and relevant learning. Respect for diverse groups and learning styles is also a building block for collaboration. The basic foundation is that everyone can learn and contribute to the community. Thus, ID classes are taught at multiple curriculum levels (Honors, ACP, CP) in a differentiated environment. ID classes strive for innovation, which comes from deep thinking about major challenges to human existence. From subatomic particles to climate change - innovation is going to be required to solve the most pressing problems for human society. From sustainable agriculture to aquatic biodiversity, humans must make choices that matter. ID programs also offer a smaller learning community experience. Diverse instruction requires smaller class sizes. Small learning communities support each other and encourage growth through a challenging curriculum.

The da Vinci Program- A three-year STEAM program (Science, Technology, Engineering, Arts and Math) beginning in Grade 10. da Vinci is a differentiated program: Students may enroll at the Honors, ACP, or CP level and need not be at the same level in all da Vinci classes.*

da Vinci is a multi-year cohort program:

- o 10th grade da Vinci chemistry, math, and visual art
- o 11th grade da Vinci biology, math, and engineering
- o 12th grade da Vinci capstone

Details about specific da Vinci courses can be found within each department listing. The da Vinci program will provide students with the opportunity to build skills in experimentation, analytical problem solving, collaboration, communication, and engineering, technology, and artistic representation through student-driven learning and real-world applications. Students should see their mathematics/science teacher or counselor for more information.

*Students may also take Da Vinci Mathematics at the Accelerated level

The Global Justice Program— The Global Justice Program is a three-year program beginning in Grade 10 to explore issues of justice through linked history and English courses. Students receive the skills and content of the traditional English and history courses, while delving deeply into issues of justice. The program aims to keep students together in cohorts, where they will work on collaborative, interdisciplinary projects, as well as more traditional assessments. As Dr. Martin Luther King said, "Injustice anywhere is a threat to justice everywhere." With this in mind, the Global Justice Program seeks to examine race, gender, socioeconomics, religion, sexual orientation, and climate. How do we deal with injustices around the world? How do we deal with injustices in our own communities?

The New Media Communities Program - A two-year program beginning in Grade 10. New Media Communities combines English and History with project-based work in media analysis and media production. In addition to receiving the skills and content of the traditional English and history courses, students will collaborate with their friends in filmmaking, audio production, music production, graphic design, web design, and more; in doing so, we will deepen our creative strengths and gain new ones. Sophomore year and focus on using documentary cinema to enhance understanding of American history and literature. Their work will culminate in a 10-15 minute collaborative documentary project to be submitted for local and national competitions. Throughout the program, our main goals will be to foster community, challenge ourselves, and tell stories to matter to us and to the world. Over the course of their two years in the program, students in New Media grades 10 and 11 are encouraged to take at least one of the following courses from the Fine and Performing Arts Department:

020F/SS Art Foundations
090F/SS Foundations: Media Arts
091F/SS Digital Imaging or Animation Explorations
092F/SS or 0920F/SS Digital Arts Studio
081F/SS Photography Explorations
082F/SS or 082S Photography Studio

097F/SS or 0970F/SS Video Studio
270F/SS Acting Foundations
275F/SS or 2750S Acting for the Screen & Stage
273F/SS or 2730F/SS Actors Workshop
097F/SS or 097QS Video Studio
270F/SS or 270QS Acting Foundations
711F/SS Music Technology and Composition

Look for the ^ symbol in the course listings indicating that the course is one of the Interdisciplinary Studies courses offered as part of Newton South's Smaller Learning Communities.

Work-Study Program

Newton South provides select students with opportunities to enhance their academic experience by integrating employment into the learning process. These programs span various areas, including art, theater production, business, and childcare. Additionally, a limited number of students may pursue a work-study program with the approval of their dean. Work-study offers students the chance to gain valuable real-world experience while earning school credits, provided they maintain academic performance and adhere to school policies. For more information, students are encouraged to consult the relevant subject areas, connect with the appropriate department chairperson, or discuss work-study opportunities with their dean.

CERTIFICATE PROGRAMS AND SEAL OF BILITERACY

Seal of Biliteracy

Multilingualism is a skill to be celebrated! The Massachusetts State Seal of Biliteracy is an award that recognizes high school graduates who have attained high functional and academic levels of proficiency in English and another world language by high school graduation. The award takes the form of a Seal that appears on the transcript of the graduating senior and is a declaration of accomplishment for future employers and for college admissions. Several public and private institutions of higher learning in Massachusetts provide credits for prior learning and/or advanced course placement for students who have earned the Seal of Biliteracy.

In the fall of their senior year, Newton South students are invited to register for a qualifying proficiency assessment in one or more world languages. Students are encouraged to demonstrate their skills not just in languages they have studied at Newton South, but in languages they use in their home or community life as well. Students with questions about the Seal of Biliteracy should consult their counselor, their world language or EL teacher, or World Language department chair Suzanne Murphy Ferguson at murphyfergusons@newton.k12.ma.us.

Fine & Performing Arts Certificates

Music Certificate

36 Music Credits, 6 additional credits in any F&PA class & a demonstrated commitment to community.

Courses 701S - 758S

Community: TA, Work-Study, Club Leader, Community Service Coordinator (ex. Festies, Work Study Concert Coordinator)
Seal Certificate Application to be submitted by student to department chair.

Theatre Certificate

24 Credits, 6 additional credits in any F&PA class & a demonstrated commitment to community.

Courses 270S - 279S

Community: TA, Work-Study, Unified Theatre, Children of the Candy Corn, demonstrated commitment to South Stage.
Certificate Application to be submitted by student to department chair.

Visual Art Certificate

36 Visual Arts Credits, 6 additional credits in any F&PA class & a demonstrated commitment to community.

Courses 020S - 099S

Community: TA, Work-Study, Club Leader, Community Service Coordinator (ex. arts fundraisers.)
Certificate Application to be submitted by student to department chair.

Science & Technology Education Certificates

Engineering Certificate

Newton South offers the opportunity for students to earn an Engineering Certificate. Students who wish to commit to this program should enroll in a sequence of engineering courses starting in ninth grade with Freshmen Engineering, and including Engineering I, II, and III as well as other elective classes in **STEM**. Please see page 57 for further details.

NEWTON SOUTH INTERNATIONAL TRAVEL PROGRAMS



Travel and study abroad are invaluable components of a student’s education, especially in today’s increasingly global world. Therefore, NSHS offers a rich array of subject-specific international travel opportunities. The opportunities listed below represent recent offerings. The list is not exhaustive and is subject to change based on availability and enrollment. For up-to-date information, please visit the NPS Global Programs website. Scholarships are available for students with demonstrated financial need through the Jennifer Price Global Education Fund (GELF). To apply for financial aid, complete the financial aid supplement included with your student’s international program application.

For more information on scholarships or any of the global travel opportunities below, please email Newton’s Global Education Programs Developer Star Lew at lewy@newton.k12.ma.us.

Cultural & Language Travel Programs

<p>Newton-Beijing Jingshan School Exchange Program (Beijing, China)</p> <p>Language & culture-focused homestay, and the first US-China secondary school exchange program of the country. Newton students host Chinese students for four months in the fall, then live with host families and attend school abroad for four months in the spring. Applicants do not have to have previously studied Chinese, but must do so in the fall before they travel. Candidates apply to this district-wide program in the spring of the year prior to travel.</p>	<p>Frequency: Annual</p> <p>Dates of Chinese student visit to Newton: Sept.-Jan.</p> <p>Dates of travel to China: Jan.-May</p>
<p>French Exchange (Paris, France)</p> <p>Language & culture-focused homestay. Newton students live with host families and attend school abroad for two weeks and also host French students for two weeks. Applicants must be enrolled in French. Applications become available either in the fall preceding the trip through the World Language Department.</p>	<p>Frequency: Annual</p> <p>Dates of travel to France: 2 weeks at the end of June</p> <p>French student visit: 2 weeks in February or April</p>
<p>Spanish Language Exchange (San Rafael, Mendoza, Argentina)</p> <p>Language & culture focused homestay. Newton students live with host families and attend school abroad for two weeks and also host Argentinian students for two weeks. Applicants must be enrolled in Spanish. Applications become available in the fall or spring preceding the trip through the World Language Department.</p>	<p>Frequency: Annual</p> <p>Dates of travel to Argentina: 2 weeks including April break or 2 weeks in June after the end of school</p> <p>Argentinian student visit: 2 weeks in October</p>
<p>Latin Crossroads of History Trip (Rome, Italy)</p> <p>Exploratory travel program with hotel stays focused on the significance of Latin through history. Students explore cultural sites relevant to the art, architecture, history, and literature of the ancient, Medieval, Renaissance, and Baroque worlds. Applicants must be enrolled in Latin. Applications become available in the fall through the World Language Department.</p>	<p>Frequency: Biannual</p> <p>Dates of travel to Italy: 1 week including February break</p>

History Travel Programs

<p>Prague Summer (Krakow, Poland; Prague, Czech Republic; Dresden & Berlin, Germany)</p> <p>History-focused enrichment program with hotel stays. Students earn credits for their work through the Newton summer school, take on-site history lessons from Newton teachers, and explore historical sites relevant to medieval times, World War II, and more. Applicants must have a strong interest in history. Applications become available in the fall through the History Department at Newton North.</p>	<p>Frequency: Annual</p> <p>Dates of travel: 2.5 weeks directly after classes end in June</p>
<p>Prague Spring (Prague, Czech Republic; Dresden & Berlin, Germany)</p> <p>Prague Spring is a South tradition that has challenged and shaped the worldviews of hundreds of students through the decades. Student attendees see history through the eyes of the oppressed in the city squares and town centers of historic events, grappling with their questions and insights with fellow students and trip leaders as they walk across these iconic cities. Applicants must have a strong interest in history. Applications become available in the fall through the History Department at Newton South.</p>	<p>Frequency: Annual</p> <p>Dates of travel: 10 days including April break</p>
<p>Close Up (Washington, D.C.)</p> <p>American civics-focused enrichment program with flight and hotel stay. Students room with students from around the country, explore cultural sites in the nation’s capital, learn about the workings of the US government, debate current issues, meet with our members of Congress, and learn how to be informed, active, involved US citizens. Applicants should have a strong interest in US government and politics. Registration for the trip starts in the late spring through the History Department.</p>	<p>Frequency: Annual</p> <p>Dates of travel: 1 week in early March</p>

Unaffiliated Travel Programs

<p>Portugal UNESCO Trip (Lisbon, Portugal & environs)</p> <p>Cultural program with hotel stays centered around the 3-day International Meeting of Young Scientists of the UNESCO Associated Schools. Students present projects at the UNESCO Meeting and tour historical sites and landmarks in and around Lisbon, Portugal. Applicants must have a strong interest in the conference topic for that year. Applications become available in the spring prior to travel from Ms. Pavao at pavaos@newton.k12.ma.us. A detailed program overview can be found here: https://pavaos.wixsite.com/nshsunesco</p>	<p>Frequency: Annual</p> <p>Dates of travel: 1 week in January</p>
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Global Communities Travel Programs

Periodically, the Global Communities program offers senior capstone travel experiences. Destinations are chosen collaboratively by students and teachers and have included Sweden, Cuba, Morocco, and more. Students perform research while abroad for their particular senior capstone project. Trips are sometimes opened to students not enrolled in Global Communities. The program also occasionally offers trips specifically for sophomores and juniors, depending on student interest.

Newton Public Schools Chapter 74 Career & Technical Education (CTE) Programs

Newton Public Schools affords its students the opportunity to experience a variety of Career & Technical Education (CTE). Students who pursue a Chapter 74 CTE Program of Study may earn a Certificate of Program Completion in the career area studied in addition to a high school diploma. If one of the Chapter 74 Programs is a career area of serious interest for a student (whether after college or right out of high school) and the student is willing to commit to commuting to and from South and North, the student should pursue a Chapter 74 exploratory course that is offered at North. This avenue will allow for a smoother transition into a major for the chosen CTE program. Students who are not sure about their future endeavors but would like to sample a variety of career interests should register for the career area electives offered at South. If after taking career area electives at South a student believes they would like to continue studying a career area that is one of our CTE programs and will commit commuting to and from South and North, the student’s counselor and the Director of CTE will work to ensure the student is enrolled in the CTE program of interest at North; this interest should be shared with the counselor and Director at the time of course registration. More detailed information about the Chapter 74 CTE programs is located in the back of this book, as well as online in the Opportunities Book for NNHS.

STUDENT SUPPORTS AT NEWTON SOUTH

There are a number of supports, both academic, and social and emotional, that are available to all students:

Advisory

Advisories are a cohort of students that meet on Mondays to get to know one another and a teacher in a non-academic setting. These cohorts, which stay together for all four years of high school, provide support for one another through the transitions that are part of high school, work on improving the school climate through community service projects, do activities that foster our school's core values, and last, but not least, have fun together by playing games and relaxing.

9th grade Clusters

9th grade Clusters aim to ease the transition to high school and to promote connections between and among students and teachers. Clusters are made up of teachers in the History, English, Math, and Science departments who collectively share students and are designed to foster consistent communication among teachers, students, parents, and counselors. The goal of the collaboration during weekly meetings is to help students meet academic expectations in ninth grade and lay a solid foundation for the beginning of their high school experience.

WIN Block

WIN Block is an opportunity for students to sign up for learning opportunities providing "What I Need" three times a week, in between the first and second blocks on Wednesday and Friday and after the last block on Thursday. It is a time when students can meet with their teachers for extra help or to make-up work, participate in social emotional learning opportunities, or other enrichment learning opportunities.

Lion Block

Lion Block meets at the end of the day on Tuesday, and is an opportunity for student clubs and activities to meet, as well as for teachers to hold optional learning and enrichment activities.

Department Help Centers

are located around the school and offer students the opportunity for assistance during the school day. Help centers are available in English (Writing Center), Mathematics (Math Center), and Science (Science Help Center). For more information, talk to your subject area teacher or the appropriate department chair.

The Student Support Center

The Student Support Center is a classroom that is open for Extension Studies. Rather than being in Directed Studies, which have 20+ students, students may be referred to Extension Study based on a recommendation from a teacher in a subject where they are either struggling to keep up or simply need an opportunity to re-learn specific material in order to understand the concepts. During Extension Study, students either work on assignments sent by their teachers in a small focused study group (5-7 students with one teacher) or they work one-on-one with a peer tutor (if one is available). Students have access to textbooks, computers, and a printer. The students' progress is re-evaluated every eight to ten weeks.

SERVICES

Counseling

Before entering the ninth grade, each student is assigned a counselor for the entire four-year period. Counselors support students' academic and social-emotional development with an emphasis on wellness and balance. They also help students learn about themselves - their interests, aptitudes, and talents. The department's goal is to assist every student with the normal developmental tasks that all adolescents undertake. Planning for the future is an important aspect of counseling. This is done in a variety of ways and includes examining available options and helping students on their way to becoming independent, self-confident adults. Career and college planning constitutes a major focus of the department. Detailed information is available on the Newton South website under "Counseling".

College and Career Center

The College & Career Center is located within the Student Center/Cafeteria and is staffed by a full time professional school/college counselor. The College & Career Counselor works closely with school counselors, students, parents & caregivers providing comprehensive career and college planning assistance to students in grades 9-12. Students are encouraged to drop in and ask questions and explore the many resources. Families & caregivers, along with students, may schedule appointments for individual conferences. Whether a student is interested in finding a job, internship or volunteer opportunity, seeking scholarships or needs advice in applying to college, a wide variety of resources are available including career-related publications, armed forces materials, gap year and standardized testing (SAT/ACT)

information. Each spring and fall the Center hosts group meetings with juniors and seniors, respectively with college representatives. Annual volunteer and trade fairs are held during lunches in December and March. Students are encouraged to actively engage in the Center’s programming and activities to explore how their interests and skills align with their personal and educational goals.

Athletics, Clubs, and other Activities

In addition to the regular program of studies, students are encouraged to participate in the rich program of athletics, clubs, and other activities offered at Newton South. It is important for students to consider their co-curricular interests and commitments in planning their program.

Newton Summer School

Students may take courses on a full-credit basis at Newton Summer School, which is part of Newton Community Education. Information is available online and includes details on offerings, fees, and start dates for summer courses. Visit:<http://www2.newtoncommunityed.org/>. You may also call 617-559-6999 or email staff@newtoncommunityed.org. Most courses taken in summer school count for academic credit and appear on the student’s transcript, however grades from summer school are not included in GPA calculations. See your counselor for specific details. The summer school provides a wide selection of courses designed to provide enrichment and to help students improve academic foundations or to retake a course previously failed.

Library

The Newton South High School Library is an innovative learning center designed to support the academic goals of the school and to foster a culture of reading among our students. The physical space has resources for students to use as they explore, learn, and create while at school. The virtual space allows students to access high quality, reliable information resources (e.g, databases) and pleasure reading (ebooks and audiobooks) on a 24/7 basis. Under the guidance of professional librarians, NSHS students become effective and responsible users of a wide variety of information with the goal of becoming independent learners and critical evaluators of information. To achieve this, the library staff partners with classroom teachers to provide research-related instruction using library resources. Each fall, the library welcomes ninth grade students through library orientations. During these orientations, students learn about the resources available in the library and how to access them. Throughout the year, teachers from all grade levels and subject areas bring their classes to the library for academic research, information literacy instruction, and book selection for independent reading. Librarians also meet regularly with students one-on-one to assist them with research, citation, and book recommendations. All resources, including the online catalog and current research projects, are available on the library website: <http://nshslibrary.newton.k12.ma.us>.

REQUIREMENTS FOR GRADUATION

Department Requirements

The Newton School Committee sets graduation requirements for the Newton Public Schools. Students must earn a minimum of 243 credits in order to graduate and meet the requirements listed below. In addition to the subjects listed below, students, especially those planning to continue their formal education after high school, are strongly advised to study world languages.

Department	Credits Required	Additional Notes
English	48	
Science	24	12 in Biological Science 12 in Life Science
History and Social Science	36	Includes 12 in United States History
Mathematics	24	
Fine, Performing, & Technical Arts	12	Can be any combination of the following: Business, Family & Consumer Science, Visual Arts, Music, Theater, Computer Programming, Journalism, and Technical Education
Wellness	15	6 credits during 9th grade and 3 credits during each consecutive grade totaling 15 credits required for graduation
Electives/Other Course Offerings	84	
Total	243	

Credits

Credits are assigned to courses depending on the frequency of meeting and preparation required. For courses that meet three times a week, the following number of credits are awarded upon successful completion:

Length	Credits
Full-year (FY)	12
Semester (S1 or S2)	6
Quarter (Q1, Q2, Q3, or Q4)	3

Teaching Assistant, Peer Tutor, and Independent Study courses award half the credit based on the length above.

- For example, a full-year TA awards 6 credits instead of 12.

Students will be required to take a minimum of 72 credits, although juniors and seniors who are committed to extra curricular activities are allowed to enroll in a minimum of 66 credits with Dean approval. These activities must be supervised by faculty/staff, be connected to the curriculum, and have a final product or concluding performance. Examples of such activities include interscholastic school sports, school publications, theater (directing, acting or tech crew), science/math teams, Model UN, Mock Trial, speech team, school supervised community service, school supervised tutoring, and summer school. Students should see their guidance counselor for more information about taking 66 credits along with extra curricular activities.

MCAS

While no longer a graduation requirement, students must take the Massachusetts Comprehensive Assessment System (MCAS) tests in three subjects by the end of Grade 10:

- Science (Biology or Physics, first offered June of Grade 9)
- English Language Arts (taken March of Grade 10)
- Mathematics (taken May of Grade 10)

Course Details

Our school is committed to building course structures that support the mental health of our students and that promote equity in our educational offerings as an actively anti-racist school.

Multi-Level Courses

A multi-level course is a single classroom with the same teacher(s) in which students are enrolled in more than one level of the course (College Prep, Advanced College Prep, Honors).

While there are some classes that have run as multi-level courses for many years and are well known to students, Newton South may make the decision to run other multi-level courses after registration occurs in order to meet our student requests and address equity concerns.

We believe in the power of multi-level courses because they:

- Provide a rich experience for students within a diverse learning community.
- Increase access and equity for all students by dismantling structures where implicit bias results in inadvertently sorting students by race, gender, and/or socioeconomic status based on the subject area and level.
- Provide students with access to support and opportunity for challenge in the same learning community.
- Allow Newton South to offer classes that may not have enough enrollment to run as single-level classes.

Students should sign up for courses and levels that meet their need for support and challenge. If a student has specific concerns about multi-level courses, they may speak to the department chair.

Course Levels

College Preparatory (CP)	Advanced College Preparatory (ACP)	Honors/AP
In College Preparatory classes, students learn core grade-level content and skills of the course that they will need for future study in the discipline. Lessons are presented at a flexible pace. Students investigate, analyze, synthesize, evaluate, and solve problems with targeted support.	In Advanced College Preparatory classes, students learn core grade-level content and skills of the course that they will need for future study in the discipline. Additional content may be presented. Students investigate, analyze, synthesize, evaluate, and solve problems.	In Honors or AP classes, students learn core grade-level content and skills that they will need for future study in the discipline. Lessons are taught at a rigorous pace. Additional content will be presented. Students investigate, analyze, synthesize, evaluate and apply content and skills learned in class to novel situations.

* In the Mathematics department, there is one additional level called, "Accelerated," that is between the ACP and Honors level.

No Level (N)	Pass-Fail (P-F)
Courses designated as "No Level" will receive standard letter grades. Other than those taken in the ninth grade, grades in "No Level" classes will be included in a student's GPA.	Classes designated as "Pass-Fail" will receive a grade of a P, F, or, in some cases, A. Pass-Fail courses are not included in a student's GPA calculation.

Assessments for each level:

With each level change, there is a different expectation that students are able to transfer and apply content and skills learned in class to increasingly abstract and novel problems and situations.

GRADING SCALES AND PRACTICES

Grades are given quarterly. In addition to term grades, a student will receive a year-end summative grade and, for those courses giving final exams, a final exam grade at the end of the course. Newton South High School calculates an unweighted grade point average (GPA). Cumulative GPA is calculated at the end of each semester beginning after the second semester of junior year

- GPA calculation includes all leveled courses earning a letter grade.
- Non-leveled courses, Wellness courses, and courses earning a P-F grade are not included in GPA calculation.
- Courses taken outside of Newton Public Schools are not included in GPA calculation.

Our grading scale is as follows:

Grade	GPA	Descriptor
A	4.0	Exemplary Work
A-	3.7	
B+	3.3	Proficient Work
B	3.0	
B-	2.7	

Grade	GPA	Descriptor
C+	2.3	Approaching Proficiency
C	2.0	
C-	1.7	
D+	1.3	Beginning Proficiency
D	1.0	
D-	0.7	
F	0.0	Not enough evidence to indicate any proficiency

SPECIAL GRADES

Audit (AU)

In the rare event that a student chooses to audit a course, they may do so with dean and department chair permission. In this case, the student is not assigned an academic grade, responsible for course work, or awarded credit. Regular attendance is still required.

Pass/Fail Grading (P/F)

Only used when the dean and department chair have granted permission for the course to be taken Pass/Fail.

Incomplete (I)

A student will receive an I only when absences occur late enough into the term that missing work cannot be completed prior to end of the term. Incompletes must be approved by the department chair in consultation with the student's dean. Incompletes must be cleared by the end of the third week of the next term, otherwise the student's grade will be converted to the grade earned based on the completed coursework. When the student completes the necessary coursework, the teacher will complete a change of grade form. A grade of I may not be used as a final grade.

Guidelines for Completing Incomplete Work

Student Responsibilities:

- Meet with the teacher to discuss the incomplete work and establish a clear plan for completion.
- Adhere to the agreed-upon deadlines and submission methods.
- Maintain communication with the teacher to address any issues or concerns.
- Ensure that all work is completed to the best of their ability and meets the course requirements.

Teacher Responsibilities:

- Provide clear instructions and expectations for the incomplete work.
- Offer support and guidance as needed to help the student complete the work.
- Grade the completed work promptly and fairly.
- Update the student's grade upon satisfactory completion of the required work.

Extensions:

- Requests for deadline extensions on incomplete work will not be granted, unless approved by the teacher and department chair.

Consequences of Non-Completion:

- If the student fails to complete the required work by the agreed-upon deadline, the Incomplete (I) grade will be converted to the grade earned based on the completed coursework.
- The work that you did not complete after being given the opportunity to do so, will be factored into the final term (or year) grade. Note: In some cases, this may be a failing grade (F).
- It is the student's responsibility to understand the implications of not completing the incomplete work.

Incomplete, Late Enrollment (I+)

A student will receive an I+ when they have spent so little time in class that the teacher could make a final assessment. This may result from a change in curriculum level near the end of a term or the entrance of a new student close to the end of a term. A grade of I+ requires department chair and/or dean approval and may not be used as a final grade.

Medical Grade (M)

A student will receive a term grade of M if they have serious ongoing medical issues that precluded the completion of the coursework that term. The student's dean will determine if and when an M is appropriate. This grade is used sparingly and often involves confidential information that the counselor and/or dean cannot share with classroom teachers.

An M does not negatively impact a student's GPA and an M in Wellness indicates that the course does not need to be made up. If a student receives an M for more than one term in a course, the dean and department chair will discuss how credit for the course will be impacted. Newton South does not include courses on a transcript for which students receive a final grade of M, unless an eighteen-year-old student, parent or guardian requests otherwise.

REGISTRATION AND SCHEDULING

SELECTING A PROGRAM

We recommend that students plan their program for the four years of high school. A good program is one that provides appropriate challenge and balance. While each course may be individually appropriate, the whole program may be too demanding or not challenging enough. It is important to have balance among courses in different subjects and to select courses in areas of established interest and in new areas that broaden students' horizons. It is best to start with a basic program which includes subjects/courses required for graduation and which prepare students for their postsecondary endeavors. However, please pay careful attention in planning for electives.

Registration and Scheduling

Registration and scheduling are structured to promote equitable access to opportunities within the school and encourage balance in terms of the breadth and depth of student choice.

Throughout the registration & verification process, students are encouraged to consult with their family, counselor, teachers, and department chairs to determine what courses to take.

Our process allows the majority of students to receive many, if not all, of the courses they request. Note, however, that while we will do our best to satisfy student requests, a course request is not a guarantee of fulfillment due to many factors:

- **Student interest:** too little, and we may not be able to run a course. Too much, and some students will not get this request and instead get an alternate
- **Staffing:** We determine sections based on your requests, and staffing based on sections
- **Other budget constraints and considerations**

To meet the needs of students, appropriately staff the building, and create optimal class size while remaining within budget constraints, **students are not allowed to change their requests** after the verification period closes in April.

The following is an overview of our process, followed by detailed steps:

Step	When	What
1. Registration	February – March	Teacher recommendations Student course requests
2. Verification	Early April	Review course requests and verify they are correct and complete
3. Build	April – June	Sections made/staffed based on requests. Build/load schedule
4. Refine	July – Early August	Quality assurance: check for errors and balance
5. Correct Errors	Mid to Late August	Students report schedule errors

1. Registration (February/March)

- Program of Studies (this book) is released
- Teachers will talk about the course recommendation process in class and provide students the opportunity to discuss their individual course recommendations. Teachers enter course recommendations for students in Aspen.
- Students will enter elective course choices in Aspen, carefully considering choices to provide appropriate challenge and support within courses and across their schedule
- Counselors meet with students to check requests for completeness and accuracy

2. Verification (Late March/Early April)

- Students will receive verification forms in Aspen. This will include teacher recommendations and all other courses a student has requested.
- Students can make changes to their officially requested courses during the verification period.
 - Students cannot make changes via Aspen during this phase.
 - If a change requires teacher recommendation, students will need to see their teacher who can initiate the change.
 - Other changes can take place through the student's counselor.
- All students sign the Verification Acknowledgment Form, attesting that:
 - Their course requests are correct
 - They **cannot** make or request any changes after signing
 - Requests are **not** guaranteed unless the course is a graduation requirement
- Once the verification period closes, no changes are allowed

3. Build (April - June)

- Department chairs determine the number of sections of each course that will be offered based on the number of students requesting the course
- Chairs will determine staffing based on these sections
- The sections in the schedule are built. The schedule is built with the goal of providing the maximum number of students their requested courses and minimizing conflicts as much as possible.
- Students are loaded into the schedule

4. Refine (July - Early August)

- During this phase, we complete a quality assurance check to resolve as many issues as possible, including, but not limited to:
 - Students missing a major course
 - Student underenrollment
 - Class size balance
- We may reach out to underenrolled students during this phase to determine how to get them to the required number of credits prior to sending a class list to all students.

5: Correct Errors (Mid to Late August)

- Students will receive a class list in Aspen without blocks and teachers.
- Students will be given a form to report errors.

A request is *not* a guarantee.

What is a scheduling error and what is <i>not</i> an error? We will not review inquiries that are not errors until the second week of school.	
Error	Not an Error
<ul style="list-style-type: none">• Missing a course required for graduation• Underenrollment (fewer than 72 credits, or 66 for upperclass students with dean approval)• Enrolled in the same course twice• Enrolled in a course you have already taken and received credit for that is not repeatable• Scheduled for a level for which you were not recommended, either through the registration or Review in June process<ul style="list-style-type: none">• Requires department chair verification/approval• May not be resolvable prior to the start of school	<ul style="list-style-type: none">• Receiving an alternate for a course you requested• Not receiving a course you requested that is not required for graduation (i.e., an elective)• Changing out of a level for which you were initially recommended• Adding other classes to fill your schedule if you are not underenrolled

Course Changes

The pages that follow include a diverse array of course offerings from which students can choose. In order to ensure that the school's master schedule is built in a way to accommodate the preferences of as many students as possible, it is imperative that students take time and care in making their initial course requests.

During the first week of school, we will only process changes that are deemed errors (see table above). Additionally, student-initiated requests to add or drop classes are subject to the following deadlines:

Course Length	Add Deadline	Drop Deadline
Full Year	Last school day in September	Midpoint* of Quarter 1
Semester	Three weeks after the course begins	Midpoint* of the first Quarter of the course
Quarter	Two weeks after the course begins	Three weeks after the course begins

* Midpoint: the date of midterm comments. See the given term's Term Calendar for this date.

Students may initiate drops up to and including the first deadline above without having a final grade recorded on report card or transcript. Courses that are dropped after this deadline will be graded as a W (Withdrawn). For GPA computation, a W carries no weight. Students are reminded that all final grades are included on the students' report cards and transcripts.

All course drops and adds must be approved by the appropriate department chairs. Deans and department chairs may also make exceptions to this deadline in extenuating circumstances.

REPORTS TO COLLEGES

With the request for release of academic transcripts and any available letters of recommendation by students or legal guardians, Newton South High School sends the following information, either electronically or by mail, to colleges: courses taken at NSHS, final grades, course credits, GPA, the school profile, teacher recommendations, and the counselor's statement (an expansion and interpretation of the transcript in terms of personal dimensions). All of the information supplied to colleges except for the counselor's statement and teacher recommendations is available to students for their review. In response to the general college requirement for a report of mid-year status, copies of the second term report card and updated GPA are forwarded automatically to those colleges to which application for admission has been made.

9th GRADE COURSE OFFERINGS

9th grade students are able to enroll in the courses listed below. The symbol **Ⓜ** is also located next to the course descriptions.

Business

111F/SS	Introduction to Business	ACP
112F/SS	Personal Finance	ACP

ELL: English Language Learners

All courses should be chosen in consultation with ELL staff

English

211S	Ninth-Grade English	ACP
2111S	Ninth-Grade English	ACP(SAM)
212S	Ninth-Grade English	CP
261F/SS	Introduction to Publications	ACP

Family and Consumer Sciences

501QS	Healthy Cooking and Baking	ACP
503QS	International Cuisine AAEE	ACP
504QS	International Cuisine EA	ACP
505QS	Intermediate Intl Cuisine	ACP
507F/SS	Culinary Arts Exploratory	ACP
511F/SS	Fashion, Clothing, Design & Const. 1	ACP
512F/SS	Fashion, Clothing, Design & Const. 2	ACP
521F/SS	Introduction to Child Development	ACP

Fine & Performing Arts: Art

020F/SS	Art Foundations	ACP
090S/QS	Digital Art Foundations	ACP

The following require completion of Art Foundations:

021F/SS	2D Explorations	ACP
041F/SS	3D Explorations	ACP
061F/SS	Ceramics Explorations	ACP
081F/SS	Photography Explorations	ACP

The following requires completion of Digital Art Foundations:

091F/SS	Digital Imaging Explorations	ACP
0910F/SS	Digital Imaging Explorations	H
093F/SS	Digital Animation Explorations	ACP
093QS	Digital Animation Explorations	ACP
097F/SS	Video Explorations	ACP
0970F/SS	Video Explorations	H

Fine & Performing Arts: Music

701F/SS	Musicians Music Theory I	H
711F/SS	Music Technology & Composition	ACP
713F/SS	Music Production	ACP
7220S	Symphonic Band	H
722S	Symphonic Band	ACP
7240S	String Orchestra	H
724S	String Orchestra	ACP
726F/SS	Chamber Ensemble	ACP
727F/SS	Sonata Duo	ACP
731S	Intro to Jazz: Jazz Improv 1	ACP
731F/SS	Intro to Jazz: Jazz Improv 1	ACP
735S	Jazz Combo	ACP
736F/SS	Lab Jazz Ensemble	ACP
743F/SS	Vocal Ensemble	ACP

Fine & Performing Arts: Theatre

270F/SS	Acting Foundations	ACP
270QS	Acting Foundations	ACP

2760F/SS	Public Speaking and Presentation	H
276F/SS	Public Speaking and Presentation	ACP
278F/SS	Technical Theatre Studio	ACP
278QS	Technical Theatre Studio	ACP

History and Social Sciences

411S	World History I	ACP
4111S	World History I	ACP(SAM)
4112S	World History I	CP
412S	World History I	CP

Mathematics

601S	Math 1 H	H
611S	Math 1 Acc	Acc
621S	Math 1 ACP	ACP
631S	Math 1	CP
641S	Foundations of Math	CP

Computer Programming

650F/SS	Intro to Object Oriented Programming	ACP
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Science

811S	Physics I	ACP
812S	Physics I	CP

Technical Education and Engineering

551F/SS	Architecture I	ACP
552F/SS	Architecture II	ACP
553F/SS	CAD and 3D Modeling	ACP
561F/SS	Freshman Engineering	ACP
565F/SS	Robotics I	ACP
566F/SS	Robotics II	ACP
578F/SS	Graphic Design I	ACP
579F/SS	Graphic Design II	ACP
581F/SS	Woodworking I	ACP
582F/SS	Woodworking II	ACP

Wellness

771QS	Ninth-Grade Wellness	N
772QS	Ninth-Grade Health	N

World Language

341S	Chinese 1	ACP
342S	Chinese 2	ACP
311AS	Novice French 1	ACP
311BS	Novice French 2	ACP
312S	Intermediate French 2	ACP
351S	Latin 1	ACP
361S	Russian 1	ACP
362S	Russian 2	ACP
381AS	Novice Spanish 1	ACP
381B	Novice Spanish 2	ACP
382S	Intermediate Spanish 2	ACP

All School

906FS	METCO Advisory	P-F
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Career and Technical Education Exploratory Programs (at Newton North) - Please see chart on page 73

COURSE OFFERINGS

The course offerings described in this Program of Studies specify the course number, the meeting times per week, the number of credits to be earned, and the level of the course. There is also a brief description of the course content and expectations.

Courses are offered at the following levels: Honors, Advanced College Preparatory, College Preparatory, or No Level. When more than one level of a course is offered, whether in the same or separate sections, the expectations differ for those students within those different levels. A student's level in a course is determined by the recommendation of the subject teacher from the previous year. If, after conferring with the teacher, the student and parent disagree with a teacher's recommendation, they may appeal to the appropriate department chair.

Not all courses listed in this Program of Studies will be run. Registration requests must be sufficient to schedule a course. Students should select alternate choices for each course other than the core courses. In scheduling elective courses, preference is given to upperclassmen who may need to fulfill graduation requirements. Due to scheduling constraints, students may have to choose between courses that are offered at the same time. In cases where conflicts exist, students need to prioritize their course selections by working closely with their counselor.

COURSE LINE DESCRIPTION KEY

a. Introduction to Business b. (Grades 9 - 12) c. 111F/SS d. Semester e. Credits: 6 f. Level: ACP g. ⑨

a. Name of course

b. Grade, prerequisites, corequisites: This information will tell you the grade levels that may take the course, and if there are prerequisite or corequisites course requirements.

c. Course Number: This number is used in the registration process to identify the specific course. The exact course number is important, as it can sometimes indicate the specific level or length of course. In some cases, # may replace a course number to indicate that registration for this course is not open during normal registration. Please see the description for instructions on how to participate in these courses. Most require students to request the course in the fall, after their schedule has been published.

d. Length of course: This indicates if a course is offered as a Full Year, Semester, or Quarter course. If courses are only offered during specific semesters or quarters, it will be noted.

e. Credits: The number of credits earned for successful completion of the course

f. Level: This indicates if the curriculum level is College Prep (CP), Advanced College Prep (ACP), Honors (H), No Level (N) or Pass-Fail (P-F).

g. Miscellaneous information:

⑨ Course is open to 9th graders

* Course fulfills Fine, Performing and Technical Arts requirement

^ Course is part of an Interdisciplinary Studies program (see pg 5 for more details)

BUSINESS

Course offerings in the Business Department are designed to provide students with the opportunity to learn business and computer literacy skills basic to personal, school, and career activities, prepare students for courses taken at the college level, and develop the students' understanding of current business events and how they relate to everyday adult life.

Introduction to Business (Grades 9 - 12)

111F/SS

Semester

Credits: 6

Level: ACP

Ⓣ * Introduction to Business introduces students to the world of business and provides insights into how businesses operate. This course explores how businesses are organized and managed. Students will develop an understanding of the economic theory of supply and demand. Students will also investigate the production, marketing, and finance decisions of the business manager. Students will use a marketplace simulation program to test their business theories. Students must take this course before enrolling in specialized business courses.

Personal Finance (Grades 9 - 12)

112F/SS

Semester

Credits: 6

Level: ACP

Ⓣ * Personal Finance focuses on the personal financial decisions facing young adults today and throughout their lifetime. Included but not limited to, getting a job, purchasing a car, housing options, banking skills, college financial planning, obtaining and managing good credit, budgeting skills, saving skills, taxes, investment options, consumer skills and retirement planning. Students will gain a broad overview of financial analysis principles such as risk management, time value of money, stocks and bonds. This important course prepares young people to face "Real-Life" financial responsibilities of the modern world.

Entrepreneurship (Grades 10 - 12, Prerequisite: 111F/SS Intro to Business)

113F/SS

Semester

Credits: 6

Level: ACP

*Entrepreneurship explores the process of creating a real business venture. Students will study the characteristics and strategies of the entrepreneur. Students will debate various ethical issues in business, and will examine the legal requirements of business ownership. Students will work individually and in groups to develop business ideas, write a formal business plan, research market opportunities, and develop marketing and financial plans. Students will use basic accounting reports to track their business's progress and to assist in the decision-making process. Students will prepare a formal presentation to market their business idea to the class and to the instructor. Individual and collaborative projects and presentations constitute a significant part of the course work.

Fashion Marketing and Merchandising (Grades 10 - 12, Prerequisite: 111F/SS Intro to Business)

114QS

Quarter

Credits: 3

Level: ACP

*Fashion Marketing and Merchandising brings to life the business aspects of the fashion world. It presents the basics of market economics, textiles, design, and promotion. It gives an in depth view of the fundamentals and strategies for retail success. It will stress marketing as the basis for successful fashion merchandising activities that satisfy the changing consumer market. We will also discuss the many career opportunities related to fashion and how to prepare for them including entrepreneurship.

Principles of Marketing (Grades 10 - 12, Prerequisite: 111F/SS Intro to Business)

116F/SS

Semester

Credits: 6

Level: ACP

*Principles of Marketing explores product design, pricing, distribution, and promotion strategies utilized by today's successful businesses. Students will learn how companies develop target markets through extensive marketing research methods. Through a "hands-on" approach involving various projects and the exploration of current events, students gain an understanding of how to make effective marketing decisions. This course provides an excellent background for those who plan to enroll in a business school in college. Individual and collaborative projects and presentations constitute a significant part of the course work.

Financial Planning for Seniors (Grade 12, Grade 11 if space available)

117QS

Quarter

Credits: 3

Level: ACP

*Financial Planning for Seniors is intended for seniors who will be venturing out on their own in a short time and will help them with understanding financial literacy and preparing for next steps after high school. This will be a detailed course which will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management. Students are provided with a foundational understanding for making informed personal financial decisions leading to financial independence.

ELL English 5/Bridging

155S

Full Year

Credits: 12

Level: ACP

⑨ ELL English 5 prepares students to transition to a mainstream English class. Students learn to analyze literature and write multi-draft essays of various forms. Emphasis is placed on literary analysis and studying the conventions of English writing through both personal as well as analytic essays. In this course, English language learners use their strong vocabulary, grammar, and communication skills more strategically and effectively for academic purposes.

History

History for English Literacy

160S

Full Year

Credits: 12

Level: CP

⑨ History for English Literacy Learners is a Common Core guided course offered to newcomers to English who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students work on developing academic English vocabulary related to both history and modern society. Students study maps, geography, economics and the structure of governments through individual and group projects.

ELL World History

161S

Full Year

Credits: 12

Level: ACP

⑨ ELL World History is designed for students at WIDA levels 1-3. The course follows the mainstream world history curriculum and is a survey of world history from the golden ages of empires in Europe, Asia, Africa, and the Americas to the dawning of the industrial age. This course focuses on developing academic literacy skills through world history texts and materials that are chosen based on the students' reading levels and background knowledge. The course pays particular attention to developing students' reading skills and expanding their academic vocabulary. Students have an opportunity to learn how to do research, take notes, and present historical information in class. In addition, students participate in a variety of group and individual projects focused on particular historical themes.

ELL United States History

162S

Full Year

Credits: 12

Level: ACP

⑨ ELL United States History is an intensive U. S. History course for students at WIDA levels 4 and above. In addition to covering major U.S. history topics, emphasis will be on improving academic study skills, vocabulary, reading comprehension and writing ability. Students begin by gaining foundational language through the study of geography, climate and location during early American History. The course will also explore the political, economic and social history of the U.S. through the 20th century. Students will use a variety of materials including primary and secondary sources and U.S. History texts. Students will be required to conduct research, write analytical and biographical essays as well as participate in seminar-like classes.

Academic Study

ELL Independent Study (Grades 11 - 12)

#

Full Year

Credits: 6

Level: P-F

#

Semester

Credits: 3

Level: P-F

#

Quarter

Credits: 1.5

Level: P-F

Under special circumstances, a student may be placed in an independent study to achieve specifically designated goals, under the supervision of a teacher. Enrollment only after consultation with ELL staff. Interested students should speak with the Department Head in the fall.

Bilingual Academic Peer Education (Grades 11 - 12)

917S

Full Year

Credits: 6

Level: P-F

917F/SS

Semester

Credits: 3

Level: P-F

917QS

Quarter

Credits: 1.5

Level: P-F

Bilingual Academic Peer Education is for fluently bilingual juniors and seniors who are in good academic standing. Students learn basic tutoring techniques and apply them in a bilingual classroom setting. Sections meet twice a week concurrently with an ELL Academic Study class and are limited to 2 students per section. Students will need the signature of their counselor and an ELL teacher to be eligible. The ELL Program coordinator makes the final decision based on recommendations as well as the language and academic needs of currently enrolled students. Interested students should speak with the department chair in the fall.

ENGLISH

All full-time students are required to take an English course each semester of attendance and must earn at least 48 credits in English before graduation. Seniors may elect an additional yearlong course if space is available. The English Department curriculum consists of yearlong courses. Students may take Honors-level courses in their sophomore, junior, and senior years. In the ninth, tenth, and eleventh grades, there are options that link the study of English with the study of history. These courses must be taken along with their history equivalents. Not all students who request these courses will necessarily be placed in them, as sections are limited. Students who enter the courses must make a serious commitment to remain in these courses, since if either the English or the history is later changed, the linked class must also be changed. All courses use an antiracist lens to study literature.

Ninth-Grade English

Students entering grade nine take one of the following courses according to placement suggested in grade eight. Students study literature, writing skills, grammar, and vocabulary in each course. During the summer preceding ninth grade, students will fulfill the outside reading requirements from our summer reading list.

Ninth-Grade English

211S	Full Year	Credits: 12	Level: ACP
2111S	Full Year	Credits: 12	Level: ACP (SAM)
212S	Full Year	Credits: 12	Level: CP

☉ In Ninth-Grade English, students will learn to read thoughtfully and accurately and to write fluently with well-structured paragraphs, complete sentences, varied sentence patterns, and correct grammar and mechanics. Readings in the course may include *Romeo and Juliet*, *The Hate U Give*, *The Catcher in the Rye*, *When the Emperor Was Divine*, *The House on Mango Street*, *Of Mice and Men*, *I Know Why The Caged Bird Sings*, short stories, poetry, and essays that expose students to multiple voices and perspectives. Students study analytical and creative writing, sentence composing, vocabulary, mechanics and usage. All students will complete multiple writing assignments, including a larger analytical paper.

Sophomore English

Students entering grade ten take one of the following yearlong recommended courses according to the placement suggested in grade nine. This placement is based on a student's writing and reading ability, a disciplined work ethic, and their response to an essay prompt. All sophomores complete a unit on public speaking, during which they prepare and deliver a 4-6-minute speech. All tenth grade classes cover the skills appearing on the MCAS exam.

Sophomore English (Grade 10)

220S	Full Year	Credits: 12	Level: H
221S	Full Year	Credits: 12	Level: ACP
2212S	Full Year	Credits: 12	Level: CP
222S	Full Year	Credits: 12	Level: CP

In Sophomore English, students will develop their skills as readers and writers. Students do considerable work in sentence composing, grammar, usage, vocabulary, and analytical writing. They read from a variety of genres, study important background sources, and complete outside reading requirements. Representative texts may include *Antigone*, *Things Fall Apart*, *Homegoing*, *Exit West*, *Persepolis*, *In The Time of the Butterflies*, *Much Ado About Nothing*, selected poetic works, and short stories. All students in this course will prepare and present to their class a 4-6-minute persuasive speech.

Global Justice Communities: World Literature 10 (Grade 10, Corequisite: 4240S or 4241S or 4242S Global Justice: Modern World History)

2240S	Full Year	Credits: 12	Level: H
2241S	Full Year	Credits: 12	Level: ACP
2242S	Full Year	Credits: 12	Level: CP

Are you interested in participating in a small community with a cohort of people interested in social justice issues? Global Justice Communities: World Literature 10 explores literature through its historical context, matching the history curriculum with the English one. Global justice includes collaborative, interdisciplinary projects, as well as more traditional writing assignments. Focusing on community and citizenship, Global Justice considers the ways that world literature reflects, critiques, and challenges unjust power structures throughout history. All three levels of Global classes meet together in one classroom. Students requesting this course must also select an alternate choice.

New Media Communities: English 10 (Grade 10, Corequisite: History 4250S or 4251S or 4252S NMC: Modern World History)

2250S	Full Year	Credits: 12	Level: H
2251S	Full Year	Credits: 12	Level: ACP
2252S	Full Year	Credits: 12	Level: CP

How does the media affect our understanding of the world around us? And how can making media allow us to shape that world into the place we want it to be? New Media Communities: English 10 is an interdisciplinary, project-based course that combines the traditional reading and writing of 10th grade English with media analysis and media production. In 10th grade, students will focus on media literacy skills and audio production, learning how to write, perform, and edit podcasts, audiobooks, and sound collages (in addition to miscellaneous smaller media-related projects). Best of all, NMC10 students will produce a 3-8 minute podcast for submission to the annual NPR Student Podcast Challenge, a national competition. Students will also use an anti-racist lens to study the literature of colonization and revolution to better understand the world we're living in today. If you are creative, collaborative, and want a uniquely participatory English/History experience, NMC is for you! Students requesting this course must also select an alternate choice.

Junior English

Students entering grade eleven take one of the following yearlong courses according to the placement recommended in grade ten. Every Junior English course emphasizes reading in American literature to complement American history courses that students also take in grade eleven. Students will complete several analytic pieces and one major creative writing piece.

Junior English (Grade 11)

230S	Full Year	Credits: 12	Level: H
231S	Full Year	Credits: 12	Level: ACP
2312S	Full Year	Credits: 12	Level: CP
232S	Full Year	Credits: 12	Level: CP

The core of Junior English is an exploration of American literature and the nature of the American experience. Texts may include poetry or works by Gene Luen Yang, Celeste Ng, F. Scott Fitzgerald, Zora Neale Hurston, Arthur Miller, Frederick Douglass, Toni Morrison, and Tim O'Brien. Junior English builds upon principles of sentence composing, grammar, mechanics, and usage introduced in the Sophomore year and introduces more sophisticated stylistic principles. Students acquire increased skill in longer analytic and comparative essays and the thematic analysis of literature.

Global Justice: American Literature (Grade 11, Corequisite: 4340S or 4341S or 4342S Global Justice: US History)

2340S	Full Year	Credits: 12	Level: H
2341S	Full Year	Credits: 12	Level: ACP
2342S	Full Year	Credits: 12	Level: CP

Global Justice Communities: American Literature is a continuation of the tenth grade Global Justice course. We will use American literature to ask questions about race, class, gender, sexual orientation, and American society. What is our obligation to our communities—local and global? How do we create a more just society? This class is open to new students (who did not join the program in 10th grade) on a space available basis.

New Media Communities: English 11 (Grade 11, Corequisite: 4350S or 4251S or 4352S NMC: US History)

2350S	Full Year	Credits: 12	Level: H
2351S	Full Year	Credits: 12	Level: ACP
2352S	Full Year	Credits: 12	Level: CP

How is the American story told and how can we help tell it? New Media Communities: English 11 is an interdisciplinary, group project-based course that combines the traditional reading and writing of 11th grade English with media analysis and media production. In 11th grade, students will focus on storytelling through personal writing, analysis of American documentaries, and script writing. In addition to smaller media-production projects, all 11th grade NMC students will produce a final capstone project that captures who they are in this world in conversation with our studies on the American Dream and the American experience. Students will celebrate the richness of the American voice in books like *Everything I Never Told You* and *The Great Gatsby*, and in documentary films like "Minding The Gap" and "The Queen of Versailles". NMC11 is the culmination of work in the New Media program and will challenge its students to live up to the demands of citizenship in the 21st century.

Senior English

All students will select a year-long English course. The focus of each course is different (see listings below), but all contain four common elements: 1) Instruction in personal essay writing, generally toward the start of the year; 2) a multi-page essay synthesizing several texts, in third and fourth terms; 3) a creative piece for the Heintzelman creative writing contest, typically due in mid-March; and 4) a reflective essay, in mid-to-late May. Students requesting these courses must also select an alternate choice.

Senior Honors Courses

AP English Literature and Composition (Grade 12)

250S

Full Year

Credits: 12

Level: H

AP English Literature and Composition is a course for seniors who have been recommended to continue studying English at the honors level. The course encompasses the recommendations of the Advanced Placement program of the College Board. Classes discuss problems in mechanics and usage as they arise. The copious and detailed readings may include independent reading projects in the work of a single author and a major project in poetry. Representative titles include *Dubliners*, *Pride and Prejudice*, *Selected Stories of Franz Kafka*, *To the Lighthouse*, *Heart of Darkness*, *King Lear*, and selected essays by a variety of authors. Students will be expected to read an outside reading book each month.

AP English Language and Composition (Grade 12)

260S

Full Year

Credits: 12

Level: H

AP English Language and Composition is a course for students recommended to study English at the honors level. Students study advanced composition and analysis of language at a level equivalent to an introductory college course, with a focus on nonfiction and journalism by reviewing pressing topics in the public discourse and weighing how these events are being rendered to their intended audiences. In the process of refining their awareness of language and the writer's craft, students will write publishable works and read established writers from a variety of publications and fields, covering topics ranging from childrearing to athletics, from misinformation to partisan media. The rigor of the course is designed to prepare students for the Advanced Placement examination in English Language and Composition; all enrolled students are encouraged to take that exam.

Senior Mixed-Level, ACP, and CP Courses

Contemporary Literature (Grade 12)

241S

Full Year

Credits: 12

Level: ACP

2412S

Full Year

Credits: 12

Level: CP

Contemporary Literature examines our complex modern world through the lens of various genres, including, but not limited to, historical fiction, the realistic novel, and non-fiction. Literary works will include high-interest texts from the 20th and 21st centuries, with possible texts including *Different Seasons* by Stephen King, *Orphan Train* by Christina Baker Kline, *The Kite Runner* by Khaled Hosseini, and *Wench* by Dolan Perkins Valdes. Students will continue their work on textual analysis and analytical, personal, and creative writing. Critical thinking, effective rhetoric, vocabulary, and writing strategies also are important components of this course.

Shakespeare (Grade 12)

2430S

Full Year

Credits: 12

Level: H

243S

Full Year

Credits: 12

Level: ACP

2443S

Full Year

Credits: 12

Level: CP

Does reading Shakespeare sometimes feel like reading in another language? Do you want the skills to read Shakespeare on your own and impress your friends? Shakespeare is a survey course that includes the study of William Shakespeare's life and times, his sonnets, and his plays. The year will include the reading and study of the tragedy *Hamlet*, in addition to at least one of his comedies and one of his history plays. We will watch film versions of his plays, as well as act out and write scenes of our own. Anyone can read Shakespeare! This course is for everyone. There is no requirement for you to be an experienced and confident reader of Shakespeare already, only that you are willing to earnestly explore the sometimes challenging language of Shakespeare's poems and plays. Students taking the class for honors credit should expect to both read an additional play each term and listen to or read related scholarly criticism related to course reading.

Global Justice English: Words that Change the World (Grade 12, Prerequisite: enrolled in Global Justice program)

2440S	Full Year	Credits: 12	Level: H
244S	Full Year	Credits: 12	Level: ACP
2442S	Full Year	Credits: 12	Level: CP

What is the most important word to you? What is the most important word in your community? In Global Justice: Words that Change the World we'll consider the ways language can humanize or dehumanize, give voice to the marginalized, change minds or create chaos. Texts for study may include John Okada's *No-No Boy*, Mary Shelley's *Frankenstein*, Jhumpa Lahiri's *Interpreter of Maladies*, and Shakespeare's *Hamlet*, as well as a variety of films, essays and poems. In your own writing (personal, analytical, and creative) we'll focus on developing your voice on the page, looking for ways language can communicate care and authenticity. The ultimate purpose of the course will be to put these words into action through individual and group projects. The fourth quarter project will involve each student picking their own keyword and engaging in a conversation with that word or idea in writing (with the hopeful goal of making it public).

Horror and Science Fiction (Grade 12)

2450S	Full Year	Credits: 12	Level: H
245S	Full Year	Credits: 12	Level: ACP

Horror challenges our basic assumptions about what we can count on; it subverts our complaisance and sense of safety. Science fiction brings us worlds far away or in the future that can tell us something about our own time and place-or warn us about self-destruction. Often, the two genres overlap. We will be reading about ancient monsters and H.P. Lovecraft; Shelley's *Frankenstein* and Ray Bradbury's *Fahrenheit 451*; Stephen King and Philip Dick; and many short stories including classics by Edgar Allen Poe, Nathaniel Hawthorne, Ambrose Bierce, Shirley Jackson, Clive Barker, and others. Students will write their own horror or sci-fi story.

Women in Literature (Grade 12)

2460S	Full Year	Credits: 12	Level: H
246S	Full Year	Credits: 12	Level: ACP
2462S	Full Year	Credits: 12	Level: CP

Women in Literature seeks to expand students' experience and engagement with literary works by and about women. Students learn to use an intersectional feminist framework through which to read works by Audre Lorde, Toni Morrison, Margaret Atwood, Charlotte Perkins Gilman, Cathy Park Hong, Alison Bechdel, Gabby Rivera, and other women writers to examine self-identity, constructions of gender, and the nuances of language, voice and power. Students will write critical analyses of a variety of texts as well as explore their own lived experiences through class discussions and reflective writing. Critical and creative writing, reading, and thinking are central to the goals of this course.

African-American Literature (Grade 12)

2520S	Full Year	Credits: 12	Level: H
252S	Full Year	Credits: 12	Level: ACP
2522S	Full Year	Credits: 12	Level: CP

African-American Literature offers an intensive exploration and celebration of Black artists and culture from the 19th century to today. Our focus is on reading, writing, and analysis of novels, memoirs, drama and poetry, but students will also be asked to complete various performance and creative projects along the way, in addition to a longer Senior Synthesis Essay in term four. This course will empower all students to think critically and take action in their local communities, using the lessons about race, history, and identity provided by the literature we read.

Asian and Asian-American Literature (Grade 12)

2530S	Full Year	Credits: 12	Level: H
253S	Full Year	Credits: 12	Level: ACP
2532S	Full Year	Credits: 12	Level: CP

What does it mean to be Asian or Asian American in America? What happens when East meets West? How does a person deal with and reconcile the crises of cultural and personal identities and the desire to pursue happiness in a world that is, despite becoming more diverse every day, intent on maintaining Asian Invisibility? Asian and Asian-American Literature will explore the origin myths that have shaped the identity of several Asian cultures and take students on a journey of self-discovery. Students will start with one of the world's most read and adapted stories (One of China's Four Classics of Literature - *Monkey - A Journey West*) and then move on to stories that tackle the Asian experience in America (*The Leavers*, *Interior Chinatown*, *No No Boy*, *Interpreter of Maladies*). Identity, Agency, and Immigration are just a few of the themes that will be tackled in lively discussions. Students will answer the question "who am I?" and ultimately gain the understanding that there is more that binds us than divides us.

Film Studies (Grade 12)

2550S	Full Year	Credits: 12	Level: H
255S	Full Year	Credits: 12	Level: ACP
2552	Full Year	Credits: 12	Level: CP

Film Studies will change the way you see movies. Most of us view films as a form of entertainment, something to do on a Friday night. The study of film, however, provides an alternative history of the last century, as well as a challenging investigation of the ways in which we make sense of our own world and our own identities. During the course, we will examine the elements of film production, learn the basics of film “language,” and explore the development of film style over the last 100 years. In addition, students will engage in extended analytical units on films such as “Parasite”, “Get Out”, “Moonlight”, as well as classical films such as “Modern Times”. The spiritual core of the course, however, is creative: over the year, students will write original screenplays, and work in small groups to produce 10-minute narrative shorts that will receive a public screening at the Newton South Film Festival. (Red carpet not included.)

English Electives

The English Department offers the following electives, which do not fulfill the English graduation requirement and can be taken only in addition to a regular English course.

Introduction to Publications (Grades 9 - 12)

261F/SS	Semester	Credits: 6	Level: ACP
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Ⓣ* Intro to Publications will provide students with the basic writing, reporting, editing, and design skills they will need to work on the school newspapers, the yearbook, and the literary magazine. Students will learn the basics of journalism ethics, the First Amendment, and will write features, news, sports, and opinions pieces. The course introduces principles of design, photojournalism, and online reporting.

Publications In Practice (Grades 10 - 12)

263F/SS	Semester	Credits: 6	Level: ACP
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*Publications In Practice is designed for editors of Regulus, Denebola, Leo, and The Lion’s Roar to work on writing, editing, and creating their respective publications. Students with leadership roles on any South publication are strongly encouraged to enroll. One goal of the course is to increase collaboration among editors on all South publications in order to foster sharing of content, photos, graphics, and design ideas.

Creative Writing Workshop (Grades 10 - 12)

264F/SS	Semester	Credits: 6	Level: ACP
264QS	Quarter	Credits: 3	Level: ACP

Do you ever wonder what it takes to tell a compelling story, or craft a powerful poem? If you read and write poetry, songs, plays, or fiction on your own— or you would like to try— then this course is for you. Emphasis will be on the ‘workshop model’ where students write, edit, share, and revise their work in a supportive, collaborative and joyful environment. Students will practice ‘reading like writers’, as well as writing for their readers.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences Department offers a variety of courses that meet the Arts requirement for graduation and are rooted in the Sciences, Arts, and Humanities. These integrative courses teach a variety of strategies to help students develop the knowledge and skills needed to maximize their potential in personal and work life. Courses are open to all students unless specifically stated otherwise.

Culinary Adventures

Healthy Cooking and Baking (Grades 9 - 12)

501QS	Quarter	Credits: 3	Level: ACP
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Ⓣ * This course provides students with the opportunity to cook a variety of healthy recipes while exploring the relationship between nutrition and health. Students learn by actively participating in cooking labs with an emphasis on nutritious ingredients. The course has been updated to include a focus on healthy baking. Topics covered include reading and understanding food labels and ingredient lists, modifying recipes to make them more nutrient-dense, and connecting diet to disease prevention.

Sports Nutrition (Grades 10 - 12)

502QS

Quarter 1 - 4

Credits: 3

Level: ACP

* Sports Nutrition is a hands-on cooking class where students participate in weekly cooking labs to prepare healthy meals and snacks. The course explores how to make healthy choices for any lifestyle, and how adolescents can optimize athletic performance through diet. The focus is on promoting a healthy balance of foods, as well as a healthy relationship with food. Students learn through class discussion, projects and working collaboratively with their peers to prepare nutrient-dense recipes. This course is offered jointly through the Family & Consumer Science and Wellness departments. This course may be taken for Wellness credit.
SEL Competency: Self-Management

International Cuisine of Asia, Africa, Australia & Europe (Grades 9 - 12)

503QS

Quarters 1 & 2

Credits: 3

Level: ACP

Ⓢ * International Cuisine students study and cook with ingredients grown in specific regions to learn how they determine the basis for foods consumed by the people in these areas. Eating rituals and holiday feasts are also explored. Cultures and cuisines from the countries of Israel, India, Morocco, China, Japan, Korea, Indonesia, Australia, New Zealand, Hungary, and Russia are covered. Discussion of local Boston area specialty markets and food demonstrations by the Newton South community native to the countries studied are part of this course.

International Cuisine of Europe & the Americas (Grades 9 - 12)

504QS

Quarters 3 & 4

Credits: 3

Level: ACP

Ⓢ *International Cuisine students learn about the cuisines of several cultures in North America, Central America, South America, and Europe. Students study and cook with the ingredients grown in specific regions to learn how they determine the basis for foods consumed by the people in these areas. Eating rituals and holiday feasts are also explored. Cultures and cuisines from the countries of Canada, Caribbean countries, Colombia, Peru, United Kingdom, France, Scandinavian Countries, Spain, Italy, Greece, Germany and Hungary are covered. Discussion of local Boston area specialty markets and food demonstrations by the Newton South community native to the countries studied are part of this course.

Intermediate International Cuisine (Prerequisite: 503S International Cuisine AAE or 504S Inter. Cuisine Europe & the America)

505QS

Quarters 1 & 2

Credits: 3

Level: ACP

*Intermediate International Cuisine students will learn about culinary traditions from around the world while learning intermediate culinary techniques. This course will focus on a narrow selection of geographic regions to allow for in-depth study of each country's culinary history, its food rituals and the role that religion, geography and trade all play in its food ways. Recipes will emphasize intermediate cooking techniques, building on the skills students have acquired in their prior coursework in the department.

Culinary Arts Exploratory (Grades 9 -12)

507F/SS

Semester

Credits: 6

Level: ACP

Ⓢ *Culinary Arts Exploratory is designed for students who want to acquire the fundamental food preparation techniques central to all areas of the food service business. Students are introduced to quantity food preparation in the areas of baking, pastry and cold and hot meals. Students will rotate through food preparation stations and actively participate in the business of food service. Emphasis is on learning basic culinary skills, and kitchen sanitation and safety practices that align with the food service industry. Students will gain practical experience while preparing and serving meals in the "Lion's Den Bistro," Newton South's student run restaurant.

Culinary Arts & Food Service Management (Grades 10 - 12, Prerequisite: 507S, Culinary Arts Exploratory)

508F/SS

Semester

Credits: 6

Level: ACP

*In Culinary Arts & Food Service Management students will build on skills gained in Culinary Arts Exploratory while working alongside first year students in support of the Lions' Den Bistro. Emphasis is on acquiring intermediate and advanced culinary skills and developing a foundational understanding of foodservice management best practices including food procurement, food cost projections, seasonal menu- planning and restaurant marketing. Enrollment requires teacher and department head approval.

continue to act as interns in the Newton South preschool. Students participate in an online Schoology course and complete all assignments including discussion boards, child observations, and preschool portfolios. Occasional WIN block meetings required.

Early Childhood Education Independent Study for Seniors (Grade 12, Prerequisite: 533S Early Childhood Education Exploratory 2)

540S	Full Year	Credits:12	Level: ACP
540F/SS	Semester	Credits: 6	Level: ACP

* Early Childhood Education Independent Study for Seniors is by approval of the department head. Students continue to act as interns 2 to 4 times per week in the Newton South Preschool. Students research topics relevant to early childhood education and complete a term research paper. This class is only open to seniors unless given approval by the department head.

Early Childhood Education Major (Grade 12)

Prerequisites: 521S, 532S, and 533S Early Childhood Education Exploratory 1, 2, and 3, must meet all graduation requirements

542S	Full Year	Credits: 30	Level: H
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* The Early Childhood Education Major combines academic and practical work experience in the Newton South Preschool Program to provide a step-by-step approach to the everyday care and teaching of young children. Students apply the knowledge of child development to evaluate early childhood programs, better understand and guide young children, create safe and healthy environments, and plan developmentally appropriate curriculum. The Department of Early Education and Care Teacher License (formerly OCCS) is available to students achieving a grade of B or better.

Dual Enrollment Child Growth and Development:

This course is offered as a dual enrollment course in conjunction with Middlesex Community College. Students will receive 6 credits towards graduation as well as 3 college credits. (this course is open only to students enrolled in 542 and runs concurrently with those classes)

543DE	Semester 1	Credits 6 (+3 college credits)	Level: H
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* This course provides a chronological overview of the theory and principles of child growth and development from conception through adolescence, with an emphasis on the period from birth through age eight, exploring the interrelationships between theory, research and practice. Development is studied in the contexts of family, gender, culture, language, socioeconomics, diversity, and society.

Students enrolled in this course will access the course here at newton South but receive college credit from Middlesex Community College

Finance

Personal Finance (Grades 9 - 12)

112F/SS	Semester	Credits: 6	Level: ACP
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Ⓣ * Personal Finance focuses on the personal financial decisions facing young adults today and throughout their lifetime. Included but not limited to, getting a job, purchasing a car, housing options, banking skills, college financial planning, obtaining and managing good credit, budgeting skills, saving skills, taxes, investment options, consumer skills and retirement planning. Students will gain a broad overview of financial analysis principles such as risk management, time value of money, stocks and bonds. This important course prepares young people to face “Real-Life” financial responsibilities of the modern world.

Financial Planning for Seniors (Grade 12, Grade 11 if space available)

117QS	Quarter	Credits: 3	Level: ACP
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*Financial Planning for Seniors is intended for seniors who will be venturing out on their own in a short time and will help them with understanding financial literacy and preparing for next steps after high school. This will be a detailed course which will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management. Students are provided with a foundational understanding for making informed personal financial decisions leading to financial independence.

FINE & PERFORMING ARTS

Art, Music & Theatre courses

Newton South offers the opportunity for students to earn a Fine & Performing Arts Certificate demonstrating a commitment to an in-depth and diverse study of the Arts. Students who commit to this program will enroll in a sequence of art, music, and/or theatre classes starting in 9th grade specializing in one discipline. This certificate also has an expectation of exploration outside of your chosen discipline and a commitment to community service. Applications for the certificate will be reviewed and awarded in the senior year.

Music Certificate

36 Music Credits, 6 additional credits in any F&PA class & a demonstrated commitment to community.

Courses 701F/SS - 758S

Community: TA, Work-Study, Club Leader, Community Service Coordinator (ex. Festies, Work Study Concert Coordinator)

Certificate Application to be submitted by student to department chair.

Theatre Certificate

24 Credits, 6 additional credits in any F&PA class & a demonstrated commitment to community.

Courses 270S - 279S

Community: TA, Work-Study, Unified Theatre, Children of the Candy Corn, demonstrated commitment to South Stage.

Certificate Application to be submitted by student to department chair.

Visual Art Certificate

36 Visual Arts Credits, 6 additional credits in any F&PA class & a demonstrated commitment to community.

Courses 020S - 099S

Community: TA, Club Leader, Community Service Coordinator (ex. arts fundraisers.)

Certificate Application to be submitted by student to department chair.

Fine & Performing Arts: VISUAL ART

Classes in the Visual Arts make the lives of students ever more fascinating by inspiring a determination to develop the skills, curiosity, and courage to give voice to their artistic vision. Our curriculum enables kids to develop the technical and imaginative skills to become active participants in our creative community and beyond. All classes with * count towards Fine and Performing, and Technical Arts credit.

Art Foundations

Grade 9

Your journey in the Visual Arts starts with Art Foundations. This course gives students a sampling of two of our five core disciplines while learning the essentials of visual communication. Art Foundations is the prerequisite for all other art courses.

da Vinci 9th grade students should enroll in Art Foundations. 10th-12th grade da Vinci students should enroll in an Explorations course.

Art Foundations (Grade 9) (Grades 10 - 12 should start with an Explorations level class)

020F/SS

Semester

Credits: 6

Level: ACP

Ⓢ * Art Foundations is an ideal starting point for any student interested in 2D (Photo, Drawing) or 3D Art (Sculpture). The semester is split in half: one half is spent exploring 2D Art, and the other half is spent exploring 3D Art. The course focuses on the fundamentals of art-making and equips students with the tools necessary to advance to any next-level art class. Grades 11-12 should start with an Explorations course.

Digital Art Foundations

090QS

Quarter

Credits: 3

Level: ACP

Ⓢ * Digital Art Foundations gives students who are new to the Media Lab the opportunity to explore a wide range of Digital Art media. The course will focus on the fundamentals of art and design through the lens of digital media. Students will learn the basics of digital imaging, animation, and video production. This course will prepare students for further Digital Arts coursework at the Explorations level. This will not serve as a prerequisite for non-digital Arts Explorations courses for 9th graders seeking a semester 2 Arts Explorations course.

Art Explorations (Second Level Art Classes or Grades 10+)

Explorations classes are second-level classes that build upon skills and concepts students learn in Art Foundations. Art Explorations can be a starting point for 10th-12th grade students taking high school art for the first time.

2D Explorations (Prerequisite for Grade 9 only: Art Foundations)

021F/SS	Semester	Credits: 6	Level: ACP
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Ⓢ * In 2D Explorations, students learn fundamental drawing techniques and discover the expressive use of drawing and painting materials. Color theory, composition, perspective, self-portraiture, and mixed media are some concepts that will be explored in a creative atmosphere. 2D media covered in this course include but are not limited to graphite, collage, and painting.

3D Explorations (Prerequisite for Grade 9 only: Art Foundations)

041F/SS	Semester	Credits: 6	Level: ACP
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Ⓢ * In 3D Explorations, students learn to express concepts and narratives through three-dimensional sculpture. This course is designed to broaden students' technical ability with diverse mediums such as, but not limited to, paper mache, yarn, wire, and found objects. The design process is emphasized through planning and ideation while introducing students to the expressive freedom of building with physical objects and materials.

Ceramics Explorations (Prerequisite for Grade 9 only: Art Foundations)

061F/SS	Semester	Credits: 6	Level: ACP
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Ⓢ * Ceramics Explorations focuses on developing strong construction skills in clay through hand building techniques and builds an awareness of three-dimensional design. Demonstrations and assigned projects will also explore various high and low-fire glazing possibilities as we look at why people create.

Photography Explorations (Prerequisite for Grade 9 only: Art Foundations)

081F/SS	Semester	Credits: 6	Level: ACP
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Ⓢ * In Photography Explorations, students practice fundamental digital photography concepts with DSLR cameras and basic digital editing. Students also learn how to photograph with a film camera, develop film, and create darkroom prints. The class consists of projects, technical demonstrations, and critiques. While beneficial, it is not necessary to own a camera.

Digital Imaging Explorations (Prerequisite for Grade 9 only: Digital Art Foundations)

091F/SS	Semester	Credits: 6	Level: ACP
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Ⓢ * Digital Imaging is a mid-level course for students who want to develop their skills in digital imaging using the visual and creative skills established in Digital Art Foundations. Projects include computer-based painting, drawing, and image editing using Adobe Photoshop, Illustrator and other 2D design programs to explore new methods of artistic expression and visual communication.

Digital Animation Explorations (Prerequisite for Grade 9 only: Digital Art Foundations)

093F/SS	Semester	Credits: 6	Level: ACP
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Ⓢ * Digital Animation is a mid-level course for students who want to develop their animation skills using the visual and creative skills established in Digital Art Foundations. Projects include traditional animation methods like flip-book and stop motion animation, and introduction to digital programs like Adobe Animate and Blender to create computer-based animations using digital art and 3D modeling.

Video Explorations (Prerequisite for Grade 9 only: Digital Art Foundations)

097F/SS	Semester	Credits: 6	Level: ACP
097QS	Quarter	Credits: 3	Level: ACP
0970F/SS	Semester	Credits: 6	Level: H
0970QS	Quarter	Credits: 3	Level: H

Ⓢ * In Video Explorations, students learn how to communicate with an audience using recorded images and sound. Students develop techniques for use in pre-production, shooting, on-screen and voice-over performance, and post-production. Projects include music videos, short films, documentaries, news segments, and promotional videos. Returning students may work independently on individual or group video projects for honors credit with instructor approval. Note: this is the prerequisite course for CTE Television and Video at NNHS. This course may be repeated for credit.

Art Studio (Third Level Art Classes)

2D Studio (Grades 10 - 12. Prerequisite: 2D Explorations or Art Foundations with instructor recommendation)

022S	Full Year	Credits: 12	Level: ACP
022F/SS	Semester	Credits: 6	Level: ACP

* 2D Studio is designed to give students space to explore topics of personal interest while using materials and methods learned in 2D Explorations. Projects are structured yet open-ended for students to find unique solutions to various visual problems. A student can choose to do an in-depth study of a medium or to try various media (e.g., charcoal, oil pastel, watercolor, colored pencils, ink, printmaking, etc.). Students can enroll in this course more than once.

3D Studio (Grades 10 - 12. Prerequisite: 3D Explorations or Art Foundations with instructor recommendation)

042S	Full Year	Credits: 12	Level: ACP
042F/SS	Semester	Credits: 6	Level: ACP

* 3D Studio builds on skills gained in previous courses. Students develop and refine their individual artistic voices through three-dimensional sculptural media in self-directed explorations. Working with paper mache, wire, assemblage, found objects, textiles, felt, yarn and glass, students will be challenged to create sculptures that express concepts, narratives, and individual perspectives. They will research the works of sculptors from different eras and cultures and create art that responds to what they observe. Students can enroll in this course more than once.

Ceramics Studio (Grades 10 - 12. Prerequisite: Ceramics Explorations or Art Foundations with instructor recommendation)

062S	Full Year	Credits: 12	Level: ACP
062F/SS	Semester	Credits: 6	Level: ACP

* Ceramics Studio is designed to allow students to explore their own areas of interest while also working through guided assignments. The curriculum will focus on additional training in hand-building and wheel-throwing techniques. This class requires more independent thought, creativity, and a willingness to explore how people use art to make meaning of their world. Students can enroll in this course more than once.

Photography Studio (Grades 10 - 12. Prerequisite: Photography Explorations)

082S	Full Year	Credits: 12	Level: ACP
082F/SS	Semester	Credits: 6	Level: ACP

* Photography Studio builds on the skills practiced in previous courses. While working on guided projects, students will continue developing their skills with digital and film photography to explore their world in more personal and expressive ways. Students are required to photograph inside and outside of class. While beneficial, it is not necessary to own a camera. Students must complete Photography Explorations in order to enroll in this course. Students may enroll in this course more than once.

Digital Arts Studio

092F/SS	Semester	Credits: 6	Level: ACP
(Grades 10 - 12. Prerequisite: Digital Arts Explorations Course)			
0920F/SS	Semester	Credits: 6	Level: H
(Grades 10 - 12. Prerequisite: Digital Arts Studio ACP Course)			

* Digital Arts Studio enables students with Explorations-level experience in Digital Imaging or Animation experience to continue to build their creative repertoire using a range of offerings. Students can build on their existing software skills or explore new programs to acquire new skills. This course emphasizes creative problem-solving, visual communication, and artistic expression. * Honors Digital Arts Studio focuses on portfolio development and developing expertise in one or more areas of digital media: Imaging, Animation. Projects can be individual or group-based in this student-driven curriculum. Students must complete Digital Arts Studio (formerly Media Arts Studio) at the ACP level before taking an Honors level course.

AP Art History (Grades 11-12)

050S

Full Year

Credits: 12

Level: H

*AP Art History will introduce you to over 5,000 years of art and architecture. In this course, students will explore the diverse artistic traditions of cultures from prehistory to the present, fostering an in-depth and holistic understanding of the history of art from a global perspective. Students will develop and apply skills of visual, contextual, and comparative analysis to engage with a variety of artworks in painting, sculpture, and architecture. This course emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, ethnicity, and utility. Coursework includes some art-making opportunities but contains more essay writing and research projects than other art courses. It will prepare you to take the AP Art History exam (optional).

Art Teaching Assistants Grades 10-12 with instructor approval

2D Art Teaching Assistant

3D Art Teaching Assistant

Ceramics Teaching Assistant

Photography Teaching Assistant

Digital Lab Teaching Assistant

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Full Year

Credit: 6

Level: P-F

#

Semester

Credit: 3

Level: P-F

#

Quarter

Credit: 1.5

Level: P-F

Prospective teaching assistants should speak with teachers in the fall about applying.

Fine & Performing Arts: MUSIC

South Music offers a wide variety of courses for beginning or experienced musicians. Students are encouraged to pair two courses together to build a breadth of experience and depth of study.

Don't play an instrument yet? Courses like Music Technology and Chorus classes are rewarding starting points. Entry into Honors sections requires the approval of the instructor. Honors sections of performance ensembles include the completion of two projects per semester as specified by the instructor, as well as an additional meeting once per week.

Music Technology and Production

Music Technology and Composition

711F/SS

Semester

Credits: 6

Level: ACP

Ⓢ * Music Technology and Composition is an introductory course for students who want to learn to write and produce music in a collaborative community. This course teaches students to use music sequencing software (Logic Pro) to create original music in many different styles, including contemporary commercial music, blues, and world music. Students will learn basic music production techniques, including effects, sampling, audio tracks, and remixing. Students will learn to create their own MP3s while discovering the core concepts of music: rhythm, harmony, melody, improvisation, form, and composition. The course includes the use of computer sequencing software, mixers, effects processors, microphones, and current and vintage recording equipment.

Music Production (Grades 10-12. Prerequisite: Music Technology and Composition)

7130F/SS

Semester

Credits: 6

Level: H

713F/SS

Semester

Credits: 6

Level: ACP

* Music Production deals specifically with advanced composition and recording techniques. Emphasis is placed on the creation of original songs and instrumental compositions as well as the correct use of sound gear such as amplifiers, microphones, studio effects, mixers, and recorders. Music production techniques from past decades, as well as current trends, will be studied. Students will also use online resources to create and share their own MP3s and collaborate with other Newton South musicians. Prerequisite: Music Technology and Composition and permission of the instructor. Enrollment is limited. Students can enroll in this course more than once.

Advanced Music Production and Songwriting (Grades 10 - 12. Prerequisite: Music Production or AP Music Theory I)

715S	Full Year	Credits: 12	Level: H
715F/SS	Semester	Credits: 6	Level: H

* Advanced Music Production and Songwriting explores the process of creating, performing, and recording a song. Students will explore song structure, lyric writing, and recording techniques to create an original collection in collaboration with other musicians. Students can enroll in this course more than once.

Music Theory

Musician's Music Theory I (Grades 9 - 12)

701F/SS	Semester	Credits: 6	Level: H
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Ⓣ * Musician's Music Theory I is designed for students with a strong musical background who would like to better understand the architecture of music. The course reviews the fundamentals of music (clefs, meter, and notation) and proceeds through the study of intervals, all scales, chord identification, and beginning ear training/sight singing through the use of computers and textbooks. This class will be offered every other year.

Musician's Music Theory II (Grades 10 - 12, Prerequisite: Music Theory I or instructor permission. Next offered in 2026-2027)

702F/SS	Semester	Credits: 6	Level: H
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Musician's Music Theory II is designed for advanced musicians. The course features an in-depth study of advanced ear training, sight singing, arranging, and score analysis. Requires successful completion of Musician's Music Theory I or permission of the instructor. This class will be offered every other year.

Instrumental Music

Symphonic Band

7220S	Full Year	Credits: 12	Level: H
722S	Full Year	Credits: 12	Level: ACP

Ⓣ *Symphonic Band is a large performing group for winds, brass, and percussion. A wide range of music literature is performed from the Renaissance to twentieth-century music in community, exchange, and tour concerts. All woodwind, brass, and percussion players are encouraged to elect Symphonic Band as the core music group for these instruments. Students selecting the Honors level are expected to attend all rehearsals and concerts during and outside regular school hours. Additionally, students electing this course for Honors credit are expected to attend an additional rehearsal once per week. Students can enroll in this course more than once. Students enrolled in this class are eligible to audition for District, All-State and All Eastern competitions. Freshman are eligible for Junior Districts.

String Orchestra (Grades 9 - 12)

7240S	Full Year	Credits: 12	Level: H
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(Prerequisite: permission of instruction or audition)

724S	Full Year	Credits: 12	Level: ACP
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Ⓣ *String Orchestra is a collaborative community that explores traditional, classical, and contemporary music to be performed in concerts both within the school and throughout the community, including tours (domestic and/or international). Students electing this course for Honors credit are expected to attend an additional WIN Block per week as part of a community service requirement. All students are expected to attend all rehearsals and concerts during and outside regular school hours. Currently String Orchestra is limited to those students who play violin, viola, cello or string bass. Students enrolled in this class are eligible to audition for District, All-State and All Eastern competitions.

Select Wind Ensemble (Grades 10 - 12, Prerequisite: permission of instructor or audition)

728S	Full Year	Credits: 12	Level: H
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* This group is for winds, brass, and percussion players currently enrolled in Symphonic Band, Chorus, or Orchestra who want musical and technical challenges along with a chance to study additional repertoire at grade levels 5 and 6. The course will meet one evening and one morning weekly for one hour each. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours. Enrollment is by audition/ permission of the instructor. Students can enroll in this course more than once. Students enrolled in this class are eligible to audition for District, All-State and All Eastern competitions.

Chamber Ensemble (Prerequisite: Permission of instructor or audition)

726F/SS	Semester	Credits: 6	Level: ACP
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⑨ * For instrumentalists enrolled in Symphonic Band or Orchestra. Students will be placed into groups of two, three, or four, depending on course enrollment. Instrumentalists will also have the opportunity to join with pianists from Sonata Duo (see below) to perform solo works such as sonatas or concertos. Ensembles will rehearse music of various style periods and perform at concerts throughout the year. Enrollment in Symphonic Band or Orchestra is mandatory. Students can enroll in this course more than once.

Sonata Duo

727F/SS	Semester	Credits: 6	Level: ACP
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⑨ * For pianists! Join students in the chamber ensemble class and perform duos such as sonatas or concertos. Depending on enrollment, there may be opportunities for trios and more. Music options will range from the Renaissance to the present. The small ensembles may perform in school or at various concerts and community opportunities. We will have a beautiful baby grand piano to rehearse with and other various upright pianos for practice. Students can enroll in this course more than once.

Jazz Improvisation

Jazz Improvisation courses are for students who have developed an advanced technique on their instruments and are prepared for solo performances.

Intro to Jazz: Jazz Improv 1 (Prerequisite: Students with 1 or more years experience on an instrument)

731S	Full Year	Credits: 12	Level: ACP
731F/SS	Semester	Credits: 6	Level: ACP

⑨ * Intro to Jazz is an introduction to all Jazz classes. This course will familiarize students with chords and chord symbols through ear training, and playing. Students perform and compose jazz standards in an ensemble with an emphasis on learning how to swing and beginning aspects of improvisation. Students are immersed in a comprehensive study of the rhythmic language of Jazz. All instrumentalists are welcome (including all strings, all band instruments as well as any other non-traditional jazz instruments - we have even had mandolin, accordion etc.)

Jazz Improvisation 2 (Prerequisite: permission of instructor)

732S	Full Year	Credits:12	Level: ACP
732F/SS	Semester	Credits: 6	Level: ACP

* In Jazz Improv 2 students perform and compose jazz standards and contemporary music styles in the small group ensemble with an emphasis on solo improvisation. Students are immersed in a comprehensive study of the rhythmic language of jazz. Harmonically, students begin with a study of the blues form as it relates to jazz and continue work on chord/scale theory to include an understanding of ii-V progressions. All instrumentalists (including strings and non-traditional jazz instruments) are welcome. Students should study privately and must be able to execute all 12 major scales from memory.

Jazz Improvisation 3 (Grades 10 - 12. Prerequisite: permission of instructor)

733S	Full Year	Credits: 12	Level: ACP
733F/SS	Semester	Credits: 6	Level: ACP

* Jazz Improvisation 3 is for students who have completed Jazz Improvisation 2. Students study ii-V progressions with an emphasis on developing techniques and understanding jazz theory. Students continue to develop improvisational and compositional skills. Permission from the instructor is required.

Jazz Improvisation 4 (Grades 11 - 12. Prerequisite: permission of instructor)

734S	Full Year	Credits: 12	Level: ACP
734F/SS	Semester	Credits: 6	Level: ACP

* In Jazz Improv 4 students continue the study of the blues and ii-V progressions, with an introduction to more advanced chord changes. In addition to continuing to develop techniques and understanding jazz theory, there will be an emphasis on playing in all 12 keys. Students continue to develop compositional skills. Permission from the instructor is required. Taking this course as a semester option? Consider pairing this with Lab Jazz or Chamber Ensemble. Permission from the instructor is required.

Honors Jazz Combo (Grades 10 - 12. Audition only)

7350S

Full Year

Credits: 6

Level: H

* Honors Jazz Combo is for select students who are seeking advanced study of jazz improvisation. Enrollment is limited and by audition only. Students must also be a member of the NSHS Jazz Ensemble. Auditions will take place in the fourth quarter. Jazz Ensemble instrumentation will be filled before Jazz Combo instrumentation. This group rehearses outside the school day. Students in this course are expected to attend all rehearsals and concerts during and outside regular school hours. Students taking this course as Honors should be willing to act as a mentor for the ACP students. Students enrolled in this class are eligible to audition for MMEA District, All-State and All Eastern competitions.

ACP Jazz Combo (Grades 9-12)

735S

Full Year

Credits: 6

Level: ACP

Ⓣ * ACP Jazz Combo is for students who have completed or are currently enrolled in Jazz Improv and want to explore improvisation with student mentors from the Honors Jazz Combo. This group rehearses outside the school day. Students in this course are expected to attend all rehearsals and concerts during and outside regular school hours. Students can take this class multiple times until being accepted into an audition based Jazz group.

Jazz Ensembles

Jazz Ensembles are for students interested in studying the language of Jazz. No improvisation is required.

Gender in Jazz

739F/SS

Semester

Credits: 6

Level: ACP

(Prerequisite: Jazz Course at NSHS or permission of instructor)

Ⓣ * Lab Jazz Students and newcomers should enroll in Gender in Jazz. This is a performance class that explores the intersection of gender, identity, and music within the context of jazz. Students will engage with works by women and nonbinary jazz musicians, composers, and educators, using an intersectional black feminist lens to examine the contributions and experiences of underrepresented voices in jazz. Through performing, listening, and discussion, students will investigate how gender and identity shape the creation, performance, and reception of jazz music. This course will rotate bi-yearly with Lab Jazz. Lab Jazz Ensemble (Prerequisite: permission of instructor)

Lab Jazz Ensemble (Prerequisite: permission of instructor. Next offered in 2026-2027)

736F/SS

Semester

Credits: 6

Level: ACP

Ⓣ * Lab Jazz Ensemble is the main jazz group open to all instrumentalists who wish to perform the music of the big band tradition. We welcome flute, oboe, french horn, bassoon, cello, and more! Any instrumentalist may enroll! Lab Jazz Ensemble introduces these students to the jazz big band vocabulary. Students perform traditional and contemporary big band music at concerts and in the community. Consider pairing this semester course with Jazz Improv or Vocal Ensemble.

Honors Jazz Ensemble (Grades 10-12. Prerequisite: Lab Jazz Ensemble or permission from instructor)

737S

Full Year

Credits: 12

Level: H

* Jazz Ensemble is a select group that features the performance of traditional and contemporary big band music. Jazz Ensemble uses a specific instrumentation of five trumpets, four trombones, five saxophones (two altos, two tenors, and a bari), piano, guitar, bass, and drums. Membership is by audition in March and with the permission of the instructor. Students in this course are expected to attend all rehearsals and concerts during and outside regular school hours. Students enrolled in this class are eligible to audition for MMEA District, All-State and All Eastern competitions.

Vocal Performance

Vocal Ensemble

743S

Full Year

Credits: 12

Level: ACP

743F/SS

1st Semester

Credits: 6

Level: ACP

Ⓣ * Vocal Ensemble is the foundational singing course at Newton South open to all students. Through this diverse community of musicians, students will learn to sing in multiple musical styles, including pop, jazz, gospel, musical theater, and classical. Singers will learn group vocal technique, musicianship, and music reading in a nurturing environment while singing a wide variety of music for school and community performances. Vocal Ensemble is the prerequisite for all vocal performance classes at South. Can be repeated with the permission of the instructor. Freshmen enrolled in this class are eligible to audition for MMEA Junior Districts.

acting for camera, voiceover, and directing (skills valuable and transferable to Film Studies), as well as mask technique and classical verse.

Acting and Directing (Next offered in 2026-2027. Grades 10 - 12. Prerequisite: Acting Foundation or permission from the instructor)

2720F/SS	Semester	Credits: 6	Level: H
272F/SS	Semester	Credits: 6	Level: ACP
272QS	Quarter	Credits: 3	Level: ACP

* Acting and Directing is designed for actors interested in putting their skills to work in short plays and for budding directors interested in learning the basics. Students will learn directing skills, including script analysis, concept development, staging, rehearsal management, and designer collaboration.

Actors' Workshop (Next Offered 2027-2028. Grades 10 - 12. Prerequisite: Acting Foundations or permission from the instructor)

2730F/SS	Semester	Credits: 6	Level: H
273F/SS	Semester	Credits: 6	Level: ACP
273QS	Quarter	Credits: 3	Level: ACP

* Actors' Workshop offers students the tools to develop unique, thoughtful, and believable performance choices on their own. The goal is to free student actors from dependence on a director and empower actors to analyze text and make strong choices on their own. Students will read and perform scenes from full-length plays. Stage combat, dialects, and other acting skills will be explored.

Public Speaking and Presentation

2760F/SS	Semester	Credits: 6	Level: H
276F/SS	Semester	Credits: 6	Level: ACP
276QS	Quarter	Credits: 3	Level: ACP

Ⓣ * Public Speaking and Presentation is for the student who wants to develop strong presentation delivery techniques by using their face, voice, and body to engage and keep the attention of an audience in a variety of speaking formats. Students prepare short presentations during the course. No lengthy written papers and memorization required. Honors Public Speaking students prepare one additional project for presentation and feedback.

Advanced Public Speaking and Presentation (Grades 10-12. Prerequisite: Public Speaking or Instructor Permission)

2770QS	Quarter	Credits: 3	Level: H
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Advanced Public Speaking and Presentation will build on the skills and techniques developed in Public Speaking and Presentation. Students will practice delivering both scripted and impromptu speeches that will prepare them for real-life high-stakes scenarios such as job interviews, boardroom presentations, press conferences, and keynote addresses. Must have completed the NSHS Public Speaking course or have permission from the instructor.

Technical Theatre Studio

2780F/SS	Semester	Credits: 6	Level: H
278F/SS	Semester	Credits: 6	Level: ACP
278QS	Quarter	Credits: 3	Level: ACP

Ⓣ * Technical Theatre is a class for students who enjoy getting their hands dirty. Students learn basic techniques in scenic design, set construction, lighting design, sound design, and make-up design. Various technical theatre skills will be explored by working on practical projects supporting South Stage productions, including building and painting sets, hanging and focusing lights, and programming the light board. No experience is necessary, but a willingness to lend a helping hand and use power tools is required. Students can enroll in this course more than once. **2780F/SS is for returning students only**

Video Explorations (Prerequisite for Grade 9 only: Digital Art Foundations. No prerequisite for Grades 10 - 12)

097F/SS	Semester	Credits: 6	Level: ACP
097QS	Quarter	Credits: 3	Level: ACP
0970F/SS	Semester	Credits: 6	Level: H
0970QS	Quarter	Credits: 3	Level: H

Ⓣ * In Video Explorations, students learn how to communicate with an audience using recorded images and sound. Students develop techniques for use in pre-production, shooting, on-screen and voice-over performance, and post-production. Projects include music videos, short films, documentaries, news segments, and promotional

videos. Returning students may work independently on individual or group video projects for honors credit with instructor approval. Note: this is the prerequisite course for CTE Television and Video at NNHS. This course may be repeated for credit.

Work-Study in Theatre (Grades 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Work-Study in Theatre provides students with training as a working stagehand or production assistant. Students must possess a Social Security card. Interested students should speak with the department chair or Theatre Technical Director in the fall.

HISTORY AND SOCIAL SCIENCE

Students are expected to take a two-year World History sequence in grades 9 and 10, and a year of United States History in grade 11. Seniors may choose from a variety of history and social sciences electives, most of which are only open to seniors. In the ninth, tenth, and eleventh grades there are options (424S/434S, 425S/435S) that link the study of History with the study of English. These courses must be taken along with their English equivalents. If either the English course or the History course is changed at a later date, the linked class must also be changed. Not all students electing these courses will be placed in them, as space is limited; therefore, it is important that alternate choices be listed for these courses.

World History Grade 9

World History

411S	Full Year	Credits: 12	Level: ACP
4111S	Full Year	Credits: 12	Level: ACP (SAM)
4112S/414S	Full Year	Credits: 12	Level: CP
412S	Full Year	Credits: 12	Level: CP

9th Grade World History is a survey of the fascinating history of societies from different regions and the significance of connections among them. Students work with a variety of sources as we explore the factors that enabled these societies to thrive, including geography, belief systems, and political organization. Students engage in a project-based exploration of trading states that flourished in both West Africa and East Africa. They study European history from the Middle Ages through the age of absolutism, and they examine political empires within the Islamic world and their cultural achievements. They also learn about the achievements of China and India in the medieval period and the origin of their lasting belief systems. The course closes by examining the impact of global connections on the eve of the modern era. In addition, there are choice units where students can select a topic of personal interest to research. Throughout the course, students develop the core reading, research, and writing skills that will serve as a foundation for their success in high school history classes.

Tenth-Grade History and Social Science

Modern World History

420S	Full Year	Credits: 12	Level: H
421S	Full Year	Credits: 12	Level: ACP
4212S	Full Year	Credits: 12	Level: CP
422S	Full Year	Credits: 12	Level: CP

Modern World History is a survey of world history from the late 18th c. through the 20th century. Students study broad trends in the last 250+ years that have impacted the world, such as industrialization, political revolution, imperialism, world war, genocide, decolonization and globalization. To exemplify each of these trends, students focus on case studies to learn about one event or part of the world in greater detail. Through case studies, students sharpen their historical thinking skills and learn about patterns and questions which could be applied to similar events in other parts of the world or at other times. While doing so, students consider a variety of perspectives. Students work with primary and secondary sources, maps and charts, and focus on a special area of interest in their research paper at the end of the year.

Global Justice : Modern World History (Corequisite: 2240S or 2241S or 2242S Global Justice: World Literature 10)

4240S	Full Year	Credits: 12	Level: H
4241S	Full Year	Credits: 12	Level: ACP
4242S	Full Year	Credits: 12	Level: CP

Global Justice explores world history with connections to world literature in a project-based curriculum focused on social justice, community, and citizenship. Students should expect to learn the skills and content of the standard sophomore history course, World History II, which delves into major world events from the time of the French and Haitian revolutions through the twentieth century. Global justice includes collaborative, interdisciplinary projects, as well as more traditional history assignments. The course considers how world history has impacted power structures and how to connect the past to the present to become change agents today. If you want to work on community-based solutions and creative assessments, this is a good choice for you. Students focus on a special area of interest in their research paper at the end of the year. Students requesting this course must also select an alternate choice.

New Media Communities: Modern World History (Corequisite: 2250S or 2251S or 2252S New Media Comm: English 10)

4250S	Full Year	Credits: 12	Level: H
4251S	Full Year	Credits: 12	Level: ACP
4252S	Full Year	Credits: 12	Level: CP

^ New Media Communities: Modern World History (NMC) course is linked with an English class and offers a curriculum that integrates creative projects into a traditional humanities course. Students should expect to learn the skills and content of the standard sophomore history course, World History II, which delves into major world events from the time of the French and Haitian revolutions through the twentieth century. Along with learning how to read critically and write effectively, students in NMC will engage with the course material through thinking and writing about art and architecture, expressing their understanding of the material through narrative, and synthesizing their skills through creating podcasts. Students in NMC will think, learn, and create in a collaborative environment. Students requesting this course must also select an alternate choice.

Eleventh-Grade History and Social Science**AP United States History**

430S	Full Year	Credits: 12	Level: H
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AP United States History explores the political, economic, and social history of the United States from the birth of the Federal Constitution to the present and prepares students in the content covered by the Advanced Placement test in United States history. The course will include an intensive review of early American history. Students read sources beyond the text, both primary and secondary, and often engage in seminar-like classes. Students should expect summer reading on colonial history. There is emphasis on the writing of historical analytical essays in preparation for the Advanced Placement examination.

United States History, Civil War to Present

431S	Full Year	Credits: 12	Level: ACP
4312S	Full Year	Credits: 12	Level: CP
432S	Full Year	Credits: 12	Level: CP

United States History is a political and social history of the United States, emphasizing the founding of the United States and the period from 1850 to the present. Particular attention is given to the changing role of the federal government, the United States' position in the world, and the evolution of and relationships among diverse groups in American society. In addition to reading the course textbook, students will also work with selected primary and secondary sources, conduct research and write analytical essays.

Global Justice : United States History (Corequisite: 2340S or 2341S or 2342S Global Justice: Amer. Literature 11)

4340S	Full Year	Credits: 12	Level: H
4341S	Full Year	Credits: 12	Level: ACP
4342S	Full Year	Credits: 12	Level: CP

^ Focusing on social justice, community and citizenship, as well as interdisciplinary projects and discussions, this course is a continuation of the 10th grade Global Justice course. The Global US History course focuses on the development of American institutions, society, and culture since its foundation, looking at social movements and their impacts. There is a strong focus on connecting history to global events and current events, as well as doing interdisciplinary work with the Global English class. Students read numerous primary and secondary sources, conduct research, engage in group projects and discussions, and write analytical essays. Global Justice classes include all three levels in one classroom. This course is open to students who were not in the 10th grade program on a space available basis.

New Media Communities: United States History (Corequisite: 2350S or 2351S or 2352S New Media Comm.:

English 11)

4350S	Full Year	Credits: 12	Level: H
4351S	Full Year	Credits: 12	Level: ACP
4352S	Full Year	Credits: 12	Level: CP

^ The New Media Communities US History course is linked with an English class and asks students to analyze how shifting media landscapes have influenced politics and society, such as photography, print media, radio, television, and the internet. In addition to learning the US History curriculum, students will have the opportunity to explore media production to demonstrate their understanding of historical content standards. The goal is to help students become better media consumers and better citizens by reflecting on how stories and narratives are created, and how those stories inform our understanding of the past and the present. New Media Communities junior classes include all three levels in one classroom.

Twelfth-Grade History and Social Science Electives

AP SENIOR ELECTIVES OPEN TO JUNIORS

While seniors have first priority, juniors may request to take AP African-American Studies, AP US Government, or AP Human Geography, space permitting. Please note: juniors may not take AP US History and another AP history course at the same time. These courses will be offered depending on student demand, staffing availability, and scheduling considerations. Students electing these courses must also select an alternate choice. All other senior electives are only open to seniors.

The Contemporary World

441S	Full Year	Credits: 12	Level: ACP
4412S	Full Year	Credits: 12	Level: CP

The Contemporary World explores a range of current issues impacting the United States and the world, with an emphasis on media literacy. The curriculum is dynamic, responding to real-time events and incorporating significant student input to ensure relevance and engagement. Students will examine how governments, international organizations, and communities address global challenges, while also developing the critical thinking skills needed to analyze media and evaluate sources of information. Topics may include the impact of social media, global economic inequality, the role of artificial intelligence and technology in society, public health issues, climate change, and contemporary politics. Media literacy components will teach students to critically evaluate news, understand media bias, and navigate the flow of information in the digital age. By connecting global events to civic engagement and media awareness, this course prepares students to be informed and active participants in a rapidly changing world.

Psychology

471S	Full Year	Credits: 12	Level: ACP
4712S	Full Year	Credits: 12	Level: CP

Have you ever wondered why people do the things that they do? How could atrocities like the Holocaust happen? Why do teens form cliques? Why are some people shy and other people the “life of the party”? Why do I sometimes get that deja vu feeling? Why do people develop mental disorders and how can they be helped? Can seeing violence on television and in video games make children violent? These are just a few examples of the many different types of questions that psychologists try to answer, and what this course will explore. Psychology is about trying to understand why people do what they do. It’s about understanding human behavior. By studying psychology, we can better understand ourselves, other people and organisms, and their interaction with the world. Topics including memory, intelligence and mental abilities, motivation and emotion, lifespan development, personality, psychological disorders, therapies/treatment, and social psychology will be discussed. Course materials will include a textbook, documentaries, films, as well as supplemental readings. Students will complete traditional tests and research projects as well engage in class discussions and personal responses.

History of Sports in America

4480S	Full Year	Credits: 12	Level: H
448S	Full Year	Credits: 12	Level: ACP
4482S	Full Year	Credits: 12	Level: CP

The growth of sports has profoundly shaped both American and global culture, serving as a powerful reflection of societal values and historical moments. Far from being separate from traditional history, sports history is deeply intertwined with the social, political, and cultural circumstances of its time. In History of Sports in America,

students will explore key historical events and ideas that have influenced the world of sports. This course uses sports as a lens to examine broader societal issues, including racism, sexism, homophobia, nationalism, and mental health. Students will also analyze the complex relationship between professional and collegiate sports, as well as the influence of big business and social media on the sporting world. Course materials will include documentaries, broadcasts, biographies, and supplemental readings, offering diverse perspectives and rich context. Assessments will combine traditional tests with a research project, alongside opportunities for class discussions and personal reflections, encouraging students to connect their learning to contemporary issues and their own experiences.

Race, Class, and Gender Identity

4420S	Full Year	Credits: 12	Level: H
4421S	Full Year	Credits: 12	Level: ACP
4422S	Full Year	Credits: 12	Level: CP

Race, Class, and Gender Identity examines complex issues of identity that reveal the diversity of experiences in the United States. Looking at issues such as race, gender identity, sexuality, socioeconomic status, religion and immigration with a social justice lens, the course examines the history of movements for equality while focusing on current issues affecting various communities. How does one's race, gender identity, socioeconomic class, sexual orientation, religion and/or immigrant status impact one's life? How do systems work to maintain oppression? How can an awareness of one's privileges empower one to create change? Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. Students electing the honors section will be required to prepare additional essays and/or projects.

Ethics in the Modern World

4430S	Full Year	Credits: 12	Level: H
443S	Full Year	Credits: 12	Level: ACP

In the Disney version of *The Little Mermaid*, Ursula, the evil sea witch, tells Ariel that, "Life is full of tough choices." She's right. For centuries, philosophers have tried to help us think about how we should make these choices. What ideas and ethical systems can we consider as potential "compasses" for navigating the quandaries of personal and social life? Is it right to tell a lie when the truth may damage others? What is the good life? What are the legitimate limitations upon the state, when fighting a war, or proscribing speech? If such things as "good" and "evil" exist, how and why do they thrive? In *Ethics in the Modern World*, students will explore these types of questions, using original works by moral philosophers such as Plato, Aristotle, Bentham, Kant, and Mill. Students will analyze difficult ethical choices, both in world history and in their everyday lives. Students will also endeavor to refine their communication skills in the Classical tradition, practicing the mechanics of debate, and the art of dialogue.

World Religions

4450S	Full Year	Credits: 12	Level: H
445S	Full Year	Credits: 12	Level: ACP

The academic study of world religions is a history of the common human search over time and place to answer big questions: what is truth, goodness, God, the afterlife? How can we understand suffering? How do we understand our purpose on earth? What is the self? How does that self relate to others, or to a divine? What is real? What happens when we die? The different answers to these and other questions have shaped systems of belief that are richly diverse as well as unique cultures and worldviews. Religions studied in this course will include Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, Zoroastrianism, Judaism, Christianity, Islam, and some native worldviews. This is an academic, not devotional study of the world's religions. At no point will you be asked to share your own beliefs in this class unless you choose to, and safe space will be the focus in developing a strong class community. You'll build skills of discourse and dialogue in this class.

AP/ACP Human Geography and Sustainability

444S	Full Year	Credits: 12	Level: H
4441S	Full Year	Credits: 12	Level: ACP

Human Geography and Sustainability is a project based and impact-focused course about understanding where, why, and how we live as we do, as well as envisioning and creating a liveable and just future. What happens when societies and environments interact, or when different societies, economies, and cultures come into contact? How do our own choices impact those broader systems? We will analyze how to combat climate change and environmental injustice, stabilize human populations, and preserve cultural and biological diversity, while promoting livable, community-focused cities. Students will consider multiple perspectives on global issues,

including speaking to a sister school in Sweden. This course can be a strong complement to AP Environmental Science by studying how environmental issues fit into governmental, economic, and cultural systems. Assessments will be a mix of tests and projects. The course does not solely focus on preparing for the AP Human Geography exam, but it will support and offer practice and resources to students who choose to take the AP exam in May. While seniors have first priority, juniors may take the course at the AP level, space permitting. Please note: juniors may not take AP US history and AP Human Geography and Sustainability at the same time.

AP/ACP U.S. Government & Politics

450S	Full Year	Credits: 12	Level: H
4501S	Full Year	Credits: 12	Level: ACP

U.S. Government & Politics provides students with the critical knowledge and skills needed to understand current governmental and political challenges and aims to help students determine how they can play a role in local, state, and federal politics. Major topics covered include the origins of the U.S. government, the creation and structure of the U.S. Constitution, how the federal government works, the evolution of the political parties and political ideologies, and the development and expansion of civil rights and civil liberties. The class also examines local and state politics and encourages students to share their opinions with their classmates. Students will engage in projects and discussions designed to develop a critical perspective on American political institutions and current events. Daily lessons will prepare students taking the course at the AP level for the Advanced Placement exam in May. Students taking the course at the ACP level will have modified assignments and assessments. While seniors have first priority, juniors may take the course at the AP level, space permitting. Please note: juniors may not take AP US history and AP US Government and Politics at the same time.

AP/ACP Comparative Government

460S	Full Year	Credits: 12	Level: H
4601S	Full Year	Credits: 12	Level: ACP

Comparative Politics & World Government is a yearlong, mixed level course that explores and systemically compares politics and governments in 6 countries (or “case studies”). These comparisons aim to help students better analyze policy making as well as entertain alternative approaches. There are six case studies at the core of this study: the People’s Republic of China, the United Kingdom, the Islamic Republic of Iran, the United Mexican States, the Republic of Nigeria, and the Russian Federation. The course encourages students to understand the importance of knowing about other peoples, nations, and societies in order to better understand and participate in global political and economic changes. Daily lessons will prepare students taking the course at the AP level for the Advanced Placement exam in Comparative Government offered in May. Students taking the course at the ACP level will have modified assignments and assessments .

AP European History

440S	Full Year	Credits: 12	Level: H
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European History is a survey of European political, economic, social, cultural, and intellectual history from 1450 to the present. Working with a variety of primary, secondary, and visual sources, students will delve deeply into events in European history, from the Renaissance through the fall of communism in the late 20th century; students will also discuss the ideas of European intellectuals such as Machiavelli, Locke, and Marx while also considering the cultural and artistic movements that illustrate the broader social shifts through the centuries. Daily lessons will prepare students taking the course at the AP level for the Advanced Placement exam in European History offered in May.

AP Psychology

470S	Full Year	Credits: 12	Level: H
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Why do people behave the way they do? (Biology? Environment? Culture and society? Individual differences?) Advanced Placement Psychology is a comprehensive introduction to the scientific study of behavior and mental experience, offering an overview to the field of psychology and preparation for the AP exam. Using a textbook and high-level supplementary materials, the course covers a broad range of topics, from brain physiology and reliability of memory to the stages of child development and social behavior. The course emphasizes the scientific research being conducted in these areas and the contrasting perspectives used, including biopsychology, psychodynamic psychology, behaviorism, cognitive psychology, developmental psychology, and clinical psychology. To fully prepare for the AP exam, students will need to do some independent reading.

AP Microeconomics

480S

Full Year

Credits: 12

Level: H

This course will focus on A.P. Microeconomics, but will also incorporate some interesting and relevant topics from Macroeconomics. Microeconomics is the “bottom-up” study of the behavior of individuals and firms making decisions regarding the allocation of scarce resources, and the interactions among these individuals and firms. Topics include supply and demand; scarcity and market competition; market inefficiency; and costs, benefits, and marginal analysis. Macroeconomics is a “top-down” study of the behavior of the economy as a whole. For example, how can using interest rates, taxes, and government spending regulate an economy’s growth and stability? A typical class will include a mix of lectures-with-questions, discussions, readings, videos, and small-group review exercises. Typical homework involves readings from the textbook and other primary or secondary sources, followed by a Schoology open-notes quiz that can be retaken as many times as desired. Most assessments match the format used for the AP exam.

AP African American Studies

490S

Full Year

Credits: 12

Level: H

AP African American Studies examines the diversity of African American experiences through rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course is organized into 4 thematic units: the Origins of the African Diaspora; freedom, enslavement, and resistance; the practice of freedom; and movements and debates. In each unit, students build interdisciplinary analytical skills working with a variety of texts and sources, ranging from material objects, art and photography, literature, newspaper and magazine articles, and traditional historical text sources. Three main skills are emphasized in AP African American Studies: the development of disciplinary knowledge, primary and secondary source analysis, and argumentation. The course culminates with a traditional AP exam and an independent research project that must be completed and presented to the teacher by the end of May. While seniors have first priority, juniors may take the course at the AP level, space permitting. Please note: juniors may not take AP US history and AP African American Studies at the same time.

Other Offerings

Teach Assist History (Grades 11 - 12)

#

Full Year

Credit: 6

Level: P-F

#

Semester

Credit: 3

Level: P-F

#

Quarter

Credit: 1.5

Level: P-F

Teach Assist History offers juniors and seniors an opportunity to lead small group discussions and assist teachers in selected History and Social Science courses. Under the supervision of a teacher, the history assistant will work with foreign language-speaking students on an individual basis, and/or help other students who want or need additional support. Teacher recommendation is required. See page 70 for details on the role and expectations of teaching assistants. Interested students should speak with the department chair in the fall.

Independent Study in History and Social Science

#

Full Year

Credit: 6

Level: P-F

#

Semester

Credit: 3

Level: P-F

#

Quarter

Credit: 1.5

Level: P-F

Independent Study in History and Social Science offers serious students with a special interest in a particular topic an opportunity to work on their own under the general supervision of a member of the History and Social Science Department. This course is open only to seniors and must be arranged in advance with a specific teacher. Interested students should speak with the department chair in the fall.

MATHEMATICS

Courses in the Mathematics and Computer Science Department are designed to give students a rich experience in mathematics, equip students with the mathematical skills and practices to successfully pursue future goals, and to be well informed citizens. Courses emphasize conceptual understanding, skill development, and mathematical practices. Courses follow an integrated curriculum, combining elements of algebra and geometry, as well as trigonometry, probability, statistics, and data analysis. Courses at different curriculum levels are offered to address students' various learning styles, skill levels and interests. Students in Newton Public Schools go through a placement process at their respective middle schools. New registrants take a placement test upon registration to designate appropriate placement in courses. It is expected that students in Grade 9 take a Math 1 course and progress through Math 2 - 4. Deviations from this sequence are not permitted. Placement for students progressing to grades 10-12 is based on conceptual understanding, problem solving skills, and prerequisite content knowledge as determined by performance in courses, or, in the case of students new to the school, a placement exam.

Honors courses are appropriate for students who have a high degree of interest in mathematics, have demonstrated exceptional understanding of mathematical concepts and skills, and are able to think abstractly, solve problems, and apply concepts as skills to novel situations, with a high degree of independence. Advanced College Prep courses at the accelerated level (designated with "Acc") are appropriate for students who have demonstrated a strong understanding of previous mathematical concepts, can think abstractly, and are able to work through problems with only occasional assistance. Advanced College Prep (ACP) courses provide students with more time on individual topics than the Accelerated courses, and include more guided instruction when solving more complex problems. College Preparatory courses provide a learning environment with additional support and time on each topic of study.

The da Vinci Program integrates Science, Technology, Engineering, Mathematics, and Art over multiple years. It is a multi-level course offering for 10th and 11th grade students along with a senior year STEAM project. See the course description under "Math 2" and "Math 3" for more information.

Foundations of Mathematics

Foundations of Mathematics (Grade 9)

641S

Full Year

Credits: 12

Level: CP

⑨ Foundations of Mathematics is a first year course covering pre-algebra and introductory algebra skills. It is geared towards providing a strong foundation for the continued study of algebra and geometry. Topics include a review of operations on signed numbers and fractions, expressions and equations, perimeter and area, absolute value, introduction to exponents & roots, graphing linear equations and systems of equations, and an introduction to functions. Additional topics may include probability and plane geometry.

Math 1

Math 1 Acc/Honors (Grade 9)

601S

Full Year

Credits: 12

Level: H

611S

Full Year

Credits: 12

Level: Accelerated

⑨ Math 1 Honors and Math 1 Acc are for students who have shown a high degree of problem solving ability in their 8th grade math courses. It expands on the topics taught in 8th grade and includes topics from Algebra 2 and Geometry such as linear functions, systems of linear equations and inequalities, functions (domain, range, and composition), exponential functions, quadratic equations, sequences, triangle congruence, geometric proof, and statistics.

* Math 1 Honors and Accelerated classes are offered in a mixed-level format. Students enter ninth grade unlevelled, and designation of level is made prior to the end of term 1, working with students to determine appropriate placement based on interest and demonstrated level of skill and conceptual understanding.

Math 1 (Grade 9)

621S

Full Year

Credits: 12

Level: ACP

631S

Full Year

Credits: 12

Level: CP

⑨ Math 1 extends the study of algebraic and geometric concepts begun in middle school, including linear equations and linear systems, linear inequalities and systems of inequalities, parallel and perpendicular lines, and exponent rules. This course introduces the concept of functions, domain and range, interval notation, function composition, and inverse functions. It also includes exponential functions, arithmetic and geometric sequences,

Calculus (Grade 12)

Prerequisites: 613S with teacher recommendation.

618S

Full Year

Credits: 12

Level: Accelerated

Calculus begins the study of calculus and covers functions, limits, continuity, derivatives and integration and their applications. Topics include the calculus of polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is open to seniors only.

Precalculus (Grade 12)

624S

Full Year

Credits: 12

Level: ACP

Precalculus continues the study of trigonometry begun in Math 3 and includes Precalculus topics. Topics may include functions, polynomials, rationals, sequences, series, probability, limits, derivatives, and matrices. Students completing 623S Math 3 with a strong showing may elect this course. This course is open to seniors only.

Math 4 (Grade 12)

634S

Full Year

Credits: 12

Level: CP

Math 4 is a full-year course continuing the study of mathematics begun in Math 3. Topics may include functions, polynomials, rationals, sequences, series, probability, limits, derivatives, and matrices. This course is often run as a mixed level course with Math 4 ACP. This course is open to seniors only.

** Courses identified as Accelerated were formerly listed as ACP. Rigor and level of expectation remains unchanged.

Advanced Placement Offerings

AP Calculus BC (Grade 12)

Prerequisite: 603S Precalculus Honors with B assessment average before retakes, A average overall, and teacher recommendation

604S

Full Year

Credits: 12

Level: H

AP Calculus BC begins with a brief review of precalculus topics from 603S including functions, limits, continuity, and derivative rules. It then completes the study of derivatives and introduces their applications, integration and its applications, power series, improper integrals, polar, and parametric equations. Additional topics include curve sketching, antiderivatives, differential equations, analyzing functions, advanced integration techniques, volumes of revolution (disc, washer, and shell method), polar and parametric derivatives, series convergence, and Taylor and Maclaurin series. A high degree of problem solving skills, passion for mathematics, and gritty perseverance is expected in this course. Graphing calculators are used in this course.

AP Calculus AB (Grades 12)

Prerequisite: 613S Precalculus Acc with an A average and teacher recommendation or 603S Precalculus Honors with a C or better)

608S

Full Year

Credits: 12

Level: H

AP Calculus AB begins the study of calculus and covers functions, limits, continuity, derivatives and integration and their applications. Topics include the calculus of polynomial, rational, exponential and trigonometric functions; and an introduction to differential equations and slope fields. Graphing calculators are required in this course and on the AP exam. This course is open to seniors only.

AP Statistics (Grades 11 - 12) Prerequisite: 602S or 612S Precalculus Acc. with a B+ or higher and teacher recommendation)

605S

Full Year

Credits: 12

Level: H

AP Statistics is equivalent to a non-calculus based college level statistics course. The syllabus is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Major topics include: descriptive statistics, correlation and regression, sampling methods, experimental design, probability, sampling distributions, confidence intervals, and hypothesis testing.. Students will need a graphing calculator (TI-83/84, or TI-Nspire). Students taking 605S AP Statistics as 11th graders must be concurrently enrolled in another mathematics class.

Other Offerings

Honors Linear Algebra (Grades 11 - 12) Prerequisite: 603S Precalculus Honors with a B or higher or 613S Math 3 Acc, 602S Math 2 Honors with an A and teacher recommendation)

606F/SS Semester Credits: 6 Level: H

Honors Linear Algebra is a non-calculus-based introductory linear algebra course that will introduce students to the geometry of linear equations, systems of linear equations, vectors and matrices and their operations, vector spaces, determinants, eigenvalues, eigenvectors, bases and coordinate systems, and matrix factorizations. Students will need a graphing calculator (TI-83/84, or TI-Nspire).

Mathematics Peer Tutor (Grades 11 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Mathematics Peer Tutor provides an opportunity for students to work 1-1 helping other students learn mathematics. Teacher recommendation and department head approval is required. Interested students should speak with the department chair in the fall.

Teach Assist Mathematics (Grades 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Mathematics Teaching Assistant provides an opportunity for students to assist in mathematics classrooms. Requires approval of the mathematics teacher that the student will be assisting and the department chair. See page 70 for details on the role and expectations of teaching assistants. Interested students should speak with the department chair in the fall.

Independent Study in Mathematics

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Department Head approval required. Interested students should speak with the department chair in the fall.

Mathematics: COMPUTER SCIENCE

Computer Science courses are elective courses offered through the Mathematics Department. These courses will only run if enrollment and staffing allocations are sufficient. These courses do not satisfy the mathematics requirements for graduation. Note: Home access to a reasonably recent Mac or PC (running Windows) computer is required for all honors courses. A Mac/PC laptop is helpful, but not required. If you require assistance in this area, please contact the Mathematics department chair for options. All courses are one semester long.

Introduction to Programming

650F/SS Semester Credits: 6 Level: ACP

Introduction to Programming is a course in which students who have little or no programming experience can get a taste of what the field of Software Development is all about. Students will learn the basics of coding, and will develop enough skills to culminate the semester-long course by developing an interactive, command line system on a subject of their choice. Programming topics include: variables, types, storing/modifying/presenting information, conditionals, arrays, loops, functions and classes. There are no prerequisites for this course.

Computer Science 1 (Grades 10 - 12, Prerequisite: 650F/SS Intro to Programming, or prior programming experience and permission of instructor)

651F/SS Semester Credits: 6 Level: H

Computer Science 1 will provide students with a brief review of basic programming skills. Students will then begin to explore higher level programming concepts, including: collection-based data structures (arrays, sets, dictionaries/maps), algorithms, developing code from specs, functional programming, and console-based user-interfaces. In addition to programming, students will also learn fundamental ideas in computer science, including: components of a modern computing system and the history of programming languages.

Computer Science 2 (Grades 10 - 12, Prerequisite: 651F/SS Computer Science 1)

652F/SS	Semester	Credits: 6	Level: H
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Computer Science 2 gives students the opportunity to build upon their foundation of programming skills by focusing more on the use of appropriate data structures, with a goal of being able to define their own, based on needs. Students will also have the opportunity to explore ideas of object-oriented programming, such as inheritance and protocols. The course will culminate with a substantially-sized, object-oriented project, in which students have the chance to develop software in a team setting.

Computer Science 3 (Grades 10 - 12, Prerequisite: 652F/SS Computer Science 2)

653F/SS	Semester	Credits: 6	Level: H
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Computer Science 3 will introduce students to some more advanced ideas in computer science. Students will continue learning about and implementing their own data structures, including: stacks, queues, maps, linked lists, and trees. These data structures will be analyzed in terms of their trade-offs of performance vs data storage. Students will also analyze the efficiency of algorithms expressed in big-O notation. Recursive algorithms and conventions will also be included.

Computer Science 4 (Grades 10 - 12, Prerequisite: 653F/SS Computer Science 3)

654F/SS	Semester	Credits: 6	Level: H
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Computer Science 4 will focus primarily on systems programming. Students will explore fundamental concepts in compilers and assemblers, and the course will culminate with students implementing their own compiler, assembler, and debugger for a simple assembly language. Topics will include memory allocation and management, common uses of stacks and queues, tokenization, and machine level instructions.

Computer Programming Teaching Assistant (Grades 10-12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Computer Programming Teaching Assistant provides an opportunity for qualified students to assist in Computer Programming classes. See page 70 for details on the role and expectations of teaching assistants. Interested students should speak with the department chair in the fall.

SCIENCE

The Science Department provides students opportunities to explore the physical and biological world. Through multi-modal instruction with an emphasis on critical thinking and collaboration, course experiences help students develop scientific literacy and make connections to the broader world. During science coursework students build and apply scientific practices and skills. These include asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations and designing solutions, engaging in an argument from evidence, and obtaining, evaluating, and communicating information.

Students are required to earn 12 credits in physical science and 12 credits in biological science in order to graduate, though many colleges require students to complete three years of lab-based science. Typically students take Physics I in Grade 9, Chemistry in Grade 10, and Biology in Grade 11. These survey courses provide a foundation that students can subsequently build upon in upper-level science electives.

Students requesting science electives must also select an alternate choice. Students may also explore Tech Ed/ Engineering electives that afford them the chance to experience applications of science (see page XX).

Core Survey Courses

Physics I (Grade 9)

811S	Full Year	Credits: 12	Level: ACP
812S	Full Year	Credits: 12	Level: CP

Ⓢ Physics I is an introductory physics course for ninth graders. The course emphasizes laboratory investigation, data collection and analysis, critical thinking skills, and algebra-based problem-solving. Topics include motion and forces, energy and momentum, atomic structure and nuclear reactivity, heat, electricity and magnetism, and waves. This course prepares students for the Introductory Physics MCAS exam.

Chemistry (Grade 10)

820S	Full Year	Credits: 12	Level: H
821S	Full Year	Credits: 12	Level: ACP
822S	Full Year	Credits: 12	Level: CP

Chemistry I is an introductory course for tenth graders and emphasizes the study of matter and changes in the composition of matter. Students will develop their critical thinking and quantitative reasoning skills through hands-on laboratory activities and lectures. Topics include phases, atomic structure, periodic table, bonding, reactions, stoichiometry, and additional research topics.

da Vinci Science I - Chemistry (Grade 10, Corequisites: 6270S or 6721S or 6272S da Vinci Math 2 and Foundation or Exploratory level Art class)

8270S	Full Year	Credits: 12	Level: H
8271S	Full Year	Credits: 12	Level: ACP
8272S	Full Year	Credits: 12	Level: CP

da Vinci Science I-Chemistry is a student-driven integrated course with a focus on chemistry and its applications. The science content of this course will be the same as described in 820S/821S/822S, however, students in this multi-leveled course will discover the principles of chemistry through interdisciplinary lessons, interactive exploration, and collaboration in the classroom, laboratory, and the community. Each term will include a student-driven investigation integrating these themes with principles of chemistry and mathematics. Students will be exploring how they might design products and systems that address some of the world's technological imperatives, including clean water and renewable energy.

Biology (Grade 11)

830S	Full Year	Credits: 12	Level: H
831S	Full Year	Credits: 12	Level: ACP
832S	Full Year	Credits: 12	Level: CP

Biology follows a full year of chemistry, and is a survey of modern biology. Emphasis is placed on functional processes in living organisms in the context of evolution. Laboratory activity expands upon and reinforces the foundational course concepts. Biochemistry, cell and molecular biology, genetics, evolution, human physiology, and introduction to the different biological domains are addressed. The course emphasizes process skills, experimental design, data analysis, and critical thinking, and much of the learning is language based.

da Vinci Science II - Biology (Grade 11)

(Corequisites: 6370S or 6371S or 6372S da Vinci Math 3 and 567SS Engineering and Inventing)

8370S	Full Year	Credits: 12	Level: H
8371S	Full Year	Credits: 12	Level: ACP
8372S	Full Year	Credits: 12	Level: CP

da Vinci Biology II covers the same core curriculum as other Grade 11 Biology courses, but with more focus on connections between the units and other disciplines, and more projects, both in groups and individually. Unique experiences in this course include projects on biomolecules and culture, designing experiments, creating a children's book on photosynthesis and respiration, and designing ecosystems. In this course students also apply the visual arts to illustrate and explain important scientific concepts.

Global Biology (Grade 11)

(Corequisites: 2340S or 2341S or 2342S Global Justice English 11 and 4340S or 4341S or 4342S Global Justice US History)

8340S	Full Year	Credits: 12	Level: H
8341S	Full Year	Credits: 12	Level: ACP
8342S	Full Year	Credits: 12	Level: CP

Global Biology shares the science content of 830S/831S/832S, however, the course includes interdisciplinary lessons and assessments that connect to the 11th grade Global Justice History and English curricula. This course is available only to students who are currently enrolled in the Global Justice Program.

Biology Electives

AP Biology (Grade 12)

850S **Full Year** **Credits: 12** **Level: H**

AP Biology is open to students who have successfully completed a full year laboratory based courses in biology and chemistry. This course is an in-depth, lab-based equivalent to an introductory college course, and covers the topics and laboratory activities outlined by The College Board and on the Advanced Placement examination in biology. Students are expected to be motivated and willing to spend considerable time and effort in working independently and collaboratively to master the material. A demonstrated ability to excel in language-based learning tasks is very helpful for success in this course.

Anatomy and Physiology (Grade 12)

881S **Full Year** **Credits: 12** **Level: ACP**

882S **Full Year** **Credits: 12** **Level: CP**

Anatomy and Physiology is an elective course open to seniors who have successfully completed Biology and Chemistry. The course will focus on the structure and function of the human body. Students will study the anatomy of each of the major body systems and learn function at a molecular, cellular, tissue, and organ level of analysis. The course will stress normal structure and function as a way of understanding diseases and disorders of the human body. Laboratory techniques will focus on the anatomy through dissections, stressing the importance of observational skills. Physiology will be reinforced through a variety of measurement techniques.

Biotechnology (Grade 12)

8710S **Full Year** **Credits: 12** **Level: H**

871S **Full Year** **Credits: 12** **Level: ACP**

Biotechnology is an elective laboratory course open to seniors who have taken Biology and Chemistry. The course will cover many new developments in science including forensics, gene therapy, cloning, DNA, microbiology, and genetic engineering. The related issues of bioethics will also be addressed. Much of the class work will be hands-on, and student interest will impact course content. There will be an opportunity for field trips to local labs and hospitals.

Marine Biology (Grade 12)

861S **Full Year** **Credits: 12** **Level: ACP**

8612S **Full Year** **Credits: 12** **Level: CP**

Marine Biology is a course open to seniors who have successfully completed yearlong courses in biology and chemistry. This course is an introduction to the scientific study of the oceans, their boundaries, and their contents. It covers geological, physical, and chemical oceanography in addition to marine biology, marine management, and human impact on the marine biome. Lab and hands-on activities will focus on the investigation of different marine environments through a variety of techniques.

Global Marine Biology (Grade 12, Prerequisite: enrolled in Global Justice program)

8620S **Full Year** **Credits: 12** **Level: H**

8621S **Full Year** **Credits: 12** **Level: ACP**

8622S **Full Year** **Credits: 12** **Level: CP**

Students will investigate the effects of climate change and globalization on marine ecosystems. Global Marine Biology students will engage in a series of lab investigations and field experiences to understand the role they can take in becoming marine stewards. The class will culminate in a capstone project that is connected to the work students have done in the prior two years of the Global Program. The content will complement 444S Global Sustainability.

Neurobiology (Grade 12)

860S **Full Year** **Credits: 12** **Level: H**

8601S **Full Year** **Credits: 12** **Level: ACP**

Neurobiology is a senior elective course that covers general topics in neuroscience equivalent to a first year university curriculum. Topics include: neuro-anatomy, cells of the nervous system, transmission of action potential, synaptic transmission, neurophysiology, neuropharmacology, development, sensory systems, learning, memory, emotion, and consciousness. One term is devoted to the study of psychoactive drugs. Students must have previously taken a full year course in biology and chemistry.

Chemistry Electives

AP Chemistry (Grades 11 - 12, Prerequisite: Chemistry)

840S

Full Year

Credits: 12

Level: H

AP Chemistry provides students with a college-level foundation in chemistry together with the development of strong science practices. Students deepen their understanding of chemistry and hone their lab skills through hands-on labs and inquiry-based investigations. AP Chemistry follows College Board standards for Advanced Placement courses and focuses on inorganic chemistry with the emphasis on quantitative relationships. Students entering this course are expected to have a strong mathematical background and to have mastered the fundamentals of stoichiometry. Students electing this course are expected to take the Advanced Placement exam in Chemistry. A summer assignment will be required.

Chemistry II - Introduction to Biochemistry (Grades 11 - 12, Prerequisite: Chemistry)

8460S

Full Year

Credits: 12

Level: H

846S **Full Year** **Credits: 12** **Level: ACP**

Biochemistry is the study of chemistry in living organisms. This survey course provides students with an opportunity to study the chemical processes in the human body, within the materials around us, and in the natural environment. Chemistry II explores supplementary chemistry topics to greater depth than explored in the first year chemistry course including: molecular geometry, structure and function, acid-base chemistry, kinetics, thermochemistry, and biochemical pathways. Student centered laboratory work and techniques are emphasized.

Organic Chemistry (Grade 12, Prerequisite: Chemistry)

8490S

Full Year

Credits: 12

Level: H

849S

Full Year

Credits: 12

Level: ACP

Organic Chemistry is the study of compounds constructed primarily of carbon. This course will introduce and explore the structures, properties, and preparation of organic molecules. Processes from the pharmaceutical, polymer, and petroleum industries will be examined. The class will also investigate the strange and wonderful world of nature's organic compounds. Laboratory work and inquiry-based projects will be assigned throughout the year. This course will provide a solid organic chemistry background for anyone interested in a healthcare or scientific career.

Physics Electives

AP Physics C Mechanics (Grade 12, Prerequisite: enrollment in or completion of 604S AP Calculus BC or 608 AP Calculus AB or 618S Calculus)

870S

Full Year

Credits: 12

Level: H

This course is equivalent to a first semester college course in classical mechanics for students in a physical science or engineering curriculum. Calculus is used throughout the year and students should expect to apply topics covered in calculus directly in AP Physics. A major focus is on developing systematic approaches to solving complex problems. The laboratory component of this course is emphasized. Students use computer based probes to collect data. Both spreadsheet programs and statistical techniques are used to analyze data. After successfully completing this course, students are prepared to take the Advanced Placement Physics C: Mechanics exam.

AP Physics C - Mechanics and Electricity & Magnetism (Grade 12, Prerequisite: enrollment in or completion of 604S AP Calculus BC)

880S

Full Year

Credits: 12

Level: H

This course is equivalent to a first year (two semester) college course in both classical mechanics and E&M, for students in a physical science or engineering curriculum. Topics in the course include Newton's laws, conservation laws, rotation, gravitation, simple harmonic motion, electrostatics, electrodynamics, circuits, magnetism, and electromagnetism. Calculus is used throughout the year and students should expect to apply topics covered in AP Calculus directly in AP Physics C. A major focus is on developing systematic approaches to solving complex problems. The laboratory component of this course is emphasized. After successfully completing this course, students are prepared to take the Advanced Placement Physics C: Mechanics exam as well as the Electricity & Magnetism exams. The pace of the course makes successful independent learning an essential element in this course.

Classical Mechanics (Grades 10 - 12, Prerequisite: Physics I, current enrollment or completion of 602S Math 2 H or 612S Math 2 Acc)

876F/SS Semester Credits: 6 Level: H

Classical Mechanics is a semester-long advanced physics course designed for students who are eager to delve deeper into the foundational principles of motion, force, energy, and momentum. Building on the concepts introduced in Physics I, this course extends students' understanding through a rigorous exploration of classical mechanics. Students will be challenged to think critically, solve complex problems, and explore real-world applications. Coursework includes a blend of theoretical study and hands-on laboratory work. By the end of the semester, students will have not only solidified their grasp of fundamental physics principles but also developed the skills necessary to excel in future courses such as AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism.

Introduction to Quantum Mechanics (Grades 11 - 12) Prerequisite: current enrollment in or completion of 604S AP BC Calculus)

877F/SS Semester Credits: 6 Level: N Grading: P/F

Introduction to Quantum Mechanics will offer a rigorous introduction to the mathematics and physics of the subject. Mathematics will include continuous probability distributions, linear operators, operator algebra, eigenvectors/functions/values, Gaussian integrals, and complex numbers. This will be applied to the physics of the Schrödinger Equation, normalization, uncertainty principles, stationary states, and potential wells. The class will have a heavy emphasis on problem-solving and conceptual understanding via problem sets.

Modern Physics (Grades 10 - 12, Prerequisite: Physics I, current enrollment or completion of 602S Math 2 H or 612S Math 2 Acc)

875F/SS Semester Credits: 6 Level: N Grading: P/F

Modern Physics will focus on Special Relativity, including: Galilean Relativity, Ether Theory and the Michelson-Morley Experiment, length contraction and time dilation, Lorentz transformations, spacetime diagrams, "paradoxes" of Special Relativity, four-vectors, relativistic mechanics & dynamics. The class is designed for students who are curious about looking into the breakthroughs in physics that have happened in the past 120 years.

Physics II (Grade 11 - 12)

841S Full Year Credits: 12 Level: ACP

Physics II is a class designed for upperclassmen to have a second experience studying topics such as motion, forces, gravity, energy, momentum, waves, and electricity and magnetism. Topics may include special relativity, high energy/particle physics, optics, and quantum mechanics. Students taking this course should be very comfortable with algebra and geometry and be willing to apply trigonometry to analyze phenomena in two dimensions.

Physics & Music (Grades 10 - 12)

843F/SS Semester Credits: 6 Level: ACP
8432F/SS Semester Credits: 6 Level: CP

Physics and Music is an elective course that focuses on the science of sound. This course studies acoustic phenomena with an emphasis on the physics of acoustic musical instruments and culminates in the design and creation of a musical instrument. Additional topics may also include the physics of audio electronics including: microphones, speakers, recording, and audio synthesis. Students should be comfortable using algebra, and do not need to be musicians or to be proficient in music theory.

Physics Through Electronics Projects (Grade 10 - 12)

842F/SS Semester Credits: 6 Level: ACP
8422F/SS Semester Credits: 6 Level: CP

In Physics Through Electronics Projects, students will build class and individual electronics projects that may include drones, timing devices, accelerometers, static electric generators, radios, musical instruments and tesla coils. Curriculum will focus on applying physics to real world electronics, developing and mastering basic circuitry to support the concepts in physics. Building upon students' experience during 9th grade, students will further develop an understanding of how things work and the importance of being scientifically literate. Emphasis will be placed on reinforcing laboratory skills and developing a qualitative understanding of fundamental concepts in electricity and magnetism. Students will be able to drive much of the curriculum based on their individual interests.

Additional Science Elective Courses

AP Environmental Science (Grade 12)

8550S	Full Year	Credits: 12	Level: H
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AP Environmental Science covers the scientific principles and methodologies used to explore the interconnected relationships in the natural world and their links to various element cycles. Students will identify and investigate environmental problems, evaluate and analyze the risks associated with these problems, and will explore prevention strategies and provide solutions. Prerequisites for the course include a full year of biology and chemistry. Students will be required to review problems using dimensional analysis and may be asked to study environmental laws over the summer. This highly accessible course offers students the opportunity to experience an AP Science class that is geared to a broader range of students.

Astronomy and Earth Science (Grade 12)

851S	Full Year	Credits: 12	Level: ACP
8512S	Full Year	Credits: 12	Level: CP

Astronomy and Earth Science is an elective course introducing basic concepts of astronomy and earth science. Students will make observations of processes that occur on Earth and apply these observations and inferences to the rest of the universe. Earth science topics include meteorology, oceanography, geology, and paleontology. Topics covered in astronomy include solar system objects, exoplanets, stars, cosmology, and astrophysics. The course is available to seniors who have completed Physics, Biology, and Chemistry, and will draw heavily on content from all these courses, especially physics.

da Vinci III STEAM Capstone Project

8470S	Full Year	Credits: 12	Level: H
847S	Full Year	Credits: 12	Level: ACP

da Vinci III STEAM Capstone Project is the culmination of the da Vinci program. The course will further hone students' capacity to take on a long-term project by introducing smaller projects that build towards a student-driven end of year capstone. Throughout their senior year, students will be expected to synthesize the content and skills from their first two years in da Vinci together with senior electives they have chosen to demonstrate their independent learning in a capstone project. In the spring of senior year, students will present their work to stakeholders within the community. Registration is limited to current da Vinci juniors. Concurrent registration in two additional STEAM electives is mandatory. For more information about course expectations, please see Science/ Tech Ed department chair.

Science of the Senses (Grade 12)

856F/SS	Semester	Credits: 6	Level: ACP
8562F/SS	Semester	Credits: 6	Level: CP

Science of the Senses is an interdisciplinary science elective course that will explore how our bodies receive and process information in the physical world. Students will investigate the physics (e.g. optics, sound waves) and chemistry (e.g. odorants, salts, sugars) involved with stimuli for touch, smell, taste, vision, hearing, and balance as well as the specialized organs that receive information for each of these senses. The course will briefly introduce the basic physiology of how relevant neural signals are processed and common disorders for each sense. Through experiential learning, students will gain a deeper understanding of how we perceive the physical world.

Additional Science Opportunities

Science Teaching Assistant/Peer Tutor (Grades 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Science Teaching Assistants work with a specific teacher and class and help in various ways in a course they have already taken. Tasks include preparing for the laboratory component of classes and providing academic support to students. Science Peer Tutors assist in the Science Help Center by helping students with specific questions about science. Student Peer Tutors must have a solid general science base, as students from physics, chemistry, and biology class drop by the Science Help Center for help on homework, labs, or test preparation. Interested students should speak with the department faculty in the fall. See page 70 for details on the role and expectations of teaching assistants.

Independent Study in Science (Grade 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Independent Study in Science is generally for seniors who have successfully completed Biology, Chemistry, and Physics. Interested students should speak with the department head.

TECHNICAL EDUCATION & ENGINEERING

Drafting

Architecture I

551F/SS	Semester	Credits: 6	Level: ACP
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⑨ * Architecture 1 introduces the fundamentals of residential design and building techniques from house framing to electrical work. Students familiarize themselves with CAD drafting software and manual drafting instruments to complete a set of working blueprints. Students will also design their own ranch style house and build a 1/4" scale model.

Architecture II (Prerequisite: 551F/SS Architecture I)

552F/SS	Semester	Credits: 6	Level: ACP
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⑨ * Architecture II is a continuation of the study of the skills learned in Architecture I. The student draws a complete set of working plans for a residential addition: plans, elevations, sections, details, 2-point perspective. Students will explore landscape design, urban design and energy efficient housing along with historical turning points in Architecture.

CAD and 3D Modeling

553F/SS	Semester	Credits: 6	Level: ACP
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⑨ * CAD and 3D Modeling is taught as a language that is essential for students considering technical careers. Students will design objects in both two and three dimensions. Each student will work on hand drafting, CAD and printing objects. Students will use our 3D printer to render their designs.

Graphic Communications

Graphic Design I

578F/SS	Semester	Credits: 6	Level: ACP
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⑨ * Graphic Design I covers all aspects of graphic design. Students will use various design software, Photoshop, Illustrator, Acrobat, and InDesign along with manual techniques to make clip art, greeting cards and small newspaper layout. Students also produce multi-color designs on paper, cloth, or plastics to create posters, t-shirts or bumper stickers through screen-printing processes, sublimation printing, and also produce work on digital color/bw printers.

Graphic Design II (Prerequisite: 578F/SS Graphic Design I)

579F/SS	Semester	Credits: 6	Level: ACP
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⑨ * Graphic Design II is a continuation of Graphic Design I, and this studio-based class concentrates on desktop publishing, students use Adobe Illustrator, PhotoShop and InDesign to create advanced publications students also continue to work with direct screen-printing techniques and sublimation printing.

Independent Study in Technical Education (Prerequisite: approval from instructor)

Semester Credit: 3 Level: P-F

Election of Independent Study in Technical Education is subject to the approval of the instructor and department head. Independent Study is only offered when level 1 and 2 classes have been completed. Interested students should speak with the department chair in the fall.

WELLNESS

The Wellness Department is pleased to offer a progressive and sequential education to Newton South students. This curriculum aligns with key learning objectives from the 2023 Comprehensive Health and Physical Education State Frameworks. The curriculum is designed to help students understand the Wellness and Community Building Models and their connection to the Social and Emotional Learning (SEL) competencies. Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life for the mind, body, and spirit. SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

All Newton South students are required to complete 15 credits (5 courses) in Wellness in order to graduate. 9th grade students are enrolled in two core Wellness classes. 10th, 11th, and 12th grade students are required to complete one elective Wellness course each year, three total, to meet graduation requirements. The Wellness Department recommends that students take one class from three out of the following four categories: Adventure Leadership, Group Dynamics, Personal Fitness, and Stress Management. No student can take the same course a second time.

9th Grade Core Requirements

771QS Ninth-Grade Wellness

772QS Ninth-Grade Health

10th, 11th, and 12th Electives (must take 3, one each year)

Adventure Leadership	Group Dynamics	Personal Fitness	Stress Management	New Course Offerings By Recommendation
774QS Climbing the E.L.M. Tree	776QS Play 4 Life	778QS Healthy Heart	780QS Brain Train	782QS Dance in Action
775QS Expanding Horizons	777QS Around The World In 80 Days	779QS Well U	781QS Yo-Co	790QS Unified Wellness
		502QS Sports Nutrition		Teaching Assistant Wellness

NINTH GRADE CORE COURSES

Ninth-Grade Wellness - Exploring Wellness (7 Dimensions of Wellness)

771QS Quarter 1-4 Credits: 3 Level: N

Wellness is the act of practicing healthy habits on a daily basis to attain better physical and mental health outcomes, so that instead of just surviving, you're thriving! By making simple, healthy choices on a daily basis, you will be well on your way towards reducing stress, having positive social interactions and achieving optimal wellness.

SEL Competency: *Social Awareness*

Ninth-Grade Health - Sexuality and Health

772QS Quarter 1-4 Credits: 3 Level: N

This course is composed of topics that will enable students to build self-esteem, make responsible, healthy decisions, and develop coping skills through objective content. Topics that will be covered include a drug and alcohol education unit, human sexuality including reproductive anatomy, choosing abstinence, healthy relationships, contraception methods, sexually transmitted infections, sexual orientation, harassment and violence prevention, and the practice of peer refusal skills.

SEL Competency: *Self-Awareness*

Sports Nutrition (Grades 10 - 12)**502QS****Quarter 1-4****Credits: 3****Level: ACP**

☉ * Sports Nutrition is a hands-on cooking class where students participate in weekly cooking labs to prepare healthy meals and snacks. The course explores how to make healthy choices for any lifestyle, and how adolescents can optimize athletic performance through diet. The focus is on promoting a healthy balance of foods, as well as a healthy relationship with food. Students learn through class discussion, projects and working collaboratively with their peers to prepare nutrient-dense recipes. This course is offered jointly through the Family & Consumer Science and Wellness departments.

SEL Competency: *Self-Management*

Stress Management**Brain Train (Grades 10 - 12)****780QS****Quarter 1 or 4****Credits: 3****Level: N**

Brain Train is a self/stress management course designed to cultivate self-awareness and personal growth by enhancing skills to manage the demands of school and life. To better manage individual stress levels, students will learn the causes and effects of stress, how the brain handles stress, and how stress impacts our wellness. We explore and practice various techniques that can train the brain and body to de-stress: time management skills, breathing techniques, progressive muscle relaxation, mindfulness, meditation, guided imagery, restorative yoga, yoga nidra, etc. Participation with an open mind is beneficial for the course.

SEL Competency: *Self-Management*

Yo-Co (Grades 10 - 12)**781QS****Quarter 2 or 3****Credits: 3****Level: N**

Yoga Length & Core Strength! Take this stress management and lifelong wellness course to learn these forms of physical and mental fitness to relieve stress, and maintain a healthy and balanced lifestyle. We will learn about stress and how to manage it with yoga poses, breathing techniques and core exercises. This course combines the physical and mental aspects of yoga's full-body/mind lengthening and stretching, with core exercises for stability, strength and balance. SEL Competency: *Self-Management*

NEW COURSE OFFERINGS (Unified Wellness, Teaching Assistant Wellness)**Dance in Action (Grades 10 - 12)****782QS****Quarter 1 or 4****Credits: 3****Level: N**

This class is for beginning to advanced students – no experience is necessary. This student-centered class will explore many different styles of dance which may include hip hop, ballroom, swing, ballet, line, multicultural folk, tap, as well as other forms. The class will have the opportunity to create original choreography and perform in an informal presentation at the end of the quarter.

Unified Wellness (Grades 10 - 12)**790QS****Quarter 1 or 4****Credits: 3****Level: N**

Extending the concept of our Unified Sports program, Unified Wellness provides inclusion opportunities through shared experiences in training practices for students with and without intellectual disabilities. A core belief of this course is that training together and playing together is a quick path to friendship and understanding, providing lasting benefits for all students. In this class, students will explore teaming concepts of leadership, cooperation, and adaptability. Concepts are taught through non-contact fitness-based and physical activities to explore the many physical, mental, and emotional health benefits experienced through movement.

Teaching Assistant Wellness (Grades 11 & 12, with permission from instructor)**#****Quarter 1-4****Credit: 3****Level: N**

Teaching Assistants work closely with an instructor in a leadership role to support the learning content of students in the instructor's class. Teaching Assistants may work with individuals or groups of students in the class, assist in preparing classroom materials, and provide general support to the classroom as a whole. Students will need to complete a Teaching Assistant Application. Interested students should speak to the appropriate teacher and department chair before registering for the course. Opportunities are available to TA in the same wellness course the applicant has taken and passed with department approval.

WORLD LANGUAGE

Learning new languages opens doors to deeply rewarding personal and professional experiences. The Newton South World Language Department proposes four-year sequential programs in Chinese, French, Latin, Russian, and Spanish. The primary objective of all World Language courses is communicative and cultural proficiency, and we strongly recommend that students consider their high school study part of a long-term commitment to become proficient in at least one language other than English. To this end, we recommend that students pursue the study of at least one world language through the upper levels, including level 5, where offered. The high school course of study is an opportunity to build a solid foundation for a lifetime of language acquisition.

Students will be challenged in our courses to develop their language proficiency in an interactive environment that develops listening and reading skills as well as oral and written expression. This environment will include cultural perspectives from around the globe, and will incorporate a broad range of oral and written input on a number of themes that inform every day life in the modern world. Students will advance their skills sequentially in listening, speaking, reading and writing, moving in the course of their study from the Novice levels (where they communicate primarily in words and phrases) to the upper Intermediate levels and beyond, as they learn to communicate confidently and effectively using paragraph-length discourse in the context of real-life situations. The department proposes contact with local and international language communities, including opportunities to travel and study abroad, in order to further advance student linguistic and cultural proficiency.

Our department uses the proficiency scale developed by the American Council on the Teaching of Foreign Languages (ACTFL) which ranges from Novice to Distinguished and incorporates the skills of listening, speaking, reading and writing. The proficiency target for a student who completes four years of high school study at the ACP level in addition to middle school study is Intermediate High.

During the fall of their senior year, students are invited to demonstrate their level of proficiency on nationally normed assessments with the potential to earn a Massachusetts State Seal of Biliteracy. The State Seal was created in 2017 to provide evidence to universities and workplaces of a student's high level proficiency in a language other than English, a skill deemed critical in our 21st century.

World Language Courses Available to Students in Grade 9

A. CONTINUING COURSES

Most students enter world language courses at Newton South having begun the study of a world language at the middle school level. For the majority of these incoming ninth-grade students, a second-year course in that same language (described in subsequent pages) is the most appropriate course. These include:

- 311B Novice French 2
- 381B Novice Spanish 2
- 312 Intermediate French 2
- 382 Intermediate Spanish 2
- 342 Chinese 2

B. BEGINNING COURSES

Incoming ninth-graders wishing to begin the study of a world language (or to start another) may elect one of the following courses (described in subsequent pages). The appropriate selections should be made with the assistance of a guidance counselor.

- 311A Novice French 1
- 341S Chinese 1
- 351S Latin 1
- 361S Russian 1
- 381A Novice Spanish 1

World Language Courses for Grades 9, 10, 11, and 12

Chinese

Chinese (Mandarin) classes are taught with an emphasis on communication in cultural contexts. Students take part in various activities such as role-playing, games and small group work to develop communicative skills. During the first semester, students often have the opportunity in class to interact with exchange students and teachers from China. A balance of assessment activities combines proficiency and achievement testing throughout the year. Placement in Chinese classes is guided by teacher recommendation.

Heritage/native speakers of Chinese who have not taken Chinese within the Newton Public Schools must submit a writing sample to determine whether they can benefit from World Language courses in their native language. A guidance counselor can assist students with this process.

The 341-345 ACP sequence develops proficiency in all aspects of language learning in cultural contexts through oral and written expression. It also provides a systematic refinement of linguistic structure.

Chinese 1 (Grades 9 - 12)

341S

Full Year

Credits: 12

Level: ACP

☉ Chinese 1 provides students the opportunity to learn the fundamentals of Chinese conversation through topics such as school, family, daily routines and weather in the standard Mandarin dialect. Classes are taught in a cultural context in order for students to develop an increasing understanding of the Chinese people, their history, and civilization. This course may be an appropriate choice for students with a middle school foundation who have not yet solidified their skills at the novice-mid level.

Chinese 2 (Grades 9 - 12)

342S

Full Year

Credits: 12

Level: ACP

☉ Chinese 2 is for students who have completed the middle-school sequence or first-year Chinese. Students build upon concepts from first-year Chinese, expanding upon basic structures. Students increase oral proficiency to a level at which they can converse in Chinese using basic, everyday language on themes such as clothing, shopping, leisure activities, and sports and health. Students who successfully complete Chinese 2 will have sufficient character recognition to be able to read simple written Chinese. This is a textbook-based course with selected authentic materials.

Chinese 3 (Grades 10 - 12)

343S

Full Year

Credits: 12

Level: ACP

Chinese 3 is a continuation of Chinese 2, with emphasis on improving conversational skills while expanding vocabulary and character recognition. Students learn to handle more complex themes such as career choices, respect for the environment, and caring for a community. This is a textbook-based course with authentic reading materials.

Chinese 4 (Grades 10 - 12)

344S

Full Year

Credits: 12

Level: ACP

Chinese 4 is a continuation of Chinese 3, and is a textbook-based course supplemented with authentic reading and video materials. Students reach increasingly advanced levels of proficiency in speaking, reading and writing as they explore themes such as family routines and traditions, transportation and geography, social relationships between generations, and friendship.

Chinese 5 (Grades 10 - 12)

345S

Full Year

Credits: 12

Level: ACP

Chinese 5 is the senior course and the culmination of the ACP sequence. While still a textbook-based course, cultural topics and contemporary issues related to China are explored through authentic readings and videos. Literature (short stories and poetry) and films are woven into the course content.

The 3430-346 honors sequence is an accelerated program for students who choose to focus intensively on their study of Chinese in order to develop a level of proficiency beyond Intermediate High. This requires enthusiasm for learning and communicating in the target language, appropriate levels of proficiency, and readiness to engage in sophisticated levels of discourse. The sequence culminates in the AP Chinese Language and Culture course.

Chinese 3 (Grades 10 - 12)

3430S

Full Year

Credits: 12

Level: H

In this textbook-based course, spoken Chinese is stressed with a focus on basic sentence patterns for daily conversation. In addition, students are introduced to Chinese culture and contemporary society. Students will develop proficiency in all aspects of language learning through frequent and intensive oral and written expression.

Chinese 4 (Grades 10 -12)

3440S

Full Year

Credits: 12

Level: H

Chinese 4 is an advanced course that builds upon the foundations laid in Chinese 3. In this textbook-based course with authentic reading materials, there is a continued emphasis on written expression, grammar and vocabulary expansion in culturally specific contexts. Students examine an increasing scope of Chinese culture through the incorporation of music and film in the course.

Chinese 5 (Grades 10 - 12)

3450S

Full Year

Credits: 12

Level: H

Chinese 5 continues to build upon the skills students hone in Chinese 4. The course will help students further develop and refine their language skills as they focus on particular grammatical structures. Contemporary issues related to China are explored through authentic readings and videos. Literature (short stories and poetry) and films are woven into the course content.

AP Chinese Language and Culture (Grades 10 - 12)

346S

Full Year

Credits: 12

Level: H

AP Chinese Language and Culture, the culminating course in the honors sequence, prepares students for the Advanced Placement examination in language and culture and for upper-level college courses in Chinese. Students hone their language skills across communicative modes, developing knowledge in pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. In addition to textbooks, students make use of authentic materials, including newspapers, fiction and nonfiction texts, poetry, and films.

French

The 311-315 Advanced College Preparatory program emphasizes proficiency-based instruction and uses a variety of textbooks, readers and authentic materials, including print, audio, and video, to develop communication skills in French and to investigate the cultures of the French-speaking world. Students have many opportunities to speak, read, write and listen to French in a variety of communicative contexts. The complexity of communicative tasks increases as students acquire skills and competency. The 3121-3151 SAM (Stretch, Aim, Motivate!) sequence provides targeted support and additional scaffolding to students in the ACP classroom who have not yet reached the entry-level proficiency target for a given course. While the thematic content of the ACP and SAM course is the same, assessments in SAM courses are modified accordingly.

Novice French 1 (Grades 9 - 12)

311AS

Full Year

Credits: 12

Level: ACP

Ⓣ French 1, which is taught in French, uses a textbook as well as authentic materials to examine the functions and themes of daily life, such as self, family, home, clothing, friends, food, telling time, leisure, and weather. In addition to basic French syntax, students are exposed to the diversity of the Francophone world.

Novice French 2 (Grades 10 - 12)

311BS

Full Year

Credits: 12

Level: ACP

Novice French 2 is the appropriate course for students who have completed the study of French 311A (Novice French 1) at the high school level, and may also meet the needs of other students with a novice-mid proficiency level. While continuing to delve into topics concerning daily life, students refine the linguistic skills necessary to readily communicate needs, preferences and interests. Upon successful completion of this course, students are prepared for 312S Intermediate French 2.

Intermediate French 2 (Grades 9 - 12)

312S

Full Year

Credits: 12

Level: ACP

3121S

Full Year

Credits: 12

Level: ACP (SAM)

Ⓣ Intermediate French 2 uses a textbook and a novella as well as numerous authentic resources to provide students input in the target language. French 2 highlights the French-Canadian experience and targets themes such as sports and leisure, travel, and the home. Students learn to narrate past events and experiences.

French 3 (Grades 10 - 12)**313S****Full Year****Credits: 12****Level: ACP****3131S****Full Year****Credits: 12****Level: ACP (SAM)**

French 3 uses a textbook and a variety of authentic texts to explore themes such as responsibilities at home and to the community, care of the environment, and life in a global community. Reading comprehension skills are developed through a focus on excerpts of francophone literature from around the globe, including the Caribbean. Students further develop their ability to narrate past events and express and defend opinions.

French 4 (Grades 10 - 12)**314S****Full Year****Credits: 12****Level: ACP****3141S****Full Year****Credits: 12****Level: ACP (SAM)**

French 4 uses a textbook and a wide variety of authentic texts, videos and film to explore themes such as travel and health, family and friendship, urban life and the professions. Readings are thematically linked to the units of study and include excerpts from the classical French tradition and the global francophone community. Students refine their use of more advanced structures with the goal of fostering a more sophisticated level of expression.

French 5 (Grades 10 -12)**315S****Full Year****Credits: 12****Level: ACP****3151S****Full Year****Credits: 12****Level: ACP (SAM)**

French 5 is the senior course and the culmination of the sequence. This is a language and culture course taught through the lens of contemporary French film; students explore several films over the course of the year that represent a wide variety of genres and styles. The primary goal of this class is for students to use film as a means to enhance their ability to communicate in French, and to learn more about life in contemporary France. The course is taught entirely in French and students are expected to communicate exclusively in the target language. Students use a film-based textbook to explore aspects of life in contemporary France and Europe such as relationships, sports and leisure, education, and the legacy of colonialism. Grammar review is contextualized to the films, as is vocabulary acquisition.

The 303-305 honors sequence is an accelerated program for students who choose to focus intensively on their study of French in order to develop a level of proficiency beyond Intermediate High. This requires enthusiasm for learning and communicating in the target language, appropriate levels of proficiency, and readiness to engage in sophisticated levels of discourse. The sequence culminates in the AP French Language and Culture course.

French 3H (Grades 10 - 12)**303S****Full Year****Credits: 12****Level: H**

Providing a structural foundation at an intensive pace, French 3H offers an overview of French history up to World War II and a look at art from Europe, West Africa and Haiti. In addition to exploring various authentic texts and films, students also read a short novel.

French 4H (Grades 10 - 12)**304S****Full Year****Credits: 12****Level: H**

French 4H draws primarily from authentic sources with targeted review of grammatical concepts as needed. Literary selections offer an increased level of sophistication and require a deeper level of cultural analysis. Themes include family and community, contemporary life, love and friendship, beauty and aesthetics, identity and the search for self. This course prepares students for the AP French Language course with a targeted proficiency goal of Intermediate High.

AP French Language (Grades 10 - 12)**305S****Full Year****Credits: 12****Level: H**

AP French Language (in tandem with French 4H) is designed to promote communicative proficiency in French, and to enable students to explore culture in contemporary and historical contexts. Using a variety of authentic print, audio and video sources from around the Francophone world, students explore such universal themes as global challenges, the evolving roles of science and technology, personal and public identities, and family and communities. As students examine various cultural products, practices and perspectives, they hone their ability to express ideas, exchange opinions, and interpret both written and spoken French.

Latin

The Latin sequence teaches students to understand Latin vocabulary and grammar in order to read, translate, and interpret authentic ancient literature. The courses teach students to make connections between Latin and other Romance languages; students often simultaneously improve their English proficiency by studying Latin. Students develop reading skills as they analyze (and at times dramatize) the authentic poems, letters, and histories of Roman authors such as Catullus, Ovid, Pliny, Cicero, and Vergil.

Latin 1 (Grades 9 - 12)

351S

Full Year

Credits: 12

Level: ACP

Ⓞ Latin 1 is a Novice level course that introduces students to elementary Latin vocabulary and grammar. Students learn to apply this knowledge by comprehending ancient Latin texts and developing their own translations and interpretations of ancient sources. This course explores the details of the Latin language, its influence on modern languages, and Roman history and mythology. This course uses Latin texts and inscriptions to help students develop core learning skills: identifying patterns, comparing the past to the present, and deciphering unfamiliar text using reading strategies.

Latin 2 (Grades 10 - 12)

352S

Full Year

Credits: 12

Level: ACP

Latin 2 builds on the skills and concepts that students have acquired in the first-year course. In Latin 2, students largely complete their study of basic Latin grammar, double the size of their vocabulary, and learn to read considerably more complex and interesting Latin prose. Students will begin reading longer texts that range from modern takes on myths to more “traditional” renderings of passages by ancient authors. Accompanying this more mature encounter with the Latin language is a more intellectual study of Roman culture and history.

Latin 3 (Grades 10 - 12)

3530S

Full Year

Credits: 12

Level: H

353S

Full Year

Credits: 12

Level: ACP

Latin 3 is for students who have successfully completed Latin 2. Students complete their review of essential Latin grammar and vocabulary linked to more complex grammatical structures. Students continue to read a variety of texts from throughout the centuries. Latin 3 H is for students who have completed Latin 2 with extraordinary success, and enrollment is guided by teacher recommendation. Students enrolled at the honors level are expected to read a great deal more extensively, and to translate more exactly.

Latin 4 (Grades 10 - 12)

3540S

Full Year

Credits: 12

Level: H

354S

Full Year

Credits: 12

Level: ACP

Latin 4 is for advanced Latin students who have successfully completed Latin 3. Students at both the honors and ACP levels conduct a survey of Roman literature, reading Pliny’s letters describing the eruption of Mount Vesuvius, Cicero’s oration decrying the traitor Catiline, Ovid’s tales of divine and human folly, and Vergil’s epic story of the founding of Rome. While doing so, they become experts at scanning dactylic hexameters and more readily recognize literary devices, both in prose and verse. This immersion in literature leads naturally to subtle discussions of Roman values and identity. All the while, with any luck, students also learn to love what they read. Latin 4 H is for students who have completed Latin 3 with extraordinary success. While much of the reading content is the same as for Latin 4 ACP, students in the honors sequence are expected to read a great deal more extensively than their peers registered at the ACP level, and to translate more exactly.

Latin 5

3550S

Full Year

Credits: 12

Level: H

355S

Full Year

Credits: 12

Level: ACP

Latin 5 is offered to students who, under exceptional circumstances, have already completed the Latin 4 curriculum, either at Newton South or at a different school. Latin 5 students meet in the same period as Latin 4 students but work independently within the classroom. The curriculum is adaptable to the interests and strengths of individual students, but typically includes new and/or especially challenging writers, such as Vergil, Cicero, Propertius and Tacitus. Students in Latin 5 are asked to conceive their own ideas for creative and educational projects to share with their Latin 4 peers.

Spanish 3 (Grades 10 - 12)

393S

Full Year

Credits: 12

Level: CP

Spanish 3 continues to build upon and refine the skills students develop in Spanish 2. With a continued emphasis on speaking and listening skills, students also refine their writing as they begin to read longer and more complex texts. Through a variety of projects, students use and apply newly acquired vocabulary and grammatical skills as they continue to explore Hispanic cultures around the world.

Spanish 4 (Grades 10 - 12)

394S

Full Year

Credits: 12

Level: CP

Spanish 5 (Grades 10 - 12)

395S

Full Year

Credits: 12

Level: CP

Spanish 4 and Spanish 5 combine to form the culminating course in the sequence with an alternating year curriculum that utilizes a communicative approach to advance students' listening, speaking, reading and writing skills in Spanish. Through units of thematic study that include authentic texts, readers, and audio and video material, students broaden their communicative competency in Spanish. Through these thematic units, students make comparisons with and connections to their own lives.

The 381-385 Advanced College Preparatory program emphasizes proficiency-based instruction and uses a variety of textbooks, readers and authentic materials, including print, audio, and video, to develop communication skills in Spanish and to investigate the cultures of the Spanish-speaking world. Students have many opportunities to speak, read, write and listen to Spanish in a variety of communicative contexts. The complexity of communicative tasks increases as students acquire skills and competency. The 3821-3841 SAM (Stretch, Aim, Motivate!) sequence provides targeted support and additional scaffolding to students in the ACP classroom who have not yet reached the entry level proficiency target for a given course. While the thematic content of the ACP and SAM course is the same, assessments in SAM courses are modified accordingly.

Novice Spanish 1 (Grades 9 - 12)

381AS

Full Year

Credits: 12

Level: ACP

Novice Spanish 1 is a textbook-based course in which students become acquainted with the various Spanish-speaking regions of the world. Students develop basic communication skills around themes such as school, family, daily life and routines. Frequent use of audio, visual and computer resources supplement skill building and comprehension.

Novice Spanish 2 (Grades 9 - 12)

381BS

Full Year

Credits: 12

Level: ACP

Novice Spanish 2 is the appropriate course for students who have completed the study of 381A Novice Spanish 1 at the high school level, as well as for other students who have a novice-mid proficiency level in Spanish. While continuing to delve into topics concerning daily life, students refine the linguistic skills necessary to readily communicate their needs and interests. When they have successfully completed this course, students are well prepared for 382S Intermediate Spanish 2.

Intermediate Spanish 2 (Grades 10 - 12)

382S

Full Year

Credits: 12

Level: ACP

3821S

Full Year

Credits: 12

Level: ACP (SAM)

Intermediate Spanish 2 is an appropriate course for students who have successfully completed the middle school sequence in Spanish, have completed the Novice Spanish 1 / Novice Spanish 2 sequence at the high school, or have demonstrated readiness via a placement assessment. Emphasis is placed on developing proficiency in each of the four skills (listening, speaking, reading, and writing) as students explore themes such as travel, health, and leisure while studying Hispanic cultures around the world. Intermediate Spanish 2 SAM is an option that provides formalized scaffolding and support at the Spanish 2 level, enabling students who are still developing the skills necessary to succeed at the ACP level to enroll in an ACP course. Assessments are modified in line with SAM supports. Students who are considering enrolling in a CP class but who might benefit from the challenges of an ACP classroom should speak to a teacher or counselor about the possibility of registering for SAM. Teacher recommendation is required.

Spanish 3 (Grades 10 - 12)

383S

Full Year

Credits: 12

Level: ACP

3831S

Full Year

Credits: 12

Level: ACP (SAM)

Spanish 3 is an intermediate level course that continues to build students' vocabulary and functional linguistic skills as they delve into the cultural aspects of storytelling, the contributions of ancient Mayan and Aztec

hone their ability to express ideas, exchange opinions, and interpret both written and spoken Spanish. Students make use of a variety of audio, video and written materials from authentic sources as well as supplementary grammar texts.

Other Offerings in World Language

World Language Peer Tutor (Grades 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

World Language Peer Tutor offers skilled students the opportunity to work one on one with students in need of extra support in World Language. Teacher recommendation is required. Students can opt to work with a particular teacher during a regularly scheduled WIN block or meet one on one with students during a regularly-scheduled block. Interested students should speak with the department chair in the fall.

World Language Teaching Assistant (Grades 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

World Language Teaching Assistant offers skilled students the opportunity to work closely with the teacher to support the learning environment in a designated World Language course. Teacher recommendation is required. At the beginning of the academic year, the interested student must submit a proposal in writing to the department chair, signed by the supervising teacher. See the appropriate pages in the All School Opportunities section for details on the role and expectations of teaching assistants at Newton South. Interested students should speak with the department chair in the fall.

Independent Study in World Language (Grades 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Independent study in World Language is intended only for students whose learning needs or level of study require a course not previously listed. Approval is by the department chair and is based on teacher availability as well as student need. Interested students must submit a proposal in writing to the department chair, signed by the participating teacher. Interested students should speak with the department chair in the fall.

ALL SCHOOL OPPORTUNITIES

Teaching Assistant (Grades 10 - 12, with permission from instructor)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Teaching Assistants work closely with a teacher to support the content learning of students in the teacher's class. Teaching Assistants may work with individuals or with groups of students in the class, assist in the preparation of classroom materials, and provide general support to the classroom as a whole. Students will need to complete a Teaching Assistant Application. Interested students should speak to the appropriate department chair in the fall.

Teaching Assistant Instructional Technology (Grades 10 - 12, with permission from instructor)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

The IT Teaching Assistant course gives students the opportunity to support a variety of instructional technology projects at Newton South High School. Students will develop instructional materials to support the use of classroom technology tools, including Chromebooks, Google Workspace, Schoology, and more. By working collaboratively, students will build confidence and develop problem-solving skills, while providing a valuable service to other students and teachers. Students will practice digital citizenship by using social media and blogging tools. This program empowers students to be in charge of their own learning, and enables students to share their learning with the broader community. Students can choose to enroll in this course from 1-3 blocks per week each term. Interested students should speak to Mr. Hammel in the library.

Office Assistant (Grade 10 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Office Assistant provides the opportunity for students to assist in the House Offices, the College and Career Center, or with the Student Activities Coordinator on a regular basis. Students who volunteer would assist with tasks such as distributing mail, office filing, assisting with school mailings, data entry, and website maintenance. Permission of the Dean for House Office assistant, the College and Career Counselor for the College and Career Center assistant, or the Club Coordinator for Student Activities Assistant, is required. Interested students should speak with the respective person in the fall.

Library Service (Grades 10-12)

#	Full Year	Credits: 6	Level: P-F
#	Semester	Credits: 3	Level: P-F
#	Quarter	Credits: 1.5	Level: P-F

Library Service offers students the opportunity to assist with the daily operation of our innovative learning center. Students assist library staff by performing organizational and clerical tasks, shelving and retrieving materials, and working on library displays. Space is very limited and the ability to work independently with limited supervision is necessary; permission of a library teacher is required. Interested students should speak with the librarians in the fall.

Bilingual Academic Peer Education (Grades 11 - 12)

#	Full Year	Credit: 6	Level: P-F
#	Semester	Credit: 3	Level: P-F
#	Quarter	Credit: 1.5	Level: P-F

Bilingual Academic Peer Education is for fluently bilingual juniors and seniors who are in good academic standing. Students learn basic tutoring techniques and apply them in a bilingual classroom setting. Sections meet concurrently with an ELL Academic Study class and are limited to 4 students per section. Students will need the signature of their counselor and a teacher to be eligible. The ELL Program coordinator makes the final decision based on recommendations as well as the language and academic needs of currently enrolled students.

METCO Advisory (Grade 9)

906FS	Semester 1	Credits: 1	Level: P-F
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Ⓢ This course is required for all ninth graders in the METCO program. Led by the NSHS METCO counselor, METCO Advisory provides support, orientation, and community building to students as they adjust to the academic and social challenges of high school.

W.I.S.E. Senior Project/Internship Program (Grade 12)

910SS	Semester 2	Credits: 6 - 12	Level: P-F
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The W.I.S.E Senior Project/Internship Program is a senior elective that gives you an opportunity beyond the classroom to pursue a passion or interest through an internship placement or project of your own design. Senior projects/internships are designed to help you explore a personal interest, a possible career choice, a special talent, a research project, or a community service project.

Internships and projects have provided powerful real-life experiences, often guiding future studies and jobs. Past internships have included placements in business/marketing, government, and the medical field. Projects have ranged from creative art designs to scientific inventions/experiments to backyard building projects. Students are encouraged to choose a project or internship that they are passionate about.

The Program is offered during the second semester. Students may be eligible to be released from some classes during Quarter 4 to devote time to the WISE experience. The number of classes students are released from is determined by the breadth and scope of the project and the number of hours spent at the internship. The project/internship hour requirement is determined on a case-by-case basis. Students will receive 9 credits for each released class. The class meets 1 block per week during Quarters 3 & 4, with students completing project/internship during Quarter 4. 6 credits are given for a part-time project/internship and 12 credits for a full-time internship.

Peer Tutoring (Grade 10 - 12)

996F/SS	Semester	Credits: 3	Level: P-F
996QS	Quarter	Credits: 1.5	Level: P-F

Peer Tutoring is a great opportunity for students to hone their skills as a communicator and to help out a student who struggles in a subject. Students will meet with a 9th or 10th grader in the Student Support Center and help them get organized, keep up with assignments, and work to build skill in the area where they struggle. Students who excel in any specific classes and are comfortable working one-on-one with a younger student should consider applying. Teacher recommendation for the tutoring subject(s) is a requirement. There is also a mandatory two-block training during the school day in late September. Students can pick up a copy of the Peer Tutor Recommendation Form outside Room 1312 or from guidance counselors. On the Peer Tutor Recommendation Form students can also indicate their interest in creating short, helpful videos (Khan Academy style) about key skills and content in 9th and 10th grade courses.

School Store (Grades 9 - 12)

005S	Full Year	Credit: up to 12	Level: P- F
005F/SS	Semester	Credit: up to 6	Level: P- F
005QS	Quarter	Credit: up to 3	Level: P- F

The School Store provides students with a unique opportunity to gain practical, real-world employment experience by working in the school store. Throughout the opportunity, students will receive guidance and mentorship, ensuring their work experience is meaningful and relevant to their post-secondary goals. Additionally, students will gain skills such as working in an inclusive team and establishing partnerships with coworkers of varying abilities.

By enrolling in this course, students will not only earn elective course credit, but also gain an understanding of workplace dynamics, and develop soft skills such as communication and time management.

Students will be assigned to work one, two, or three blocks/ shifts each week in the school store. This determination is based on their unique needs and learning goals. As part of the program, enrolled students may have an in class component to further develop skills related to fostering inclusive workplaces.

Enrollment in this program requires teacher/ guidance recommendation, an application and interview process, and department head approval. Candidates for this course should be passionate about building community through our school store.

CORE COHORT

CORE (Community, Opportunity, Responsibility & Excellence) provides students in grades 10, 11, and 12 additional structure and support in a regular education setting. The cohort offers English and history classes, academic support periods, increased communication between school and home, and additional attendance and academic monitoring of student progress. Seniors who have been in the CORE Cohort during prior years must continue taking academic support periods within CORE during grade 12. Placement in the CORE Cohort is made on a case-by-case basis in consultation with the student and their parents/guardians, guidance counselor, dean, and IEP or 504 team if the student has one. Although CORE is a general education cohort, students in CORE who are on Individual Education Plans (IEPs) can receive special education services within the cohort.

Sophomore English

2291S	Full Year	Credits: 12	Level: ACP
2292S	Full Year	Credits: 12	Level: CP

Junior English

2391S	Full Year	Credits: 12	Level: ACP
2392S	Full Year	Credits: 12	Level: CP

World History II (Grade 10)

4291S	Full Year	Credits: 12	Level: ACP
4292S	Full Year	Credits: 12	Level: CP

United States History, Civil War to the Present (Grade 11)

4391S	Full Year	Credits: 12	Level: ACP
4392S	Full Year	Credits: 12	Level: CP

Academic Study (Grade 10) 933CRS	Full Year	Credits: 12	Level: P-F
Academic Study (Grade 11) 943CRS	Full Year	Credits: 12	Level: P-F
Academic Study (Grade 12) 953CRS	Full Year Full Year	Credits: 12 Credits: 12	Level: P-F Level: P-F

SPECIAL EDUCATION PROGRAMS AND SERVICES

In order for students to be enrolled in special education courses and/or programs, they must have an Individualized Education Program (IEP), which calls for the particular course(s) or program(s). Entry into or exit from special education courses or programs is a Team decision. The IEP Team will determine enrollment in these classes. Please refer to the NSHS program guide for special education supports: <https://nshs.newton.k12.ma.us/academics/special-education>

CAREER & TECHNICAL EDUCATION PROGRAMS

The Career & Technical Education (CTE) programs offer our Newton Public School students unique opportunities to explore a variety of career fields. Through a comprehensive sequencing of technical and academic courses, students develop a solid foundation of knowledge and 21st century competency skills essential for a smooth transition to college/university and or the workforce. During the students' CTE program experience, they will access, analyze, and synthesize information, create and problem solve using critical and innovative thinking skills as well as collaborate in teams, develop leadership skills and enhance their communication skills. Additionally, students who participate in CTE programs develop an individual Career Plan designed to help them make informed choices, now and for their futures. Upon graduation, students will be prepared to pursue a four or two-year college education, a technical training institute, apprenticeships, and/or enter the workforce. In addition to their high school diploma, students who complete a three-year CTE Major program receive a certificate of completion in the CTE program of study, They may also earn an OSHA 10 Certification, First aid and CPR, and an industry recognized certification. All 7 of the Newton Public Schools CTE programs are Chapter 74 approved, meaning they meet rigorous state and federal requirements including 900 hours of study in the field.

All CTE programs are regularly reviewed by the Department of Elementary and Secondary Education

CTE Chapter 74:

- Automotive Technology
- Carpentry
- Culinary Arts
- Drafting
- Early Education & Care
- Graphic Communications
- TV Media Arts

The current CTE Exploratory and Major Courses are located on the Newton North Campus and are scheduled during the 1st block of the day so students have minimal impact on their schedule at Newton South. Transportation is provided in both directions to support students' commitments to pursue a CTE program.

NOTE: The bus to bring students from South to North for the first period departs South at 8:20. If a student typically takes a bus to South, the student may not arrive in time for this 8:20 bus and will need to make their own arrangements to either get to South in time for the 8:20 bus or to get to North for first class at 9:00.

EXPLORATORY PROGRAM - Exploratory meets three blocks a week for one semester

The first course in the sequence of a CTE program is called Exploratory Program. During this course a student "explores" the career area while developing the necessary foundation of competency-based knowledge and skills as well as safety fundamentals in the technical field of interest. During the Exploratory Program, students research a variety of occupational and career information using an assortment of Internet platforms, and begin to create and develop an individualized Career Plan.

Exploratory is open to grade 9 and 10 students

MAJOR 1

Students who have successfully completed the Exploratory Program course and would like to continue their education and training in the chosen CTE program apply to pursue Major 1; students are graded on a MA state approved rubric. During Major 1 students enhance and expand on the foundation of knowledge and skills established in exploratory. Students continue to develop their career plans, and learn the value of a strong work ethic while focusing on skills necessary for the 21st century. Career planning at this level requires students to explore labor market trends in the chosen CTE program and related fields, build a personal budget based on an occupation of interest and earn a Safety Training Certificate. Major I courses meet three blocks per week for the full year.

To apply to a CTE program as a Major 1, students need to have placed well according to the Exploratory Program Rubric, passed Safety Training in Exploratory, received the teacher's recommendation and complete the CTE program application. For applications see the CTE teacher, counselor, CTE office in room 125.

MAJOR 2

Major 2 is the next course in the sequence of a CTE program of study and is for students who want to cultivate their knowledge and skills in the field of study, who have successfully completed Major 1 and who have been recommended by the teacher. During Major 2 students apply and strengthen their knowledge and skills by engaging in real-world experiences in their CTE learning environment. Major 2 courses meet 6 blocks a week. Students in Major 2 will be registered for Health & Wellness (PE033); this PEHW course includes First Aid, Safety and CPR and is incorporated into the 6 blocks. This PEHW meets a graduation requirement and is also a requirement to be eligible for a cooperative education work place learning experience second semester in their senior year.

MAJOR 3

For students who have developed a genuine interest in the CTE program, who have successfully completed Major 2 and who have been recommended by the teacher, Major 3 is the last course in the sequence of the CTE program of study. Students refine their foundation of academic knowledge and technical competency skills. Major 3 courses meets 9 blocks a week. Students in the Major 3 will be registered for Entrepreneurship (759) in the fall of their senior year (with exception to those in Culinary Arts and Graphic Communications; it's an embedded aspect of these two programs). Entrepreneurship is a requirement to be eligible for a cooperative education work place learning experience second semester senior year. Students who complete Major 3 in a CTE program are eligible to receive college credits through post-secondary articulation agreements at certain state schools when they continue their education in the career pathway as certain. These credits are issued after the completion of the first semester of their post-secondary studies.

HONORS OPTION FOR MAJOR 2 AND MAJOR 3

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

- Interest, ability and motivation to meet the challenges of an honors level course.
- The ability to be an independent learner in the program setting.
- Aspirations for an advanced level of learning and critical thinking through more challenging assignments, coursework and learning opportunities.
- Assistance with program/shop management.
- The ability to simultaneously handle multiple projects.
- Desire to take on complex projects and be held to a higher standard of quality.
- Commitment to complete projects before or after school when necessary.
- Leadership and collaborative teamwork skills to coordinate a team of students to complete a group project.

CAREER & TECHNICAL EDUCATION COOPERATIVE WORK EXPERIENCE

CTE Co-Op work experience is a possibility available to students in Major 3, second semester. The cooperative education work placement offers students an additional learning dimension to their educational experience and is designed to apply and expand their knowledge and skills with an authentic work experience in the business community. This is a paid, supervised, instructional experience that is directly related to the student's CTE program. A student's day is divided between their academic studies and their worksite training. Students are eligible for a cooperative education workplace learning experience second semester of their senior year if they fulfill the course requirements, demonstrate an 80% or better proficiency in their competency skills, have a good attendance record, demonstrate a strong work ethic, are in good academic standing, successfully earn their OSHA 10 Certification for safety, completed their Career Plan, and received the recommendation of their teacher.

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

If one of the Chapter 74 Programs is a career area of serious interest for a student (whether after college or right out of high school) and the student is willing to commit to commuting to North for the course, the student should pursue a Chapter 74 exploratory course that is offered at North (left column below). This avenue will allow for a smoother transition into a major for a CTE program, all of which are housed at North. For students who are not sure about their future endeavors but would like to sample a variety of career interests and would prefer to not commute to North, they should register for the career area electives offered at South (right column below). If after taking a career area elective at South a student would like to continue studying this career area that is one of our CTE programs the student needs to begin the application process by notifying the present teacher, counselor and CTE Director at the time of course registration. More detailed inform about the Chapter 74 CTE programs is located on-line in the Opportunities Book for Newton North High School.

<p>Courses Listed in this column are State approved and regulated Chapter 74 Programs. They are all located at Newton North High School.</p>	<p>Courses listed in this column are elective courses These courses are located at Newton South High School</p>
<p>Automotive Technology - CIP CODE: 470604 8801 Exploratory Automotive Technology Periods per week: 3 Semester 2 Credits:6 No Level</p> <p>The Automotive Technology program is designed to equip students with the knowledge and critical thinking skills required to meet the growing demands of today's automotive industry. Exploratory students acquire the fundamental knowledge and understanding of the basic automobile systems including the use of tools and equipment, and safe workplace practices. Students in the Automotive Technology Program learn by working on vehicles in our garage classroom using state of the art Motologic repair software, as well as related-theory instruction in the technical classroom using Electude interactive experimental curriculum. Proper dress and footwear is required.</p>	<p>There is no Automotive Technology elective available at Newton South.</p>
<p>Carpentry - CIP CODE: 460201 8871 Exploratory Carpentry Periods per week: 3 Semester 2 Credits: 6 No Level</p> <p>The Carpentry program is designed to provide students the knowledge and skills needed to be successful in entry-level positions in the Carpentry and Construction Industry. Exploratory students will develop entry-level competency skills and an understanding of safe and proper methods as well as the safe use and handling of hand tools. Students will engage in all basic operations, including, planning, layout, industry related math skills, measuring, cutting, installing, fastening, sanding, and finishing. Proper dress and footwear is required</p>	<p>581F/SS Woodworking I Periods per week: 3 Semester 1/2 Credits 6 Level: ACP</p> <p>Woodworking I is an activity-centered program in which students select, construct, and finish pieces of furniture. Emphasis is placed on the students' acquiring proficiency in the planning and safe use of the most frequently used machines. Students are trained to work while constructing their own project. They are taught how plans are made, work from drawn plans, written instructions, and work in a safe manner.</p>

Newton North High School	Newton South High School
<p>Culinary Arts - CIP CODE: 120503 902 Exploratory Culinary Arts Periods per week: 3 Semester 2 Credits: 6 No Level</p> <p>The Culinary Arts Program provides students with knowledge and skill competency in the areas of Institutional Food Service, Culinary Arts, Hospitality, Baking, and Pastry-Making. Exploratory students will develop and apply basic food service principals as well as kitchen safety and sanitation codes. With this fundamental knowledge and skills students will rotate through a variety of learning stations on a daily basis. Students will be introduced to the commercial food preparation of a bakery and a restaurant; making homemade pasta is a favorite student lesson. If you are interested in learning about the fine art of cooking, the operations of a restaurant and the hospitality, the Tiger's Loft is the place to start! Students also learn to enjoy meeting people, building customer relations, solving daily challenges, have high energy and enjoy a fast paced work environment.</p>	<p>507F/SS Culinary Arts Exploratory Periods/week: 3 Semester 1 or 2 Credits: 6 Level: ACP</p> <p>This course is designed for students who want to acquire the fundamental food preparation techniques central to all areas of the food service business. Students are introduced to quantity food preparation in the areas of baking, pastry and hot and cold meals. Students will rotate through food preparation stations and actively participate in the business of food service. Emphasis is on learning basic culinary skills, and kitchen sanitation and safety practices that align with the food service industry. Students will gain practical experience while preparing and serving meals in the "Lion's Den Bistro," Newton South's student run restaurant.</p>
<p>Drafting - CIP CODE: 151301 5911 Exploratory Drafting Periods per week: 3 Semester 2 Credits: 6 Level: ACP</p> <p>Drafting students acquire a foundation in design and engineering disciplines through the introduction of mechanical and architectural drafting and engineering principles. Exploratory students learn to draft exciting 3 dimensional spaces and objects on the computer using two different industry standard software programs: Autodesk's Revit and Inventor programs. These drafting software programs allow students to see their creations in a realistic 3 dimensional shape, you can create walk through videos of your buildings; you can assemble parts and even make them move! The course introduces the basic drafting principles of reading drawings, and creating spaces and objects. Many assignments allow students to apply their drafting skills into projects of their own design such as a house, a golf course, or even a cell phone case! If you like exploring how spaces or parts are designed and would like to try drawing them on the computer, then this is the class for you!</p>	<p>551F/SS Architecture I Periods/week: 3 Semester 1 or 2 Credits: 6 Level: ACP</p> <p>Architecture 1 introduces the fundamentals of residential design and building techniques from house framing to electrical work. Students familiarize themselves with CAD drafting software and manual drafting instruments to complete a set of working blueprints. Students will also design their own ranch style house and build a 1/4" scale model.</p>

Newton North High School	Newton South High School
<p>Early Education and Care - CIP CODE: 131210 8941 Exploratory Child Development Periods per week: 3 Semester 2 Credits: 6 Level: ACP</p> <p>The Early Education and Care program is a comprehensive training program that afford students who complete the program the opportunity to earn a MA state Early Ed. teacher license upon graduation.</p> <p>Exploratory students will study the intellectual, emotional, social, and physical domains of early child development. Students will identify components of development domains as related to play, discipline, reasoning and psychological theories. Class time will include observing and assisting in the preschool laboratory setting. Students will participate in periodic staff meetings where discussions regarding questions and observations of the children will take place. Actual infant simulators will be used in conjunction with the study and analysis of general infant development. Professional articles will be used to further discuss topics of study, in addition to the textbook, <i>The Developing Child</i>, by Holly Brisbane</p>	<p>521F/S Child Development Periods/week: 3 Semester 1 or 2 Credits: 6 Level: ACP</p> <p>Child Development focuses on the conditions that influence human growth and development from before birth to age five. Visits to class by parents with infants and toddlers help students to analyze the social, emotional, physical and cognitive development of the young child. Current issues affecting children in American society are presented, and students will learn about career opportunities in child-related fields. Students will write, create, and perform their own original puppet shows for preschool-aged children in the community. Students work regularly in the preschool classroom. Students interested in Early Childhood Education are encouraged to take this class as a prerequisite.</p>
<p>Graphic Communications - CIP CODE: 100301 9321 Exploratory Graphic Communications Periods/week: 3 Semester 2 Credits: 6 Level: ACP</p> <p>The Graphic Communications program teaches professional, transferable skills in the art, design, media and communication industry using industry standard equipment. Exploratory students will be introduced to a variety of graphic communications techniques. Students will design a personal crest, memo pads, school poster, T-shirts, buttons, and note cards as well as class projects: Photoshop Morph and custom Illustration. Students will produce work on digital 1-color and 4-color printers and learn how to silk screen on T-shirts. All graphics will be created using the Adobe Creative Suite: InDesign, Photoshop, Illustrator, Acrobat software on Macintosh computers</p>	<p>578F/SS Graphic Design Periods/week: 3 Semester 1 or 2 Credits: 6 Level: ACP</p> <p>Graphic Design I covers all aspects of graphic design. Students will use various design software, Photoshop, Illustrator Acrobat, Microsoft Word and InDesign along with manual techniques to make clip art, greeting cards and small newspaper layout. Students also produce multi-color designs on paper, cloth, or plastics to create posters, t-shirts or bumper stickers through screen-printing processes and also produce work on a digital color/bw printers</p>
<p>Television & Video Production - CIP CODE: 090701 173 Exploratory TV Media Arts Periods/week: 3 Semester 2 Credits: 6 Level: ACP</p> <p>The TV Media Arts program provides students the opportunity to develop the necessary skills to develop into creative professional media artists using state of the art industry standard multimedia equipment.</p> <p>Exploratory students are given the opportunity to develop into creative professionals and media artists, working with images and sounds to entertain, inform, and persuade viewer, using state-of-the-art multimedia equipment. Students will learn the fundamental aspects of visual storytelling to create multiple original short films and news stories. Working in teams, they either report stories on camera or direct from behind the scenes to shoot, edit, and weave together short video segments. Projects will take students beyond the traditional classroom setting to new environments where they'll conduct authentic learning by capturing stories throughout the school.</p>	<p>0970F/SS Video Exploratory Periods/week: 3 Semester 1 or 2 Credits: 6 Level: ACP/H</p> <p>In Video Production, students learn how to communicate with an audience using recorded images and sound. Students develop techniques for use in pre-production, shooting, on-screen and voice-over performance, and post-production. Projects include music videos, short films, documentaries, news segments, and promotional videos. Returning students may work independently on individual or group video projects for honors credit with instructor approval. Note: this is the prerequisite course for CTE Television and Video at NNHS.</p>

<p>Health Assisting</p> <p>9781 Exploratory Health Assisting Periods/week: 3 Semester 2 Credits: 6 Level: ACP This program provides students with the opportunity to learn about careers in the field of health care and gives them the training and expertise necessary to work in the health care industry. The exploratory course is designed to give students an introduction to the health care industry and explore the many health careers within this field. The course content includes an introduction to basic anatomy and physiology, human growth and development, nutrition, medical terminology, common medical conditions, infection control, ethical and legal issues, safety and mobility, and specific skills associated with patient care.</p>	<p>There is no Health Assisting elective available on the Newton South Campus</p>
<p>The Dental Assisting Exploratory will be located on the Newton South Campus</p>	<p>9811 Exploratory Dental Assisting</p> <p>Periods/week: 3 Semester 2 Credits: 6 Level: ACP The Dental Assisting Program is an exciting career path designed to prepare students with knowledge and hands-on skills to become valuable members of a dental health team. Students are exposed to all aspects of dental assisting including appointment scheduling, patient charts, and legal obligations of the dental team. The exploratory course is designed to give students an introduction to the dental industry and explore the many career paths within this field. The course content includes an introduction to the fundamentals of patient care by studying anatomy and physiology, with an emphasis on head, neck, oral, and dental anatomy.</p>
<p>The ISSN Exploratory will be located on the Newton South Campus</p>	<p>9241 Exploratory ISSN</p> <p>Periods/week: 3 Semester 2 Credits: 6 Level: ACP The ISSN program will train students in the use and maintenance of computer systems in today's high-tech environment. Students will be provided with the knowledge and training to prepare them for entry-level employment opportunities in the Information Technology industry as well as prepare students who want to pursue their studies at a post-secondary. Students will review the history of the computer industry and see how innovations of today such as social networking, cloud computing, e-commerce, web-conferencing and desktop virtualizations are changing our daily lives. Students will also discuss the ethical issues involved in the technology world. Students will be exposed to an expansive number of concepts so that they can be knowledgeable about the variety of careers within this field. These concepts include: computers and digital basics, computer hardware and software, operating systems, local area networks, the Internet, web design and development and e-mail, digital media, and computer programming.</p>

At Newton South, we...

