

NEWTON NORTH HIGH SCHOOL

457 Walnut Street, Newtonville, MA 02460

Phone: 617-559-6200 • Fax: 617-559-6204

nnhs.newton.k12.ma.us

WE ARE HERE TO HELP – If you have any questions regarding registration, please contact us. We want to help you choose the proper courses.

ADMINISTRATION

PRINCIPAL & VICE PRINCIPAL

| | | |
|----------------|--------------|--------------|
| Principal | Henry Turner | 617-559-6200 |
| Vice Principal | Amy Winston | 617-559-6200 |

DEANS

| | | |
|-----------------------|-----------------|--------------|
| Class of 2029 – Barry | Nick Capodilupo | 617-559-6320 |
| Class of 2028 – Adams | Khari Roulhac | 617-559-6310 |
| Class of 2027 – Beals | Scott Heslin | 617-559-6330 |
| Class of 2026 – Riley | Michelle Stauss | 617-559-6340 |

DEPARTMENTS

| | | |
|------------------------------|---------------------|--------------|
| Business Technology | Kathleen Duff | 617-559-6250 |
| Career & Technical Education | Kathleen Duff | 617-559-6250 |
| Counseling | Beth Swederskas | 617-559-6230 |
| CAPS Deaf & Hard of Hearing | Courtney Dunne | 978-632-2208 |
| English | Melissa Dilworth | 617-559-6270 |
| English Language Learners | Kristen Durocher | 617-559-6325 |
| Fine & Performing Arts | Todd Young | 617-559-6307 |
| History & Social Sciences | Gregory Drake | 617-559-6280 |
| Mathematics | Jennifer Letourneau | 617-559-6390 |
| Physical Education (PEHW) | Courtney Albert | 617-559-6210 |
| Science | Heather Hotchkiss | 617-559-6380 |
| Special Education | Emily Bozeman | 617-559-6350 |
| Technology / Engineering | Heather Hotchkiss | 617-559-6380 |
| World Language | Christopher Wood | 617-559-6300 |

COUNSELING/REGISTRATION

NEW STUDENT REGISTRATION

| | |
|-----------|--------------|
| Lila Reid | 617-559-6230 |
|-----------|--------------|

STUDENT COURSE SCHEDULER

| | |
|--------------|--------------|
| Meghan Smith | 617-559-6200 |
|--------------|--------------|

SCHOOL COUNSELORS

| | |
|------------------|--------------|
| Brendan Amedio | 617-559-6242 |
| Nancy Decoteau | 617-559-6275 |
| Matthew Ford | 617-559-6234 |
| Jane Gladstone | 617-559-6236 |
| Belma Johnson | 617-559-6232 |
| Sarah Juarez | 617-559-6235 |
| Pat Manning | 617-559-6231 |
| Sara Polstein | 617-559-6293 |
| Christine Potter | 617-559-6241 |
| Brian Rivera | 617-559-6245 |
| Kyra Slawski | 617-559-6233 |
| Beth Swederskas | 617-559-6230 |
| Jessica Volmer | 617-559-6251 |

COLLEGE & CAREER CENTER

| | |
|------------------|--------------|
| Jennifer Moeller | 617-559-6348 |
| Jillian Hall | 617-559-6349 |

PREVENTION/INTERVENTION

| | |
|------------|--------------|
| Matt Kelly | 617-559-6237 |
|------------|--------------|

METCO PROGRAM

| | |
|--------------|--------------|
| Blayne Lopes | 617-559-6262 |
|--------------|--------------|

CAREER & TECHNICAL EDUCATION

| | |
|---------------|--------------|
| Tuuli McElroy | 617-559-6346 |
|---------------|--------------|

CAPS DEAF & HARD OF HEARING

| | |
|-----------------------------|----------|
| Andrea Koenig (voice & tty) | |
| 978-632-2208 | ext. 252 |

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Cover People Photos Credit: Gabe Kolodner

TABLE OF CONTENTS

| | |
|--|----|
| WELCOME. | 2 |
| COURSE DESCRIPTION KEY | 3 |
| ACADEMIC PROGRAM | 3 |
| Course Levels | 3 |
| Multilevel Course Offerings. | 3 |
| GRADUATION REQUIREMENTS | 4 |
| ACADEMIC ENROLLMENT POLICIES | 5 |
| Credit Distribution Samples over Four Years | 6 |
| REGISTRATION AND SCHEDULING | 8 |
| Academic Scheduling Policies | 10 |
| ACADEMIC GRADING POLICIES | 11 |
| Special Grades. | 12 |
| OPEN CLASSES. | 13 |
| GRADE 9 COURSE LIST | 14 |
| FINE, PERFORMING AND TECHNICAL ARTS LIST. | 15 |
| NEWTON NORTH ACADEMIC EXPECTATIONS RUBRIC | 16 |
| CERTIFICATE PROGRAMS. | 16 |
| SEALS OF RECOGNITION | 17 |
| TRAVEL AND STUDY ABROAD OPPORTUNITIES | 18 |
| COURSE DESCRIPTIONS | |
| All School Programs (including Special Education Courses and Programs) | 20 |
| Art. | 21 |
| Business Technology | 24 |
| Career & Technical Education Programs. | 25 |
| Computer Science | 33 |
| Counseling | 34 |
| CAPS Program for the Deaf and Hard of Hearing. | 35 |
| English | 36 |
| English Language Learning | 42 |
| History and Social Sciences | 44 |
| Mathematics | 49 |
| Music | 53 |
| Physical Education, Health & Wellness | 56 |
| Science | 58 |
| Technology/Engineering | 62 |
| Theatre | 66 |
| World Language | 68 |
| Career & Technical Education Application Form | 74 |

THE AVAILABILITY OF COURSE OFFERINGS WILL BE
CONTINGENT UPON BUDGET AND STAFFING.

WELCOME

Welcome to the 2025-2026 edition of *Opportunities in Secondary Education*. The Newton North High School course catalog is titled *Opportunities* because that is what it represents, the breadth and depth of opportunities available to every student at NNHS. We encourage students and families to spend significant time reading and exploring *Opportunities* together. This course catalog contains a wealth of information about our courses, and our academic philosophy, along with our policies and procedures.

Newton North High School is a comprehensive high school where we believe that “Learning Sustains the Human Spirit.” As you review *Opportunities*, keep this school motto in mind. What courses will stretch you? What courses will challenge you? What courses will support you? What courses will be new and exciting? Where are your existing passions? What potential passions would you like to pursue? Answering all of these questions will help you embark on sustaining your human spirit via learning. What makes our school unique, and a truly comprehensive high school is the range of courses that we offer in all subject areas, the Career & Technical Education programs that offer authentic learning experiences, and the Fine and Performing Arts programs that strive for both access and excellence.

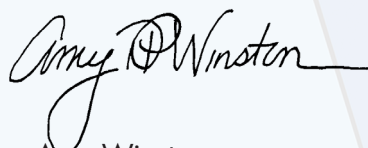
Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department have been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners at each grade level. The curriculum is designed to support the continuous academic, social and skill development growth for all students. A core value at North is that all students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student’s schedule. As students consider their course load, we support them in finding an appropriate level of stretch and balance within their classes. Teachers consider this placement philosophy when making course level recommendations.

The Newton North Registration and Scheduling process is structured in a way to create equitable access to opportunities within the school and to encourage a balance in terms of the breadth and depth of student choice. Newton North builds the school-wide schedule based on requests made by students. Our process has allowed the majority of students to receive all of the courses they request in Spring. Consequently, student requests impact the number of courses and sections of each course that the school is able to run. This impacts staffing decisions that are made in the Spring of each school year. In order to meet the needs of students, appropriately staff the building, create optimal class sizes, and remain within budget constraints, we are firm in our position that students may not change course requests after Verification Week 2025, the final week of the registration process.

Sincerely,



Henry Turner
Principal



Amy Winston
Vice Principal

COURSE LINE DESCRIPTION KEY

| | | | | | |
|-----|------------------|-----|---------------|-----|------------|
| 271 | Novice Italian 1 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| (a) | (b) | (c) | (d) | (e) | (f) |

a. **Number of Course:** This number is used in the registration process to identify course differentiations. In some cases “NR” may replace a number to indicate that there is no registration for this course. Please see the description for instructions on how to participate in these programs.

b. **Name of Course**

c. **Curriculum Level:** CP, ACP, H, or no level.

d. **Grade:** 9, 10, 11, 12

These numbers indicate which grade levels may take the course.

e. **Length of Course:** This indicates whether the course is offered for a quarter, a semester, or a full year.

FY = Full Year; SM = Semester; SM1 = First Semester; SM2 = Second Semester; Q = Quarter; Q1, Q2, Q3, Q4 = which quarter course is available

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

g.  Open to 9th Grade Students

ACADEMIC PROGRAM

SCOPE, SEQUENCE, AND COURSE PLACEMENT PHILOSOPHY

Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department has been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners at each grade level. The curriculum is designed to support the continuous academic, social and skill development growth for all students. A core value at North is that all students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student's schedule. As students consider their course load, we support them in finding an appropriate level of stretch and balance within their classes. Teachers consider this placement philosophy when making course level recommendations.

COURSE LEVELS

Following are the levels at which courses are offered at Newton North High School. More detailed information about these levels and how they are interpreted in the different departments within the school is explained in the individual department sections within Opportunities.

- Honors (H)
- Advanced College Prep (ACP)
- College Prep (CP)
- No Level

All courses at Newton North High School include academic rigor* where “Academic Rigor can be defined as creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.”

MULTILEVEL COURSE OFFERINGS

Multilevel courses contain students who are individually registered for different levels and learn in the same classroom community.

We believe in the power of multilevel courses which:

- 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 a sorting of students by race, gender, ability 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 North to offer classes that may not have enough enrollment to run as single-level classes.

Newton North may make the decision to run other multilevel courses after registration occurs in order to meet our student requests and address equity concerns. Students should sign up for courses and levels that meet their need for support and challenge.

*Baylor University. (n.d.). Instructor resources: Academic rigor. <https://nse.web.baylor.edu/instructor-resources/academic-rigor>

GRADUATION REQUIREMENTS

REQUIREMENTS BY DEPARTMENT

In order to graduate from Newton North a student must earn 243 credits and meet the requirements listed below.

| NNHS DEPARTMENTAL CREDIT REQUIREMENTS | |
|---------------------------------------|--------------------|
| English | 48 credits |
| Life Science | 12 credits |
| Physical Science | 12 credits |
| History and Social Sciences | 24 credits |
| United States History | 12 credits |
| Mathematics | 24 credits |
| Physical Education Health & Wellness | 15 credits |
| Fine & Performing Arts | 12 credits |
| Electives / Other course offerings | 84 credits |
| TOTAL: | 243 CREDITS |

REQUIREMENTS BY THE STATE OF MASSACHUSETTS

The Massachusetts Education Reform Law of 1993, state law, G.L. c. 69, § 1D, requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the Competency Determination (CD) standard in Math, ELA and Science in addition to meeting all local graduation requirements. The Competency Determination portion of the law has been updated during the 2024-2025 school year.

The new statute says:

“The “competency determination” shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student’s district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board.”

Students who have already earned their MA Competency Determination (CD) in Math, ELA, AND Science will have no changes to their graduation requirements. This applies to the large majority of our NPS students in the Classes of 2025 and 2026. Students in the Newton Public Schools graduating classes of 2025 or 2026 who have not yet earned their CD in Math, ELA, and/or Science will now earn their CD in the necessary subject area through local certification.

Local certification will be determined by satisfactorily completing coursework that has been certified by the student’s district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests.

Massachusetts state law requires the instruction of American history and civics (G.L. c. 71, § 2) and physical education (G.L. c. 71, § 3). MA state law, G.L. c. 71, §3 requires that “Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students.” According to DESE, “Students’ practice time in a sport, whether it is school sponsored, intramural, extracurricular, or in private lessons, is not considered “structured learning time” for purposes of the regulations.” See the MA Department of Elementary and Secondary Education’s website for more information: www.doe.mass.edu/mcas/graduation.html.

MASSCORE

Adopted by the Board of Elementary and Secondary Education in 2007 and amended in 2018, MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations.

The program of studies includes the successful completion of four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional “core” courses. A computer science course that includes rigorous mathematical or scientific concepts and aligns with the 2016 Digital Literacy and Computer Science Framework can substitute for either a mathematics course or a laboratory science course.

NEWTON SUMMER SCHOOL @ NCE

Newton North High School only accepts summer school credit from courses taken at Newton Community Education, unless the department head gives prior permission. Newton Summer School offers a wide range of programs for remedial and advanced credit. Summer school courses are not calculated into the GPA.

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

Both grades will appear on the transcript.

The Newton Summer School information number is 617-559-6999 and the website: www.newtoncommunityed.org

CREDIT

A course may be granted academic credit if it includes faculty supervision and accountability such as attendance and grading, and meets during the school day or has some form of training or instruction/curriculum. For the 2022–2023 school year, Newton Public Schools changed the base credit awarded for courses.

| CREDITS AWARDED | | |
|--------------------------|------------------------|-------------------------|
| FOR 3 TIME/WEEK COURSES: | 2021-2022 AND PRIOR | 2022-2023 AND BEYOND |
| Full year courses | 5.0 credits | 12.0 credits |
| Semester courses | 2.5 credits | 6.0 credits |
| Non-PEHW Quarter courses | 1.25 credits | 3.0 credits |
| PEHW Quarter courses | 1.0 credits | 3.0 credits |

All courses listed in *Opportunities* reflect the new credit system. Courses that meet fewer than 3 blocks per week will be awarded credit according to seat time based on the fact that 1 block per week for 1 quarter earns 1.0 credits.

Our credit system was changed to allow PEHW courses to earn equal credit to those earned in non-PEHW courses. It was also changed to reflect an accounting system that pairs better with our new bell schedule in which most courses meet three times per week and can be broken up into quarters.

After September 1, 2022, any student transcript containing any course taken under the new 12.0 credit system has been modified to reflect the new credit system. For student transcripts in which all courses were taken under the 5.0 credit system, credits will not be modified.

ACADEMIC ENROLLMENT POLICIES

PROMOTION POLICY

The number of credits a student must earn for promotion to the next grade are as follows:

| | | | |
|--|---|---|---|
| FOR PROMOTION TO THE 10TH GRADE 48 CREDITS | FOR PROMOTION TO THE 11TH GRADE 108 CREDITS | FOR PROMOTION TO THE 12TH GRADE 174 CREDITS | GRADUATION 243 CREDITS |
|--|---|---|---|

NUMBER OF REQUIRED CLASSES

Students at Newton North are required to take an average minimum of 6 courses (out of 7 maximum possible courses) each quarter. All students must register for a minimum of 72 credits to achieve the 6 course minimum. 11th and 12th graders who wish to register for a reduced load of 5-6 courses per quarter and a minimum of 66 credits must make a request to be approved by their Dean and Counselor.

STUDENTS WHO LEAVE NEWTON NORTH FOR EXTENDED PERIODS OF TIME

Students who leave Newton North for extended periods of time (ski school is the operative example) will be required to withdraw and then re-register upon return.

Newton North teachers will not be asked to send work to such students.

Newton North transcripts will not treat coursework from other schools as our own.

RETURNING STUDENTS WHO HAVE NOT YET GRADUATED

Students who have either not graduated in the four years and one summer that we typically allow, OR have been excluded or expelled from school, and wish to return to Newton North to earn a diploma must create a plan of study that will complete their credits in consultation with the concerned department heads. The student must then speak with the principal about their plan. The principal will have final approval.

CREDIT DISTRIBUTION OVER 4 YEARS

SAMPLE ONE

The sample schedule below includes **our graduation requirements** (bold caps) and the other ways that students can enroll in the appropriate number of credits (between the minimum and maximum) each year. Please note that there are an infinite number of ways to build a Newton North student schedule. The schedules below are simply samples. While graduation requirements (in bold) are typically taken in the years shown, even those can sometimes be taken in different grades. English and PEHW must be taken each year. Special education services are based on the signed IEP.

| SAMPLE FOUR-YEAR SEQUENCE | | | |
|---|---|---|---|
| 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
| ENGLISH (12 credits) | ENGLISH (12 credits) | ENGLISH (12 credits) | ENGLISH (12 credits) |
| MATHEMATICS (12 credits) | MATHEMATICS (12 credits) | Mathematics (12 credits) | Mathematics (12 credits) |
| WORLD HISTORY (12 credits) | WORLD HISTORY (12 credits) | US HISTORY (12 credits) | History Elective (12 credits) |
| INTRODUCTORY PHYSICS (12 credits) | Chemistry (12 credits) | BIOLOGY (12 credits) | Science Elective (12 credits) |
| World Language (12 credits) | World Language (12 credits) | World Language (12 credits) | World Language (12 credits) |
| PEHW (6 credits) | PEHW (3 credits) | PEHW (3 credits) | PEHW (3 credits) |
| Electives (FPA, CTE, Engineering, etc.) 6 to 18 credits total | Electives (FPA, CTE, Engineering, etc.) 9 to 21 credits total | Electives (FPA, CTE, Engineering, etc.) 3 to 21 credits total | Electives (FPA, CTE, Engineering, etc.) 3 to 21 credits total |
| Special Education Services (0 to 18 credits) | Special Education Services (0 to 18 credits) | Special Education Services (0 to 18 credits) | Special Education Services (0 to 18 credits) |
| MINIMUM CREDITS: 72 MAXIMUM CREDITS: 84 | MINIMUM CREDITS: 72 MAXIMUM CREDITS: 84 | MINIMUM CREDITS: 66* MAXIMUM CREDITS: 84 *66 allowed with Dean permission. Standard requirement is 72 | MINIMUM CREDITS: 66* MAXIMUM CREDITS: 84 *66 allowed with Dean permission. Standard requirement is 72 |

SAMPLE TWO

Newton North is a comprehensive high school and students have the opportunity to complete a Chapter 74 Career and Technical Education Major. The below sample schedule demonstrates how a student can fit a CTE major into their 4-year experience. Courses that are **graduation requirements** are bold. While graduation requirements are typically taken in the years shown, even those can sometimes be taken in different grades. English and PEHW must be taken each year. CTE Majors who receive special education services AND want to take a world language will need to move around some of their courses (e.g. postpone biology to senior year or take US History in the summer). Special education services in the schedule each year are determined by the signed IEP.

| SAMPLE FOUR-YEAR SEQUENCE WITH CTE MAJOR | | | |
|---|---|--|--|
| 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
| ENGLISH (12 credits) | ENGLISH (12 credits) | ENGLISH (12 credits) | ENGLISH (12 credits) |
| MATHEMATICS (12 credits) | MATHEMATICS (12 credits) | Mathematics (12 credits) | Mathematics (12 credits) |
| WORLD HISTORY (12 credits) | WORLD HISTORY (12 credits) | US HISTORY (12 credits) | Max 24 credits including: • History Electives • Science Electives • World Language • Special Education Services • FPA Electives |
| INTRODUCTORY PHYSICS (12 credits) | Chemistry (12 credits) or Special Education Services | BIOLOGY (12 credits) | |
| World Language (12 credits) | World Language (12 credits) or Special Education Services | World Language (12 credits) or Special Education Services | |
| PEHW (6 credits) | PEHW (3 credits) | CTE Major 2 (24 credits) includes PEHW | CTE Major 3 (36 credits) includes PEHW and Entrepreneurship |
| Electives (FPA, CTE, Engineering, etc.) 6 to 18 credits total | CTE Major 1 (12 credits) | | |
| Special Education Services (0 to 18 credits) | Other Electives (3 to 9 credits) | | |
| MINIMUM CREDITS: 72 MAXIMUM CREDITS: 84 | MINIMUM CREDITS: 72 MAXIMUM CREDITS: 84 | MINIMUM CREDITS:66* MAXIMUM CREDITS: 84 *66 allowed with Dean permission. Standard requirement is 72 | MINIMUM CREDITS:66* MAXIMUM CREDITS: 84 *66 allowed with Dean permission. Standard requirement is 72 |

REGISTRATION AND SCHEDULING

The Newton North registration and scheduling process is structured in a way to promote equitable access to opportunities within the school and to encourage a balance in terms of the breadth and depth of student choice. Newton North builds the school-wide schedule based on requests made by students. Our process has allowed the majority of students to receive all of the courses they request in Spring. Consequently, student requests impact the number of courses and sections of each course that the school is able to run. This impacts staffing decisions which are made in the spring of each school year. In order to meet the needs of students, appropriately staff the building, create optimal class sizes, and remain within budget constraints, we are firm in our position that students may not change course requests after Verification Week, the final week of the registration process.

| STEP | WHAT | WHEN | WHO |
|---|--|--------------------------|-------------------------------------|
| 1 REGISTRATION | Review recommended courses and request additional courses. | February/March | Teachers and Students |
| 2 VERIFICATION | Review course requests. Verify that they are complete. | March 31 – April 7, 2025 | Students and Counselors |
| 3 BUILD SCHEDULE | The staffing of the building is determined and the master schedule is built. | April/May | Administrators and Scheduler |
| 4 COUNSELOR REVIEW | Counselors review their students schedules for the next year. Errors are corrected. | June | Counselors and Scheduler |
| 5 ERROR CORRECTION | Students review the list of courses on their schedule and report errors via Google form. | July and August | Students and Scheduler |
| 6 VIRTUAL ARENA FOR ERROR CORRECTION | Students report schedule errors via Google form. | September | Students, Counselors, and Scheduler |

1 STEP ONE: REGISTRATION (FEBRUARY/MARCH)

Course registration is launched in advisory after February vacation. The course catalog, *Opportunities*, and all materials related to course registration are available on the Newton North website: nnhs.newton.k12.ma.us

During the registration and verification process, students are encouraged to consult with their parents/guardians, counselors, teachers, and department heads (if necessary) to determine the proper courses for them to take.

Students should carefully consider course choices to provide appropriate challenge and support within courses and across their schedule because it will not be possible to make changes after the verification process.

Teachers will talk about the course recommendation process in each of their classes and provide students with the opportunity to discuss their individual course recommendations. Then, teachers will enter course recommendations for students into the student management system.

Department heads and counselors are available for consultation throughout Verification Week.

Students will access the student portal (Aspen) and enter additional course requests online.

School counselors will check student course requests for completeness and accuracy.

2 STEP TWO: COURSE REQUEST VERIFICATION 2025 (MARCH/APRIL)

At the beginning of the Verification Period, students will receive their official registration cards posted in Aspen. These cards will include the courses the teachers recommended and the courses the students added themselves. The Verification Period is the final opportunity for school counselors, students and families to check their course requests for the next school year. Students will be sent a virtual Google form they must submit with a “signature” finalizing their course requests no later than advisory on Monday, April 7, 2025.

3 STEP THREE: BUILDING SCHEDULES (APRIL/MAY)

Department heads work together to determine the number of sections of each course that will be offered based on the number of students requesting each course and budgetary constraints on the building.

The number of sections offered in each course determines the number of teachers hired in each department for the next year.

Our student information system builds the master schedule using algorithms designed to:

- Maximize the number of students who receive the maximum number of requested courses.
- Minimize the number of conflicts and the number of students who will need to make difficult choices.

4 STEP FOUR: COUNSELOR REVIEW AND ERROR CORRECTION (JUNE)

Counselors review students’ schedules to ensure minimum requirements are met and correct initial errors. Counselors will initiate conversations with students who have conflicts or other problems with their schedule. At this point, some students will need to make difficult choices about which classes to take.

5 STEP FIVE: ERROR CORRECTION THROUGH GOOGLE FORM (SUMMER)

In early July a “List of Classes” will be posted to the Student Portal. This “List of Classes” will include all classes in a student’s schedule, but does not include blocks or teachers.

Students should review the “List of Classes” and report all errors via a Google form which is shared with students via email.

During July and August, the scheduler at Newton North address all reported errors that can be fixed easily and refer lingering problems to Virtual Arena Scheduling (scheduled for the week before school starts).

6 STEP SIX: VIRTUAL ARENA SCHEDULING FOR SCHEDULE CHANGES (AUGUST/SEPTEMBER)

Arena Scheduling is an opportunity to report a scheduling error and fix it. During the first few weeks of school, the only way to initiate and complete a schedule change is through the Virtual Arena Scheduling form. If you do not have an error, do not complete the Virtual Arena Scheduling form. Your schedule will not be changed. Students will have access to a Virtual Arena Google form. Any error change requests need to be submitted via the form. If it is a complex error/issue you should meet with your counselor who will review the issue and work with you to develop possible solutions. You, or the counselor will fill out a form that explains the error and the proposed solution. The request on the form will be routed to the appropriate department head(s) for their approval. After the necessary approvals are obtained by the counselor or scheduler, the schedule changes will be made.

Schedule changes will be made only for the following reasons:

- Missing a course you requested in April and not receiving an alternate for it
- Missing a required course (for example English or PE)
- Being enrolled in two sections of the same course
- Needing to drop a course as a result of summer school
- Having unbalanced quarters/semesters (many more free/study blocks in one semester than the other)
- Being under-enrolled
- In exceptional cases you can request changes during Virtual Arena.

ACADEMIC SCHEDULING POLICIES

WAITLIST POLICY

When a course has more requests than seats available, students are placed in the course by an algorithm. After the maximum number of students have been placed in the course, a waitlist may be formed.

When a waitlist is formed, students will be notified.

SCHEDULE CHANGE POLICY

Students are expected to select courses carefully. Course requests in Spring are used to determine the courses offered, staffing allocations, and structure of the master schedule. In order to meet the needs of students, appropriately staff the building and create optimal class sizes, within budget constraints, we are firm in our position that students may not change classes after Verification Week.

COURSE CHANGE POLICY

Course Changes are defined as any course that is added, any course switches from one subject matter to another, or any course drop.

Course Changes will only be considered for the following reasons:

1. To correct an error. Errors include:
 - a. Missing a course you requested by April 7 and not receiving an alternate for it.
 - b. Missing a required course (for example English or PE)
 - c. Being enrolled in two sections of the same course
 - d. Needing to drop a course as a result of summer school
 - e. Having unbalanced quarters/semesters (many more free/study blocks in one semester than the other)
 - f. Being under-enrolled
2. In exceptional cases, such as:
 - a. Illness
 - b. Family emergency
 - c. Mental Health needs (with counselor support)
 - d. Other exceptional case circumstance

All course changes must be approved by the appropriate department head.

Any course that is dropped after the timelines below will result in a W (Withdrawal) for that course as a final grade. Note: Students making level changes within a course do not receive a W in any circumstance.

- FULL YEAR COURSES: midpoint of the first term
- SEMESTER COURSES: midpoint of the first term of the course
- QUARTER COURSES: 3 weeks (of class meetings) after the course begins

Students are reminded that all final grades are included on the student's report cards and transcripts. For GPA computation, a W carries no weight.

CURRICULUM LEVEL CHANGES

Level change requests are not considered during the summer months. Students must start the year in the levels of courses on their schedule in September. The student must stay in the current class until enough evidence can be collected to assess performance. Therefore, level change requests begin to be considered at mid-term of Q1. Level changes may occur at mid-term, or end of term, during Q1 or Q2. All level change requests for full-year courses must be initiated before the December vacation. If a student changes course levels, or courses, near the end of a quarter, the grades from the former course may appear on the report card. Final grades for the new courses will be calculated based on the subsequent quarters only.

NUMBER OF REQUIRED CLASSES

All students must register for a minimum of 72 credits, or an average of 6 classes per quarter. Juniors or Seniors may request approval from their Dean to enroll in a reduced course load of 66 credits. See counselors for details.

ACADEMIC GRADING POLICIES

TRANSCRIPTS

The student's transcript records all courses a student was enrolled in. Transfer students' courses and grades from their previous school are not listed on the Newton North transcript. The previous school(s) transcript(s) are attached to the Newton North transcript.

HONOR ROLL

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

GRADE POINT AVERAGE

Grade Point Average (GPA) is a number that represents the average value of a student's final grades earned in their leveled courses completed in grades 9–12. Courses with failing grades and courses with no credit earned due to attendance, do factor into the GPA calculation as a zero. A student's cumulative GPA is calculated and reported, beginning in January of 11th grade. GPAs are then updated at the end of 11th grade, in January of 12th grade, and at the end of 12th grade. GPA calculation includes all leveled courses earning a letter grade. Unleveled courses, courses taken outside Newton Public Schools and/or during the summer are not included in the GPA calculation.

ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Students wishing to participate in extracurricular activities (defined as those activities that meet at least once a week and have elected officers and/or faculty advisors) must be passing 48 credits of classes on their most recent report cards and shall not participate during suspensions.

FINAL ASSESSMENTS

Statement of Purpose: We believe that some sort of end of year assessment is important in full year courses. We also believe that courses have different needs based on the content and skill development for students. As a result, these are the guidelines for End of Year Assessments in all full year courses.

Parameters for Final Assessments:

- The structure, format, and weight of the final assessment should be consistent per leveled course e.g. 9th grade ACP English gives a project.
- Teachers may wish to provide choice of assessment for students. In these circumstances, choice should be consistent per leveled course.
- Final Assessments can be weighted 5-15% of the Final Grade.
- Final Assessments will appear on the report card as a separate grade.

NEWTON NORTH FINAL GRADES TIMELINE FOR POSTING AND CORRECTIONS

In the Month of June:

- Educators are reminded to post final grades as soon as they are "final" (even if that is early in June).
 - Educators can continue to post and re-post throughout the month of June
 - Educators will be directed to notify their students as soon as an initial post is made.
 - Students and families can see posted grades in the "Academics" tab of Aspen (even if report cards haven't yet been "run").
- After an educator posts a final grade, and a student/family reviews it, questions can be directed to the teacher.
 - The teacher can investigate and, if necessary, make changes in Aspen directly by re-posting.
 - Students and families can see these changes instantaneously in Aspen.

The last student day:

- Grades are due at 9am. Report cards are posted minutes after 9am.
- Students and families are asked to review report cards immediately and report any questions to the teacher immediately.
- Teachers can investigate and, if necessary, make changes in Aspen directly by re-posting.
- Students and families can see these changes instantaneously in Aspen.

GRADE POINTS

| | |
|----|-----|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F | 0.0 |

The last staff day:

- Updated report cards posted at 9am.
- Students and families are asked to review report cards immediately and report any questions to the teacher immediately.
 - Questions to be answered before September must be initiated by NOON that day.
 - If a student/family is contacting a teacher for the 2nd time, without a response, they should cc the department head.
- Teachers will check email through at least noon that day.
- Teachers can make updates in Aspen directly through that day.

A few days later:

- Report cards will be posted one more time.
- Students/families with questions may complete a Google form.

July:

- Updated student copy transcripts for rising seniors are posted with updated GPAs.
- Students/families with questions may complete a Google form.

September:

- Teachers and department heads will review questions submitted via Google form.
- Corrections/changes necessary are completed.
- Updated transcripts and report cards posted by 9/30.

October:

- Students and families are asked to review last year's final grades one final time.

November 1:

- Grades from the prior school year are considered "final."
- After November 1, changes to final grades from the prior school year will only be made in exceptional circumstances when supported by a school counselor and/or dean. If a student or family feels a change is warranted, they should start the process by being in touch with the Vice Principal, their counselor, and their dean.

SPECIAL GRADES

THE "M"

Students who miss class for the majority of a quarter as a result of significant medical or emotional circumstances may receive a grade of "M" for the quarter. The request for a grade of "M" should be initiated by the counselor or special education liaison via the class dean. The grade and credits will be determined through consultation with the teacher, department head, and dean. The dean ultimately will determine whether or not an "M" is appropriate and in which classes. An "M" may not be awarded as a final grade.

THE "P" (PASS/FAIL GRADING)

The decision to grade a student "pass/fail" in a course that normally awards letter grades is a collaborative decision involving the dean and the department head. Ultimately the teacher, in consultation with the department head, will determine whether or not the student earns a "P" or an "F." A student can be graded "pass/fail" for a quarter or longer depending on the individual circumstances.

THE "I"

A quarter grade of "I" (Incomplete) must be made up by the end of the next quarter. Special circumstances should be addressed to the department head. An incomplete not made up by the end of the next quarter will be changed into an F.

When a grade of incomplete is appropriate:

- Known medical reasons have prevented student from completing all work.
- Known emotional reasons have prevented student from completing all work.
- If a team convenes at some point during the quarter and makes a plan for the student to complete work over an elongated period of time.
- If the student is absent excused for several days at the very end of a quarter and, therefore, is unable to complete a final paper, project, lab or test.
- Other reasons in consultation with the department head.

Communications and grade change:

- Teachers communicate with parents when assigning a grade of “I.”
- The teacher and student create a plan for the student work to be completed. The plan must include a specific time frame (generally less than four weeks in length). This information is shared with parents, department head, and, when appropriate, the case manager, counselor, and/or dean.
- When a student receives more than one “I” on their report card, the dean and counselor will take note when reviewing report cards. When appropriate/necessary, the counselor will check in with the student regarding progress on making up the incomplete work.
- Upon completion of work, teachers will change the quarter grade. Teachers must do so before the end of the next quarter or the grade is changed to an “F.”
- At mid quarter the registrar will run a list of remaining incompletes from the previous quarter. Department heads will check in with teachers regarding the incompletes.
- Department heads will request information from teachers about remaining incompletes (including 4th quarter and final grades) during check out.

THE “AU” – AUDITING COURSES

Newton North allows students to audit courses only under exceptional circumstances. Audits must be approved by the principal or their designee and the relevant department chair, and will be approved only on a space-available basis and with a student contract specifying obligations of the auditor and the teacher involved. School rules on class attendance always apply to auditors.

OPEN CLASSES

The following classes do not have a prerequisite. The classes are listed by their meeting times, either a quarter, a semester, or for a full-year, not by department. Students are encouraged to explore classes and subject areas that will widen their knowledge and enrich their total high school experience. See course descriptions for the applicable grade levels.

CLASSES THAT MEET FULL YEAR

| | |
|-------|--|
| 211 | Novice French 1 |
| 241 | Novice Spanish 1 |
| 271 | Novice Italian 1 |
| 281 | Latin 1 |
| 291 | Novice Chinese 1 |
| 708 | Art Major 1 |
| 805 | Symphony Orchestra – Strings |
| 80821 | Symphonic Band |
| 8321 | Rock Workshop |
| 972 | Computer Repair and Support |
| 973 | Computer Repair and Support (A+ Certification) |

CLASSES THAT MEET BY QUARTER

| | |
|------|---|
| 163 | Write On 1 |
| 342 | Stress Management Workshop |
| 348 | Group Workshop in Human Relations |
| 653 | Introduction to Sustainability |
| 654 | Sustainable Communities |
| 656 | Engineering Design |
| 662 | Seminar in STEM Opportunities |
| 715 | Photography Minor 1 |
| 814 | Music Technology |
| 816 | History of Rock Music |
| 819 | Music of The Beatles |
| 822 | Introduction to Technical Theatre |
| 836 | Costume, Hair and Makeup Design for the Theatre/Stage 1 |
| 861 | Financial Planning & Banking |
| 867 | Money Matters: Intro to Personal Finance |
| 963 | Exploring Technology: DAC |
| 964 | Exploring Technology: PET |
| 965 | Introductory Robotics |
| 7012 | Animation |
| 8382 | American Musical Theatre |

CLASSES THAT MEET BY SEMESTER

| | |
|----------|--|
| 161 | Creative Writing |
| 171 | Speech |
| 172 | Through the Lens of Documentary Film |
| 173 | Exploratory TV Media Arts |
| 280 | Adventures in Italian American Culture |
| 470 | Close Up: Seminar in Government |
| 549 | Introduction to Computer Science |
| 551/ 552 | Computer Programming |
| 638 | Organic Chemistry 1 |
| 6381 | Organic Chemistry 2 |
| 616 | Science Writing |
| 701 | Art Minor 1 |
| 705 | Ceramics Minor 1 |
| 731 | Sculpture |
| 800 | Concert Choir |
| 808 | Symphonic Band |
| 812 | Music Theory |
| 815 | Film Scoring |
| 8201 | Acting 1 |
| 831 | Rock Workshop |
| 833 | Jazz Workshop |
| 855 | Accounting 1 |
| 860 | Entrepreneurship |
| 863 | Marketing and Management |
| 880 | Exploratory Automotive Technology |
| 887 | Exploratory Carpentry |
| 894 | Exploratory Child Development |
| 902 | Exploratory Culinary Arts |
| 911 | Exploratory Drafting |
| 932 | Exploratory Graphic Communications |
| 954 | Engineering Technology: DCM |
| 955 | Engineering Technology: SHEL |

CLASSES THAT MEET OUTSIDE REGULAR SCHOOL HOURS

| | |
|-----|--|
| 167 | Advanced Journalism: Newtonite Management and Editorial Board (SM1) |
| 168 | Advanced Journalism: Newtonite Management and Editorial Board (SM2) |
| 823 | Technical Theatre Design, Management and Production |

GRADE 9 COURSES

ALL SCHOOL

| | | | |
|-----|-----------------------|----------|----|
| 334 | Peer Tutoring: Tutees | no level | SM |
| 350 | Peer Classroom aide | no level | SM |

ART

| | | | |
|------|---------------------|----------|----|
| 708 | Art Major 1 | ACP | FY |
| 701 | Art Minor 1 | no level | SM |
| 715 | Photography Minor 1 | no level | Q |
| 705 | Ceramics Minor 1 | no level | SM |
| 731 | Sculpture | no level | SM |
| 7012 | Animation | no level | Q |

BUSINESS TECHNOLOGY

| | | | |
|-----|--|----------|---|
| 867 | Money Matters: Intro to Personal Finance | no level | Q |
|-----|--|----------|---|

CAREER AND TECHNICAL EDUCATION

| | | | |
|------|--|----------|----|
| 880 | Exploratory Automotive Technology | no level | SM |
| 887 | Exploratory Carpentry | no level | SM |
| 902 | Exploratory Culinary Arts | no level | SM |
| 911 | Exploratory Drafting | no level | SM |
| 894 | Exploratory Child Development | no level | SM |
| 932 | Exploratory Graphic Communications | no level | SM |
| 173 | Exploratory TV Media Arts | no level | SM |
| 9781 | Exploratory Health Assisting | no level | SM |
| 9811 | Exploratory Dental Assisting | no level | SM |
| 9241 | Exploratory Infor. Support Services & Networking | no level | SM |

ENGLISH

| | | | |
|-----|---|----------|-----|
| 100 | English 9 | ACP | FY |
| 101 | English 9 | CP | FY |
| 163 | Write On 1 | no level | Q |
| 165 | Journalism | no level | SM |
| 168 | Advanced Journalism: Newtonite Management and Editorial Board | no level | SM2 |
| 171 | Speech | no level | SM |

ENGLISH LANGUAGE LEARNERS

All courses should be chosen in consultation with ELL staff

HISTORY AND SOCIAL SCIENCES

| | | | |
|-----|---------------------------|-----|----|
| 411 | World History I, 300-1815 | ACP | FY |
| 412 | World History I, 300-1815 | CP | FY |

MATHEMATICS

| | | | |
|-----|---------------------------|-----|----|
| 501 | Math 1 | H | FY |
| 511 | Math 1 Accelerated | ACP | FY |
| 516 | Math 1 | ACP | FY |
| 541 | Math 1 | CP | FY |
| 549 | Intro to Computer Science | ACP | SM |

MUSIC

| | | | |
|------|---------------------------------|----------|----|
| 801 | Vocal Ensemble | ACP | SM |
| 805 | Symphony Orchestra – Strings | ACP | FY |
| 808 | Symphonic Band | ACP | SM |
| 833 | Jazz Workshop | no level | SM |
| 831 | Rock Workshop | no level | SM |
| 812 | Music Theory | ACP | SM |
| 813 | Advanced Placement Music Theory | H | FY |
| 814 | Music Technology | no level | Q |
| 815 | Film Scoring | ACP | SM |
| 816 | History of Rock Music | no level | Q |
| 819 | The Music of the Beatles | no level | Q |
| 8382 | American Musical Theatre | no level | Q |

PHYSICAL EDUCATION

| | | | |
|-----|----------------------|----------|---|
| 001 | Foundations of PEHW | no level | Q |
| 002 | Sexuality and Health | no level | Q |

SCIENCE

| | | | |
|-----|--|----------|----|
| 614 | Introductory Physics | ACP | FY |
| 670 | Introductory Physics | CP | FY |
| 646 | ELL Introductory Physics | CP | FY |
| 652 | Science for Beginning English Learners | CP | FY |
| 653 | Introduction to Sustainability | no level | Q |
| 654 | Sustainable Communities | no level | Q |

TECHNOLOGY/ENGINEERING

| | | | |
|-----|--|----------|----|
| 963 | Exploring Technology: DAC | no level | Q |
| 964 | Exploring Technology: PET | no level | Q |
| 965 | Introductory Robotics | no level | Q |
| 967 | Intermediate Robotics | no level | Q |
| 972 | Computer Repair and Support (A+ Cert.) | H | FY |
| 973 | Computer Repair and Support | ACP | FY |
| 954 | Engineering Technology: DCM | no level | SM |
| 955 | Engineering Technology: SHEL | no level | SM |

THEATRE

| | | | |
|------|-----------------------------------|----------|----|
| 8201 | Acting 1 | no level | SM |
| 822 | Introduction to Technical Theatre | no level | Q |
| 823 | Tech Theatre Production Design | no level | FY |
| 836 | Costume Design - Level 1 | no level | Q |

WORLD LANGUAGE

| | | | |
|------|--|----------|----|
| 221 | Novice French 1 | CP | FY |
| 211 | Novice French 1 | ACP | FY |
| 222 | Novice French 2 | CP | FY |
| 202 | Novice French 2 | ACP | FY |
| 212 | Intermediate French 2 | ACP | FY |
| 241 | Novice Spanish 1 | ACP | FY |
| 251 | Novice Spanish 1 | CP | FY |
| 232 | Novice Spanish 2 | ACP | FY |
| 252 | Novice Spanish 2 | CP | FY |
| 242 | Intermediate Spanish 2 | ACP | FY |
| 276 | Novice Italian 1 | CP | FY |
| 271 | Novice Italian 1 | ACP | FY |
| 277 | Novice Italian 2 | CP | FY |
| 262 | Novice Italian 2 | ACP | FY |
| 272 | Intermediate Italian 2 | ACP | FY |
| 2812 | Latin 1 | CP | FY |
| 281 | Latin 1 | ACP | FY |
| 291 | Novice Chinese 1 | ACP | FY |
| 292 | Chinese 2 | ACP | FY |
| 280 | Adventures in Italian American Culture | no level | SM |

FINE, PERFORMING, AND TECHNICAL ARTS

Students must earn 12 credits in the “Fine, Performing, and Technical Arts” in order to graduate from Newton North. Classes that meet this requirement are listed below.

ARTS – VISUAL

| | |
|------|---------------------|
| 708 | Art Major 1 |
| 709 | Art Major 2 |
| 710 | Art Major 3 |
| 711 | Art Major 4 |
| 701 | Art Minor 1 |
| 702 | Art Minor 2 |
| 703 | Art Minor 3 |
| 704 | Art Minor 4 |
| 730 | Ceramics Major 1 |
| 732 | Ceramics Major 2 |
| 7072 | Ceramics Major 3 |
| 705 | Ceramics Minor 1 |
| 706 | Ceramics Minor 2 |
| 707 | Ceramics Minor 3 |
| 729 | Ceramics Minor 4 |
| 718 | Photography Major 1 |
| 719 | Photography Major 2 |
| 720 | Photography Major 3 |
| 715 | Photography Minor 1 |
| 716 | Photography Minor 2 |
| 717 | Photography Minor 3 |
| 731 | Sculpture |
| 712 | History of Art |
| 713 | AP History of Art |
| 7012 | Animation |

ARTS – PERFORMING

MUSIC

| | |
|------|---|
| 812 | Music Theory |
| 813 | AP Music Theory |
| 814 | Music Technology |
| 815 | Film Scoring |
| 816 | History of Rock Music |
| 819 | The Music of the Beatles |
| 8382 | American Musical Theatre |
| 831 | Rock Workshop |
| 7111 | Rock Studio |
| 832 | Advanced Jazz Improvisation |
| 811 | Jazz Ensemble |
| 833 | Jazz Workshop |
| 800 | Concert Choir |
| 801 | Vocal Ensemble |
| 802 | Family Singers |
| 804 | Jubilee Singers |
| 803 | Tiger BeBop |
| 805 | Symphony Orchestra – Strings |
| 810 | Symphony Orchestra – Winds and Percussion |
| 806 | Chamber Music Workshop |
| 808 | Symphonic Band |
| 809 | Wind Ensemble |

THEATRE

| | |
|------|---|
| 8201 | Acting 1 |
| 8202 | Acting 2 |
| 8203 | Acting 3 |
| 822 | Introduction to Technical Theatre |
| 836 | Costume, Hair and Makeup design for the Theatre/Stage 1 |
| 837 | Costume, Hair and Makeup design for the Theatre/Stage 2 |
| 823 | Technical Theatre Design, Management and Production |
| 825 | Introduction to Directing/Practicum |
| 826 | Advanced Theatrical Dir./Practicum |
| 8382 | American Musical Theatre |

ARTS – APPLIED

| | |
|-----|----------------------------------|
| 146 | Newspaper Editing and Management |
| 177 | Yearbook Management/Publication |
| 173 | Exploratory TV Media Arts |

ARTS – TECHNICAL

CAREER & TECHNICAL EDUCATION

All Career & Technical Education exploratory courses fulfill technical arts requirements.

| | |
|------|------------------------------------|
| 880 | Exploratory Automotive Technology |
| 8871 | Exploratory Carpentry |
| 9021 | Exploratory Culinary Arts |
| 9111 | Exploratory Drafting |
| 894 | Exploratory Child Development |
| 932 | Exploratory Graphic Communications |
| 173 | Exploratory TV Media Arts |
| 9811 | Exploratory Dental Assisting |
| 9781 | Exploratory Health Assisting |

TECHNOLOGY / ENGINEERING

ALL Technology / Engineering courses fulfill technical arts requirements.

| | |
|-----|--|
| 963 | Exploring Technology: DAC |
| 964 | Exploring Technology: PET |
| 965 | Introductory Robotics |
| 967 | Intermediate Robotics |
| 972 | Computer Repair and Support (A+ Certification) |
| 973 | Computer Repair and Support |
| 954 | Engineering Technology: DCM |
| 955 | Engineering Technology: SHEL |

BUSINESS TECHNOLOGY

| | |
|-----|--------------------------|
| 855 | Accounting 1 |
| 863 | Marketing and Management |
| 860 | Entrepreneurship |
| 867 | Money Matters |
| 867 | Money Matters II |

ENGLISH ELECTIVES

| | |
|-----|---------------------------------|
| 165 | Journalism |
| 177 | Yearbook Management/Publication |
| 171 | Speech |

MATHEMATICS

| | |
|-----|----------------------------------|
| 549 | Introduction to Computer Science |
| 551 | Computer Programming (H) |
| 552 | Computer Programming (ACP) |
| 553 | Computer Science Principles |

PHYSICAL EDUCATION, HEALTH & WELLNESS

| | |
|------|-----------------------------|
| 0341 | Intro to Sports Officiating |
|------|-----------------------------|

THE AVAILABILITY OF COURSE OFFERINGS WILL BE
CONTINGENT UPON BUDGET AND STAFFING.

NEWTON NORTH ACADEMIC EXPECTATIONS RUBRIC

| EXPECTATION | PRIMARY | | SECONDARY |
|--|---------------------------------------|---------------------------------------|---|
| Be aware of their own learning styles, including their relative strengths and weaknesses, and demonstrate the ability to state goals and pursue them | CTE Counseling | PEHW Library | History Science English |
| Read actively, critically, and deeply | CTE English History | Library World Language | Counseling PEHW Math Science |
| Pose articulate questions and use appropriate and effective research methods and technologies | CTE Counseling PEHW History | Library Science English | Business Math |
| Demonstrate critical thinking, problem solving, and decision making skills | CTE Business Counseling PEHW | Library Math Science English | |
| Analyze, synthesize, and evaluate information to draw conclusions | CTE Math History | Library Science English | Business Counseling PEHW |
| Articulate ideas, feelings, and opinions through a variety of media | Counseling English PEHW | History Library World Language | Art Science |
| Appreciate and participate in the fine, applied, and performing arts | Art Business | PEHW Music | Counseling History Library World Language English |
| Show curiosity about the world and an understanding of different cultural practices and perspectives | Counseling PEHW History | Library World Language English | Music |
| Communicate effectively within and across cultures | Counseling PEHW | World Language English | History Library |

CERTIFICATE PROGRAMS

BUSINESS CERTIFICATE

To earn a Business Technology Certificate students must complete 24 credit units from a select course list. Please see page 25 for more information.

CAREER & TECHNICAL EDUCATION CERTIFICATIONS

Some CTE programs offer industry specific certifications. Please see pages 25–34 for more information.

PHYSICAL EDUCATION, HEALTH & WELLNESS CERTIFICATES

ARC Fundamentals of Instructor Training and Water Safety Instructor certificates CPR/AED/First Aid

ENGINEERING CERTIFICATE

To earn an Engineering Certificate students must complete a series of core required courses as well as a choice from a list of electives. Please see pg 65 for more information.

SEALS OF RECOGNITION

MASSACHUSETTS SEAL OF BILITERACY

The Massachusetts State Seal of Biliteracy recognizes students who have achieved proficiency in English and a partner language by high school graduation. Long-standing core values of the Newton Public Schools are academic excellence, respect for human differences, and equal access to educational opportunities. The Seal of Biliteracy promotes excellence and high standards in the study of world language, respect for human differences by exposing students to other cultures and perspectives, and equity by honoring the diverse literacy skills of our English language learners.

Every 12th grader is eligible to apply for the Seal of Biliteracy during the fall of senior year. Information and the application are available at nnhs.newton.k12.ma.us/academics/programs. **Students do NOT NEED to study the non-English language here at Newton North in order to apply.**

Students who meet the criteria for a Seal of Biliteracy will be awarded a certificate in the spring of their senior year and publicly recognized for their achievement. The Seal will also be a permanent part of the student's academic record and will appear on the student's official transcript.

| MASSACHUSETTS SEAL OF BILITERACY AWARD CRITERIA | |
|--|--|
| SEAL OF BILITERACY | SEAL OF BILITERACY WITH DISTINCTION |
| <ul style="list-style-type: none"> English Language Proficiency: "Meeting Expectations" (a minimum score of 472) on the ELA MCAS, or a 4.2 overall score and a 3.9 composite literacy score on ACCESS Partner Language Proficiency: A minimum rating of "Intermediate High" in each of the four skills (reading, listening, writing, speaking) | <ul style="list-style-type: none"> English Language Proficiency: "Exceeding Expectations" (a minimum score of 501 on the ELA MCAS) Partner Language Proficiency: A minimum rating of "Advanced Low" in each of the four skills (reading, listening, writing, speaking) |

NEWTON NORTH SEALS OF RECOGNITION

The Newton North Seals of Recognition are awarded to students in various disciplines as described below. If awarded, the seal becomes a permanent part of the student's academic record and will appear on the student's official transcript.

SEAL OF APPLIED STEM

The Math and STE departments recognize students who demonstrate passion and excellence within the discipline(s) of Science, Math, Engineering and Computer Science. In addition to demonstrating excellence, students must also show significant growth over time, a commitment to personal study and STEM citizenship as well as demonstrate connections made between/among experiences in STEM. All STEM seal applicants are responsible for a final submission to be reviewed for consideration in awarding a seal. The final submission must include evidence of their experiences, a significant and thoughtful personal reflection of their work and a self assessment of their work. For a more detailed description please visit the Seals Page of the NNHS website.

SEAL OF CIVIC ACTION

The Seal of Civic Action recognizes a student's knowledge of and commitment to civic life and service. It also recognizes the student's willingness and ability to reflect on what they have learned while completing civic work. The Seal is available to Juniors and Seniors who have demonstrated ongoing and consistent participation in:

- organizations/agencies whose missions center around community service and civic life
- actions/projects whose purposes center around community service and civic life
- leadership of one time or ongoing initiatives centered around community service and civic life

The Seal of Civic Action is administered by the Center for Civic Engagement & Service (CCES)

Please visit www.newtoncces.org/seals-of-civic-action-and-social-justice for more information about requirements for this seal.

Questions? Please contact nnhs.ccesinfo@gmail.com

SEALS OF FINE AND PERFORMING ARTS

The Newton North Fine & Performing Arts Department offers 3 seals:

- Excellence in Art
- Excellence in Music
- Excellence in Theatre

To be awarded a seal in Fine & Performing Arts, a student must demonstrate excellence in the discipline; significant growth over time; commitment to personal study; commitment to art citizenship; and commitment to the Newton North art, music and/or theatre programs. In addition, students must engage in a large-scale project related to the area in which they are applying. Students may apply starting in the spring of Junior year. For more information, students should contact Todd Young at youngt@newton.k12.ma.us.

SEAL OF SOCIAL JUSTICE

The Seal of Social Justice recognizes a student's knowledge of and commitment to social justice issues. It also recognizes the student's willingness and ability to reflect on what they have learned while engaging in social justice work. The Seal is available to Juniors and seniors who have worked towards supporting traditionally marginalized communities in fields including (but not limited to) anti-racism/racial equity, gender equity, human rights, immigration rights, and religious tolerance.

The Seal of Social Justice is administered by the Newton North Office of Human Rights. Please visit www.newtoncces.org/seals-of-civic-action-and-social-justice for more information about requirements for this seal. Questions? Please contact leongm@newton.k12.ma.us

TRAVEL AND STUDY ABROAD OPPORTUNITIES

Travel and study abroad are invaluable components of a student's education, especially in today's increasingly global world. Newton North offers a rich array of subject-specific travel opportunities. The opportunities listed below represent usual offerings. The list is not exhaustive and is subject to change based on availability and enrollment. For up-to-date information, please visit the NPS Global Education Programs Website.

Scholarships are available for students with demonstrated financial need through the Jennifer Price Global Education Leadership Fund (GELF). To apply for GELF funding, simply visit the NPS GELF website to complete the Financial Aid Supplement Application for the international program your child is applying for.

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



WORLD LANGUAGE TRAVEL PROGRAMS

| | |
|--|---|
| <p>NEWTON - BEIJING JINGSHAN EXCHANGE PROGRAM - BEIJING, CHINA</p> <p>The oldest US-China secondary public school exchange in the country. Language & culture-focused homestay. Newton students host Chinese students for four months in the Fall, then live with host families and attend school abroad for four months in the Spring. Applicants do not have to have previously studied Chinese, but must do so in the Fall before they travel. Candidates apply in the Spring of the year prior to travel through the World Language Department.</p> | <p>Frequency: Annual</p> <p>Chinese student visit: Sept. – Jan.</p> <p>Dates of travel to China: January–May</p> |
| <p>FRENCH EXCHANGE - MARSEILLES (2024-25) OR GUADELOUPE (2025-26)</p> <p>Language & culture-focused homestay. Travel destinations typically alternate every other year between Marseilles and Guadeloupe. Newton students live with French/Guadeloupean host families and go to school with their French correspondents in the morning. During the first two weeks, Newton students participate in cultural excursions. In the third week of their exchange, Newton students vacation with their French/Guadeloupean hosts or travel with their chaperones, depending on the French/Guadeloupean school vacation calendar. Applicants must be in grades 10, 11, or 12 and be enrolled in French courses at Newton North. Applications become available in the Fall through the World Language Department.</p> | <p>Frequency: Annual</p> <p>Dates of travel 3 weeks including February break</p> <p>French/Guadeloupean student visit: 3 weeks in April or November</p> |
| <p>ITALIAN EXCHANGE - FLORENCE, ITALY</p> <p>Language & culture-focused homestay. Newton students live with host families and attend school abroad for three weeks and host Italian students for three weeks in the fall prior to travel. Applicants must be in grades 10, 11, or 12 and must be enrolled in Italian. Applications become available in the fall through the World Language Department.</p> | <p>Frequency: Annual</p> <p>Dates of travel to Italy: 3 weeks including February break</p> <p>Italian student visit: 3 weeks in September</p> |
| <p>SPANISH EXCHANGE - LIMA, PERU (2024-25 ACADEMIC YEAR), BURGOS, SPAIN (2025-26 ACADEMIC YEAR)</p> <p>Language & culture-focused homestay. Travel destinations typically alternate every other year between Burgos, Spain and Lima, Peru. Newton students live with host families and attend school abroad for three weeks and host Peruvian or Spanish students in return. Applicants must be in grades 10, 11, or 12 and be enrolled in a Spanish course. Applications become available in the fall through the World Language Department.</p> | <p>Frequency: Annual</p> <p>Dates of travel: 3 weeks including April break (Peru); 3 weeks including February break (Burgos);</p> <p>Peruvian student visit: 3 weeks in November</p> <p>Spanish student visit: 3 weeks in October</p> |

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| CHINESE EXCHANGE – P.R. CHINA Language & culture-focused homestay & travel. Newton students live with host families and attend school abroad for two weeks and host Chinese students in return for two weeks. Applicants must be enrolled in Chinese. Applications become available in the fall through the World Language Department. | Frequency: Biennial Dates of travel to China: 2 weeks including April break Chinese student visit: 2 weeks in October |
| LATIN CROSSROADS OF HISTORY – ROME, ITALY Exploratory travel program with hotel stays focused on the significance of Latin through history. Students explore cultural sites relevant to the art, architecture, history, and literature of the ancient, Medieval, Renaissance, and Baroque worlds. Applicants must be enrolled in Latin. Applications become available in the fall through the World Language Department. | Frequency: Biennial (next year is 2026-27) Dates of travel to Italy: 9 days including February break |
| FINE & PERFORMING ARTS TRAVEL PROGRAMS | |
| FINE & PERFORMING ARTS EXCHANGE – MELBOURNE, AUSTRALIA Music, theatre, & art-focused homestay. Newton students live with host families and attend school abroad for a week to two weeks and host for 5-7 days in return. Applicants must currently be taking an FPA class. Applications become available in the fall through the FPA Department. | Frequency: Every 2-3 years Dates of travel to Australia: 12 days including April break Australian student visit: 7 days in April |
| HISTORY TRAVEL PROGRAMS | |
| PRAGUE SUMMER – KRAKOW, POLAND; PRAGUE, CZECH REPUBLIC; DRESDEN & BERLIN, GERMANY History-focused enrichment program with hotel stays. Students earn credits for their work through the Newton summer school, take on-site history lessons from Newton teachers, and explore historical sites relevant to medieval times, World War II, and more. Applicants cannot be Seniors and must have a strong interest in history. Applications become available in the fall through the History Department. | Frequency: Annual Dates of travel: 2.5 weeks directly after classes end in June |
| NNHS NIGERIA SERVICE TRIP – ETINAN, AKWA IBOM STATE, NIGERIA Global citizenship, cross-cultural experience and community service: The Summer Enrichment Program (SEP) in which North students (rising Juniors and rising Seniors only) will be participating is a core component of Etinan Children's Scholarship Foundation, Inc. Participants will learn hands-on strategies for leadership, mentorship and community service, and access unique educational, cross-cultural, and emotional growth opportunities. They will be working as classroom aides with the local SEP teachers under the trip chaperone's direct supervision; and assist in a variety of academic, outdoor, and field trip activities. Their overall role will be like those of counselors-in-training (CIT). Participants will also have sight-seeing opportunities in Abuja, Nigeria, and visit and have an audience with traditional stakeholders in Etinan and neighboring villages and towns. | Frequency: Annual Dates of travel to Nigeria: 4 Weeks, 2nd week of July – 1st week of August |
| SERVICE TRAVEL PROGRAMS | |
| NNHS GREECE SERVICE TRIP – KAMENA VOURLA, GREECE Service-focused program with stays in volunteer housing. Students volunteer with Happy Caravan, a Greek NGO service organization which provides structured teaching & safe spaces for refugee children from Syria, Iraq, and Afghanistan. Newton students lead activities in arts and craft, English, reading, math, yoga, and more. Students may engage in cultural excursions on weekends. | Frequency: Annual Dates of travel to Greece: 2 weeks in April or May |

ALL SCHOOL PROGRAMS

- 334 Peer Tutoring** no level 9, 10, 11, 12 varies varies
 ★ The Peer tutoring program matches upperclassmen with underclassmen who would benefit from additional academic help. Tutors will be trained and supervised by a faculty member and individually matched with tutees based on need. Tutoring will include assistance with concepts and content in specific subjects, classroom assignments, and general study skills such as note taking, outlining, test preparation, and organization. This course will meet once a week and will count for 1 credit per term per block. The course will be graded pass/fail based on attendance and participation.
 Tutors must complete an application process found on the Peer Tutoring Program page of the Newton North website. This includes approval from the program coordinator and recommendation from a teacher in one of the subject areas tutored.
 Tutees should contact their school counselor or subject teacher to initiate the referral process to join the program.
- 350 Peer Classroom Aide** no level 9, 10, 11, 12 varies varies
 ★ Students who would like to share their talents with others, consider working in the Special Education Department. With guidance from teachers, students may help other students with a variety of subjects, encouraging them to succeed and gain self-confidence. Students may also provide important peer support through tutoring and other activities. Number of credits and blocks are negotiable.
- 401 Leadership in a Diverse Society** no level 11, 12 FY 12 credits
 This course explores different modes of leadership through historical and contemporary debates about social justice and education. Through readings, films, and discussions, students learn about different leadership styles, as well as issues of race, gender, sexual orientation, and socioeconomic class. Additionally, students participate in leadership activities through service to the school and community. Students will develop and implement school-wide projects designed to strengthen the Newton North community. In order to complete these projects, students need a desire to make Newton North a better place for all community members. In order to better engage students in activities that will benefit the school, we expect them to participate in and organize several school and community events. In the fall, they go on a retreat to Thompson Island.
 Faculty submit names of students recommended for this course to a selection committee, which then chooses a class that reflects the diversity of the school. Students who wish to nominate themselves should seek a teacher recommendation.
 Leadership satisfies the elective requirement in history and social sciences.
- NR Student Classroom Aide** no level 10, 11, 12 varies varies
Time and credits to be determined by the department head
 Some departments/programs at Newton North have a classroom aide program. The program, and the associated student responsibilities, vary from department to department. In all cases the student and the teacher will work together closely on tasks that are helpful to the teacher and/or the students and that are educational for the student classroom aide. The classroom aide is always directly supervised by the teacher. For many students the experience is similar to a job shadow or internship.
 Students do not register for classroom aide during the spring registration period. No teacher may promise an aide position to a student in the spring. To be considered as a candidate for the position of classroom aide, all interested students must complete the application/registration process through the appropriate department head in September. Department heads will pair selected students with a supervising teacher. The department head will take responsibility for working with counselors to add classroom aide to the student's schedule.
 A student's other classes will not be changed to accommodate adding classroom aide to a student's schedule. Classes may not be dropped or moved in order to add classroom aide to the schedule.
 Students may only earn an A if they have a proposal for advanced work approved by the department head. Credits are awarded based on the number of blocks per week. Students earn half the number of credits as a "typical" class. This course credit is not counted toward any departmental requirements but may be counted toward the 243 credits required for graduation.
- NR Independent Study** varies varies varies
Requirement: Time and credits to be determined by the department head.
 Students who have completed a particular sequence of courses and who would like to continue a particular course of study may consider independent study. Independent study cannot align with a course that is already offered at Newton North. (For example, a student wants to take Economics but it doesn't fit in their schedule. An independent study cannot be used to "fix" the course conflict.) Independent study is about "going beyond" what Newton North offers. Students are encouraged to initiate their request for an independent study for next year in the spring. However, due to scheduling conflicts, there is no guarantee that a teacher's and student's schedules will match up in the fall. Note that teachers are not obligated to supervise independent studies. A student's other classes will not be changed to accommodate adding Independent Study to a student's schedule. Classes may not be dropped or moved in order to add an Independent Study to the schedule. Students should refer to the Independent Study

Policies and Procedures for more details. A complete proposal will include:

- Number of hours per week to be spent on the Independent Study
- Meeting schedule with the supervising teacher
- Learning objectives
- Work product(s) to be produced (quantity and frequency)
- Final product
- Proposed number of credits (no more than 12.0 credits)

Note that department heads award the final credit based on work completed and all Independent Study Courses are graded Pass/Fail.

SPECIAL EDUCATION COURSES AND PROGRAMS

In order for students to be enrolled in 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 district-wide program guide for available special education supports: www.newton.k12.ma.us.

ART

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

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

708 Art Major 1 ACP 9, 10, 11, 12 FY 12 credits

★ If you love art and really want to improve your skills as an artist this is the class for you. By looking at artwork from a range of artists and cultures for inspiration, you will learn to use a variety of media and techniques in the areas of drawing, painting, printmaking, and mixed media. You will gain knowledge in both the creative and technical areas of making your own original artwork. In this course you will be introduced to the idea of keeping a sketchbook with weekly additions.

709 Art Major 2 ACP 10, 11, 12 FY 12 credits

Prerequisite: Art Major 1 and teacher recommendation.

Continuing to build on the techniques and skills learned in Art Major 1, students will expand in the areas of drawing, painting, printmaking, and mixed media and work towards developing a personal style – as well as continue to maintain a sketchbook with weekly additions, developing ideas for use in and outside of class.

710 Art Major 3 ACP 11, 12 FY 12 credits

Prerequisite: Art Major 2 and teacher recommendation.

This advanced studio class will push artists' abilities further with an eye towards developing a body of work in drawing, painting, printmaking, and mixed media. Emphasis is on mastering techniques, in-depth exploration of art concepts, and personal expression. Students continue to keep a sketchbook, and the work created in this class will be available for use in a college portfolio.

711 Art Major 4 H 12 FY 12 credits

Prerequisite: Art Major 3 and teacher recommendation.

This advanced course is the highest level of the Art Major track. You will continue to work in a variety of media culminating in a mural on the walls of Newton North. The emphasis in this class is to develop a portfolio for college admission, and although most students create a portfolio, it is not a requirement. The assignments are rigorous and in-depth, giving the opportunity to showcase best work.

701 Art Minor 1 no level 9, 10, 11, 12 SM 6 credits

★ This course is a great introduction to the Art Department and offers art lovers something different in the school day. It covers foundation principles of art in the areas of drawing, painting, print-making, and collage. The focus is on observation, imagination, and developing basic techniques.

702 Art Minor 2 no level 10, 11, 12 SM 6 credits




Prerequisite: Art Minor 1 and teacher recommendation.

This course builds on the techniques and principles learned in Art Minor I. Developing skills in drawing, painting, printmaking, and sculpture, students will expand on the ability to create imaginative and skilled works of art.

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| 703 | Art Minor 3 | no level | 11, 12 | SM | 6 credits |
| | <i>Prerequisite: Art Minor 2 and teacher recommendation.</i> Continuing to build on the skills learned in the previous years, with an added emphasis on creativity and personal expression, projects are more in depth and work towards developing a personal style. | | | | |
| 704 | Art Minor 4 | no level | 12 | SM | 6 credits |
| | <i>Prerequisite: Art Minor 3 and teacher recommendation.</i> Seniors will continue to work to advance both skills and personal expression. In some cases projects are created as a supplement to college applications. | | | | |
| 715 | Photography Minor 1 | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★ | An introduction to photography for students with little or no experience. Learn the basics of how a film camera works, how to develop film, and how to enlarge pictures in the darkroom. Understanding the technical fundamentals will lead into the creative aspects of the art of photography and making better photographs. You do not need to own a camera. | | | | |
| 716 | Photography Minor 2 | no level | 10, 11, 12 | SM | 6 credits |
| | <i>Prerequisite: Photography Minor 1 or teacher recommendation.</i> In this course, you will begin to explore color in photography, using Photoshop and digital printing. Further exploration of the technical aspects of film, camera, and darkroom work will lead to an understanding of the artistic process and history of the medium of photography as an art form. As a class, we will begin to critique your work, teaching you how to analyze and talk about images. Though beneficial, you do not need to own a digital camera. | | | | |
| 717 | Photography Minor 3 | no level | 11, 12 | SM | 6 credits |
| | <i>Prerequisite: Photography Minor 2 and teacher recommendation.</i> More emphasis on your own personal expression and development in the art of photography, this course is a continuation of material introduced in Photography Minor 2. In addition, you will experiment with digital photography, including cameras and Photoshop. You may borrow a camera if you don't have one. | | | | |
| 718 | Photography Major 1 | ACP | 10, 11, 12 | FY | 12 credits |
| | <i>Prerequisite: Photography Minor 1 or teacher recommendation.</i> In this in-depth course, you will begin learning all about digital photography, while continuing to learn advanced techniques and alternative processes in the darkroom. You will learn Photoshop and how to edit color for digital printing. Advanced projects will be given with a lot of freedom to explore what you can do with digital and analogue photography, and develop your own individual style. As a class we will begin to critique work, giving you the vocabulary and analytical skills to better understand images in our media saturated world. While beneficial, it is not necessary to own a camera. | | | | |
| 719 | Photography Major 2 | H | 11, 12 | FY | 12 credits |
| | <i>Prerequisite: Photography Major 1 and teacher recommendation.</i> This advanced honors course is a continuation of Photography Major I, stressing personal communication skills and advanced techniques in digital and darkroom photography. Through independent projects, you express your individuality and ability to make photographs, with a further emphasis on printing and technical processes. At this point, you will really begin to work on finding a personal style and discuss portfolio development. | | | | |
| 720 | Photography Major 3 | H | 12 | FY | 12 credits |
| | <i>Prerequisite: Photography Major 2 and teacher recommendation.</i> This honors level class offers more fine-tuned portfolio development for students with a focus on personal style, maturity, and growth. Independent projects are encouraged with more emphasis on research and pushing ideas in new directions. | | | | |
| 705 | Ceramics Minor 1 | no level | 9, 10, 11, 12 | SM | 6 credits |
| ★ | This introductory course will explore a variety of hand building techniques, including pinch, slab, coil, and sculpture. In addition, the adventure of learning how to throw on the potter's wheel begins. Students will work with high-fire clay and glaze. | | | | |
| 706 | Ceramics Minor 2 | no level | 10, 11, 12 | SM | 6 credits |
| | <i>Prerequisite: Ceramics Minor 1 and teacher recommendation.</i> This course will continue to build upon the techniques introduced in Ceramics Minor 1. Emphasis will be on combining methods to create more complicated and elaborate projects. As well as develop wheel-throwing skills and explore surface manipulation, along with advanced glazing techniques. | | | | |
| 707 | Ceramics Minor 3 | no level | 11, 12 | SM | 6 credits |
| | <i>Prerequisite: Ceramics Minor 2 and teacher recommendation.</i> In this advanced course, will continue to develop technical skills with an emphasis on creativity, craftsmanship, and experimentation. The ability to work independently is encouraged, and students will begin developing a portfolio. | | | | |

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| 729 | Ceramics Minor 4 | no level | 12 | SM | 6 credits |
| | Prerequisite: Ceramics Minor 3 and teacher recommendation. | | | | |
| | This course stresses understanding the principles of three-dimensional design, mastery of the manual skills of ceramics, creative problem solving, and developing the ability for critical analysis. This advanced ceramic course will use clay as the primary medium, however will also explore other materials: wood, bamboo, fabric, found materials etc. You will be working with wheel throwing and sculpture throughout the course. Critiques will provide an opportunity for communication and development of a visual language. Regular group and individual critiques will focus on critical thinking skills to solve visual problems. | | | | |
| 730 | Ceramics Major 1 | ACP | 10, 11, 12 | FY | 12 credits |
| | Prerequisite: Ceramics Minor 1. | | | | |
| | This course is for students with a strong interest in Ceramics who wish to continue at a more advanced level. You will expand on and explore new techniques in hand-building, wheel-throwing, and glazing. Emphasis will be on independent projects with an eye towards developing sophisticated and personal style, as well as a continuation of critical thinking and pushing the envelope visually. Students will use high fire clay and glaze, and will study historical and contemporary ceramic techniques and basic sculpture, using materials such as wire and metal. | | | | |
| 732 | Ceramics Major 2 | H | 11, 12 | FY | 12 credits |
| | Prerequisite: Ceramics Major 1 and teacher recommendation. | | | | |
| | This is the advanced class stemming from Ceramics Major 1. While expanding on both hand-building and wheel-throwing skills, you will focus on creating works in series. You will use advanced techniques to experiment with form, as well as incorporating alternative surface techniques such as wax resist, sgraffito, and Raku firing. You will learn to photograph your work as part of the creation of portfolios. Regular critiques provide an opportunity for communication and development of a visual language, while enabling students to use critical thinking skills to solve visual problems. Visits to museums and local artist studios will be planned. | | | | |
| 7072 | Ceramics Major 3 | H | 12 | FY | 12 credits |
| | Prerequisite: Ceramics Major 2 and teacher recommendation. | | | | |
| | This is the advanced class stemming from Ceramics Major 2. Continuing the sequence in Ceramics with particular focus on advanced techniques and mixed media, students will focus on developing a portfolio of their work. | | | | |
| 731 | Sculpture | no level | 9, 10, 11, 12 | SM | 6 credits |
| ★ | This is a great course for those who like to build with their hands. The class will examine volume, negative space, kinetic movement and more. You will sculpt forms large and small with cardboard, paper mache, wood, wire, clay and found objects. Students will leave with a strong foundation of building three-dimensional forms. | | | | |
| 7012 | Animation | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★ | This course will introduce students to a variety of techniques to create both analog and digital animations. Students will experiment with creating and photographing moving elements through claymation, pixilation, puppetry, silhouettes, objects, and cut-out motion. Additionally, students will get to work using digital tools such as Blender and Photoshop. No previous experience is required - just a desire to be creative! | | | | |
| 712 | History of Art | ACP | 12 | FY | 12 credits |
| | Requirement: Teacher recommendation. | | | | |
| | Credits may be used to meet History requirements. The course cannot be used for 'U.S. History' credit. | | | | |
| | Through lectures, group projects, and independent research, this course will introduce you to 3000 years of art and the historical times in which it was made. The course begins with cave paintings and continues to the art of the present. Important examples of painting, sculpture, and architecture will be viewed and discussed for stylistic and content in the various historical periods from the Western canon and beyond. Activities include field trips to art museums. | | | | |
| 713 | Advanced Placement History of Art | H | 12 | FY | 12 credits |
| | Requirement: Teacher recommendation. | | | | |
| | Credits may be used to meet History requirements. The course cannot be used for 'U.S. History' credit. | | | | |
| | Through lectures, group projects and independent research this course will introduce you to 3000 years of art and the historical times in which it was made. The course begins with cave paintings and continues to the art of the present. Important examples of painting, sculpture, and architecture will be viewed and discussed for stylistic and content in the various historical periods from the Western canon and beyond. Activities include field trips to art museums. AP students participate in group and individual research projects. | | | | |
| | This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are encouraged to register for and take the Advanced Placement examination. Financial aid is available. | | | | |

BUSINESS TECHNOLOGY

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| 8571 | Introduction to Business <i>Recommended for Grade 9</i> | no level | 9, 10 | Q | 3 credits |
|  | Intro to Business will explore the major functions performed by companies as they strive to achieve their goals, including but not limited to such topics as: global business strategy, marketing, finance, human resources, and product development. Along the way, current events in sports, entertainment, finance and all aspects of business will be discussed to further students' understanding. Emphasis is placed on oral and written communication skills, mathematical applications, problem solving, and critical thinking. Instructional strategies include computer/technology applications, real and/or simulated occupational experiences, and projects focused on real-world marketing applications. This is an introductory business course that provides the framework for pursuing additional business courses or for selecting the Business Seal Pathway. | | | | |
| 8671 | Money Matters: Intro to Personal Finance <i>Recommended for Grade 10</i> | no level | 9, 10 | Q | 3 credits |
|  NEW | This course is designed to introduce students to financial literacy and decision making by reviewing key topics in the field, such as career selection and preparation, budgeting, debt management, and investing. Practical in-class activities include: interpreting paychecks, estimating taxes, managing a budget, responsible credit card usage, taking out loans, protecting against fraud, buying insurance, and managing an investment portfolio. | | | | |
| 8681 | Money Matters 2 <i>Prerequisite: Money Matters 1 (MM1)</i> | ACP | 10, 11, 12 | SM | 6 credits |
|  NEW | Money Matters 2 focuses on building upon the basics of money management previously learned (MM1) by diving into deeper topics related to budgeting, saving, investing, credit, debt management, higher education, real estate, and career management. This project-based course is designed to give students practical financial skills and strategies for handling money in real world situations. Some of which include: learning how to prioritize spending, asset allocation, track financial goals, long term financial planning and risk management, implementing a retirement plan, and learning how to grow wealth over time through smart financial decisions and passive income streams. This is an advanced business course that provides the framework for pursuing additional business courses or for selecting the Business Seal Pathway. | | | | |
| 8551 | Accounting 1 | ACP | 10, 11, 12 | SM | 6 credits |
| Accounting 1 is a one semester course that will introduce the basic accounting procedures used to operate a business. Students will learn concepts related to the accounting equation while completing problems using MindTrap, an online software program. Students will learn how to complete a worksheet, journalize transactions, post in general ledger, build and interpret balance sheets, income statements, plus more. Chapters 1-11 will be covered in Accounting 1. | | | | | |
| Students who choose to take this course at the Honors level, will engage in an end-of-year authentic learning project that will be presented to local CPAs. Aplia, an online software program, will be used exclusively for all problems. | | | | | |
| 8631 | Marketing and Management | no level | 10, 11, 12 | SM | 6 credits |
| The Marketing and Management course provides students with a comprehensive overview of the fundamental principles and practices of marketing and management. Students will explore key concepts such as market research, branding, advertising, product development, and digital marketing, while also gaining insight into consumer behavior and trends. Through hands-on projects, real-world case studies, and collaborative activities, students will develop critical thinking, creativity, and communication skills, preparing them for future careers or further study in the fields of marketing and management. Students learn foundational business strategies by taking an active role in managing our on-campus store, and its ecommerce website, www.theroarstore.com . | | | | | |
| 8601 | Entrepreneurship | no level | 10, 11, 12 | SM | 6 credits |
| The Entrepreneurship class is designed to both inspire and equip students with the skills and mindset necessary to launch and manage their own businesses and to find and implement creative solutions to business problems, regardless of which career they choose to go into. Through hands-on projects, students will learn about creative problem-solving, business planning, marketing, and finance while developing critical thinking and leadership skills. The course encourages creativity, innovation, and teamwork, allowing students to explore real-world challenges and opportunities in a supportive environment. By the end of the class, students will have the knowledge to create a business plan and the confidence to pursue entrepreneurial endeavors in the future. | | | | | |
| 8641 | Marketing Strategies: An Authentic Capstone Experience <i>Expand your classroom beyond the walls of Newton North. Recommended for grade 11</i> | H | 10, 11, 12 | SM1 | 6 credits |
| In this course, students learn the necessary consulting skills to create a Capstone project in which they assist an actual business with their marketing and/or operations. Students learn foundational business strategies by taking an active role in managing our on-campus store, and its ecommerce website, www.theroarstore.com . Students will then apply these skills, working collaboratively with a local business in our community on authentic projects, preparing them to live and work as productive professionals in a constantly evolving global marketplace. Students' classroom assignments will include active engagement through the use of technology and operations that reflect current business practices. Students will develop skills in market research, problem solving, data analysis, and sales strategy building critical thinking to create a marketing plan that will be presented to the local business owner(s). Further, students will gain experience utilizing and developing leadership, organizational, and interpersonal skills through both collaborative and independent assignments. Businesses that can be selected by the students can be in any field, including: Sports, Technology, Finance, Retail, Hospitality, Medical, or Business Services. | | | | | |

BUSINESS TECHNOLOGY CERTIFICATE

The Business department will not be offering a certificate next year. The department is working to establish a Business Seal for the following year. If you have thoughts of pursuing a business program at a college/university and or would like to follow a business path in high school in preparation for post secondary education, and or would like to be prepared to apply for the Business Seal when applicable, please consider the recommended courses of study sequence.

| BUSINESS OFFICE TECHNOLOGY CERTIFICATE | | |
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| COURSE | GRADES | CREDITS |
| REQUIRED COURSES: | | |
| 855 Accounting 1 | 10, 11, 12 | 6 credits |
| 861 Financial Planning and Banking | 11, 12 | 3 credits |
| ELECTIVE COURSES: | | |
| 867 Money Matters | 9, 10 | 3 credits |
| 856 Accounting 2 | 11, 12 | 12 credits |
| 863 Marketing and Management | 10, 11, 12 | 6 credits |
| 860 Entrepreneurship | 10, 11, 12 | 6 credits |
| Active Member of DECA fall semester (no more than 3 credits can be earned for the Business certificate regardless of number of years of participation in DECA) | 10, 11, 12 | 3 credits May serve as the equivalent of 3 credits for the certificate |

DECA CLUB

With a nearly 75-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946. DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe.

To qualify to compete in DECA a student must be enrolled in an or have successfully completed a business course listed in the *Opportunities* book. District Competition is held in December.

Qualifying candidates move to the State Competition in March. Qualifying candidates move to National Competition in April.

COMPETITION CAREER CLUSTER CATEGORIES

Business Management & Administration

Finance

Hospitality & Tourism

Entrepreneurship

Marketing

Personal Finance & Literacy

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 | Culinary Arts |
| Carpentry | Drafting |
| Early Education & Care | Graphic Communications |

| CTE NON-CHAPTER 74 |
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| TV Media Arts |
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Chapter 74 programs are required to meet a minimum of 900 hours. To meet this requirement the number of hours increases with each year in the program. Accordingly, the number of credits increases to correspond with the time commitment. For example:

Major 1: the amount of time in this course is equivalent to the same amount of time as all full year course

Major 2: the amount of time in this course is equivalent to 2 full year courses plus 1 WIN block for 1 semester

Major 3: the amount of time in this course is equivalent to 3 full year courses plus 1 WIN block for the full year

EXPLORATORY PROGRAM

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 or refer to the form at the end of this book.

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.

Students in Major 2 will be registered for one WIN period for one semester and Career Wellness (PE033); this PEHW course includes First Aid, Safety and CPR and is incorporated into the scheduled Auto Major 2 course blocks. This PEHW course meets a graduation requirement and is also a requirement to be eligible for a cooperative education work-place learning experience in the second semester of grade twelve.

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.

Students in the Major 3 will be registered for one WIN period for the year and Entrepreneurship (860) in the fall semester of grade twelve (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 in the second semester of grade twelve.

Students who complete Major 3 in a CTE program may be eligible to receive college credits through post-secondary articulation agreements at certain state schools when they continue their education in the career pathway. 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 available to students in Major 3. 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, Carpentry, Culinary Arts, Drafting, and Early Education & Care (Early Childhood Education). The information can be accessed on the following website: www.masscc.org/articulation.

| CAREER & TECHNICAL EDUCATION • TYPICAL FOUR YEAR SEQUENCE | | | | | | | |
|---|--|--|---|---|--|---|---|
| GRADE NINE | ENGLISH 3 Blocks per week full year | WORLD HISTORY 3 Blocks per week full year | PHYSICS 3 Blocks per week full year | MATH 3 Blocks per week full year | WORLD LANGUAGE 3 Blocks per week full year ACADEMIC STUDY | PEHW | CTE EXPLORATORY 3 Blocks per week per semester |
| GRADE TEN | ENGLISH 3 Blocks per week full year | WORLD HISTORY 3 Blocks per week full year | CHEMISTRY 3 Blocks per week full year | MATH 3 Blocks per week full year | WORLD LANGUAGE 3 Blocks per week full year ACADEMIC STUDY | PEHW | CTE MAJOR 1 3 Blocks / week 1 WIN alternate weeks full year |
| GRADE ELEVEN | ENGLISH 3 Blocks per week full year | U.S. HISTORY 3 Blocks per week full year | BIOLOGY 3 Blocks per week full year | ADDITIONAL MATH, WORLD LANGUAGE, ELECTIVE OR ACADEMIC STUDY | ADDITIONAL MATH, WORLD LANGUAGE, ELECTIVE OR ACADEMIC STUDY | CTE MAJOR 2 6 Blocks per week 1 WIN per week full year– includes PEHW | |
| GRADE TWELVE | ENGLISH 3 Blocks per week full year | PEHW 2 Blocks per week both semesters ACADEMIC STUDY | ADDITIONAL MATH, WORLD LANGUAGE, ELECTIVE OR ACADEMIC STUDY | ADDITIONAL MATH, WORLD LANGUAGE, ELECTIVE OR ACADEMIC STUDY | CTE MAJOR 3 9 Blocks per week, 1 WIN per week full year – includes Entrepreneurship & PEHW | | |

AUTOMOTIVE TECHNOLOGY

For students interested in taking apart and building, 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. Students will learn to diagnose, service and repair both domestic and foreign automobiles. Using the latest engine analyzers, hand-held scanners, and computerized diagnostic equipment students will learn how to troubleshoot problems of all kinds. Our program is nationally certified by NATEF (National Automotive Technical Education Foundation).


8801 Exploratory Automotive Technology no level 9, 10 SM 6 credits
Requirement: Proper dress and footwear.

9 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.

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| 8821 Automotive Technology – Major 1 | ACP | 10, 11 | FY | 12 credits |
| <i>Prerequisite: Exploratory Automotive Technology and teacher recommendation. Requirement: Proper dress and footwear.</i> | | | | |
| Major 1 offers students an opportunity to build on, and expand the foundation of competency skills they developed in the Exploratory Program. Additionally, students will explore college and career options for after graduation; students will discover areas of study that may connect their affinity for Automotive Technology to future careers. Employment in the Auto Technology industry is projected to grow 6 percent from 2016 to 2026. | | | | |
| 8831 Automotive Technology – Major 2 | ACP | 11, 12 | FY | 24 credits |
| 88341 Automotive Technology – Major 2 | H | 11, 12 | FY | 24 credits |
| <i>Prerequisite: Automotive Technology Major 1 and teacher recommendation. Requirement: Proper dress and footwear.</i> | | | | |
| Major 2 is the continuation of the Automotive Technology program of study continuing to prepare students to work in the field or attend college. The course is organized into competency-based units of instruction as established by the National Automotive Technicians Education Foundation (NATEF). Students continuously learn and develop the knowledge and competency skills required for the certification exam given by the National Institute for Automotive Service Excellence (ASE). Second semester of the Major 2 course is when students are eligible to consider establishing a co-op opportunity for the second semester of their senior year; students must consult with their teacher and the Career & Technical Education Counselor. | | | | |
| 8841 Automotive Technology – Major 3 | ACP | 12 | FY | 36 credits |
| 88441 Automotive Technology – Major 3 | H | 12 | FY | 36 credits |
| <i>Prerequisite: Automotive Technology Major 2 and teacher recommendation. Requirement: Proper dress and footwear.</i> | | | | |
| Major 3 students will be able to work independently; they will have developed their leadership and customer service skills and demonstrated a high proficiency level with their competency skills. During Major 3 students are required to participate in an Entrepreneurship course. Our seniors are OSHA certified and are eligible to take the ASE certification test by the end of their senior year. | | | | |

CARPENTRY

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. Students begin their learning by completing standard and required projects; simple maintenance and repair of school property as well as custom client projects may be worked on. By graduation, students will have learned applications of technology in the construction field, basic home construction, and home interior remodeling.

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| 8871 Exploratory Carpentry | no level | 9, 10 | SM | 6 credits |
| <i>Requirement: Proper dress and footwear.</i> | | | | |
|  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. | | | | |
| 8891 Carpentry – Major 1 | ACP | 10, 11 | FY | 12 credits |
| <i>Prerequisite: Carpentry Exploratory and teacher recommendation. Requirement: Proper dress and footwear.</i> | | | | |
| Major 1 students will continue to build on, and expand the foundation of competency skills they developed in the Exploratory Program. Students will be introduced to general house carpentry, the emerging field of green technology, and the impact this has on the construction industry. Additionally, students will explore college and career options for after graduation; students will discover areas of study that may connect their affinity for Carpentry to future careers. Employment in the construction industry is projected to grow 12 percent from 2016 to 2026. | | | | |
| 8901 Carpentry – Major 2 | ACP | 11, 12 | FY | 24 credits |
| 89041 Carpentry – Major 2 | H | 11, 12 | FY | 24 credits |
| <i>Prerequisite: Carpentry Major 1 and teacher recommendation. Requirement: Proper dress and footwear.</i> | | | | |
| Major 2 course work emphasizes refining carpentry related skills through authentic project-based learning. Students will practice job analysis, writing estimates, reading blueprints, understanding codes and standards, framing, fitting, inspection, building theory and history. Second semester of the Major 2 course is when students are eligible to consider establishing a co-op opportunity for the second semester of their senior year; a student must consult with their teacher and the Career & Technical Education Counselor prior to confirmation of co-op. | | | | |
| 8911 Carpentry – Major 3 | ACP | 12 | FY | 36 credits |
| 89141 Carpentry – Major 3 | H | 12 | FY | 36 credits |
| <i>Prerequisite: Carpentry Major 2. Requirement: Proper dress and footwear.</i> | | | | |
| Major 3 students will be encouraged to work independently and will be assigned challenging construction problems to further develop their ability to think critically and problem-solve. Students may be exposed to cabinet making, engineering concepts, computer applications, rough work, including sub-floors, floor joists, stair stringers and rafters as well as finish work, installing molding, wood paneling, cabinets, window sash, door-frames, railing, and doors. During Major 3 students are required to participate in an Entrepreneurship course as well as Career Wellness. Our seniors graduate with their OSHA certificate. | | | | |

CULINARY ARTS

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. Students gain authentic food preparation, front-of-the-house management, and hospitality skills as they operate our on-campus Tiger's Loft Bistro. Students have the opportunity to practice professional table service, banquet, and catering services during special events hosted by the Tiger's Loft. The Culinary program may be where you find your own recipe for success!

9021 Exploratory Culinary Arts no level 9, 10 SM 6 credits

Requirement: Proper dress and footwear.

★ Exploratory students will develop and apply basic food service principles 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 and the operations of a restaurant, the Tiger's Loft is the place to start! Students also learn to enjoy meeting people, building customer relations, solving daily challenges, having high energy, and enjoying a fast paced work environment.

9051 Culinary Arts – Major I ACP 10, 11 FY 12 credits

Prerequisite: Culinary Arts Exploratory and teacher recommendation. **Requirement:** Proper dress and footwear.

Major 1 students will continue to build and fine tune their culinary skills in the Tiger's Loft Bistro. Major 1 students will work alongside students in the Major 2 and 3 courses at various work stations to complete the daily production for the restaurant. They will build on their independence and their foundation of competency skills established during their exploratory experience with secondary theory lessons and a menu planning project. Additionally, students will explore college and career options for post graduation, discovering areas of study that may connect their affinity for the Culinary Arts to future careers. Employment in the food and beverage industry is projected to grow 10 percent from 2016 to 2026.

9061 Culinary Arts – Major 2 ACP 11, 12 FY 24 credits

90641 Culinary Arts – Major 2 H 11, 12 FY 24 credits

Prerequisite: Culinary Arts – Major I and teacher recommendation. **Requirement:** Proper dress and footwear.

Students in the Culinary Arts Major 2 will continue to advance their skills in a commercial kitchen and will be taught the techniques for preparing foods and menus. Students will have the opportunity to take leadership positions within the Tiger's Loft Bistro such as self starting menu preparations, vendor communications and ordering, function management, and practicing industry standard procedures. Students will be enrolled in the ServSafe Certification program and they will have an embedded PEHW course. Second semester of the Major 2 course is when students are eligible to consider establishing a co-op opportunity for the second semester of their senior year; students must consult with their teacher and the Career & Technical Education Counselor.

9071 Culinary Arts – Major 3 ACP 12 FY 36 credits

90741 Culinary Arts – Major 3 H 12 FY 36 credits

Prerequisite: Culinary Arts – Major 2 and teacher recommendation. **Requirement:** Proper dress and footwear.

Major 3 students are ServSafe certified. They will use the skills and competencies they developed during the Major 1 & 2 to take responsibility for supervising the daily operation of the Tiger's Loft Bistro. Students will increase their leadership skills doing advanced work in the commercial kitchen and act as mentors to Major 1 and 2 students. They will learn and practice skills necessary to manage the restaurant, including event planning and catering, researching new equipment, preparing estimate proposals for purchasing, planning food orders, communicating with purveyors, and menu planning. Students will have an embedded PEHW course if needed. Post Secondary Articulation Agreements: Culinary Institute of America – ServSafe.

DRAFTING

Do you like designing spaces or inventing things? Have you ever considered a career in well-paid professions such as Architecture, Interior Design, Engineering, Industrial Design, Landscape Design, or Real Estate? If so, Drafting is a terrific program for you to explore the fundamental skills required for these interests and their related professions. Drafting students acquire a foundation in design and engineering disciplines through the introduction of mechanical and architectural drafting and engineering principles. Drafters are planners for the design, manufacturing and construction industries. They create technical drawings and plans required to produce parts and communicate ideas. They use a universal graphic language to transform these ideas into useful products.

91111 Exploratory Drafting no level 9, 10 SM 6 credits

★ 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, create walk through videos of buildings, 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 to 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! Please check out our website for images of past projects: <https://sites.google.com/a/newton.k12.ma.us/nhnsdrafting/>

ARCHITECTURAL DRAFTING

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|---|------------|---------------|-----------|-------------------|
| 9151 Architectural Drafting – Major 1 | ACP | 10, 11 | FY | 12 credits |
| <i>Prerequisite: Exploratory Drafting and teacher recommendation.</i> | | | | |
| Major 1 students continue their drafting with the focus of the built environment using the Revit® software as begun in Exploratory. Students will focus on areas such as Buildings, Interiors, Structural Design, & Landscape. In this course, the student has the opportunity to advance their emerging drafting and design skills creating projects that emphasize design standards, construction details, and presentation techniques. Major 1 students will begin working with Lumion Software for more realistic renderings to their Revit® drafted projects. In addition to 3D printing, students will create traditional hand built models to explore such things as overall design concepts to foundation details. There is also an introduction to hand drawing perspective and rendering techniques, as well as a beginning introduction to historic American Architectural house styles and details. Students will explore college and career options for post graduation; students will discover areas of study that may connect their affinity for Drafting, in particular Architectural Drafters in the build environment, to future careers. Additionally, students begin to develop a portfolio for future college design and business/internship portfolios. Employment in the drafting industry is projected to grow 7 percent from 2016 to 2026. | | | | |
| 9161 Architectural Drafting – Major 2 | ACP | 11, 12 | FY | 24 credits |
| 91641 Architectural Drafting – Major 2 | H | 11, 12 | FY | 24 credits |
| <i>Prerequisite: Architectural Drafting – Major 1 and teacher recommendation.</i> | | | | |
| Major 2 Architectural Drafting students continue their studies and practices utilizing Revit® and Lumion software knowledge. Type of project work includes construction document drawings, recreation of a historical architectural building, in depth exploration of historical architectural styles and designing a variety of different projects and building types as well as advanced hand drafting/rendering & model building skills. Students' portfolios are further developed. Students in the Major 2 will be registered in Art Minor 1, embedded in the 8 periods of drafting, to satisfy portfolio requirements for many postsecondary drafting institutions. Second semester of the Major 2 course is when students are eligible to consider establishing a co-op opportunity for the second semester of their Senior year; students must consult with their teacher and the Career & Technical Education Counselor. | | | | |
| 9171 Architectural Drafting – Major 3 | ACP | 12 | FY | 36 credits |
| 91741 Architectural Drafting – Major 3 | H | 12 | FY | 36 credits |

Prerequisite: Architectural Drafting – Major 2 and teacher recommendation.

Major 3 students continue to strengthen their Architectural Drafting and Design skills. Additionally, students will learn the mechanical and structural systems in the Revit® BIM software, and create a small set of Construction Documents for a single-family residence. The student's portfolio of independent and community drafting work will be completed demonstrating their design, drawing, model building, and construction details. During Major 3, students are required to participate in an Entrepreneurship course.

MECHANICAL ENGINEERING DRAFTING


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|--|------------|---------------|-----------|-------------------|
| 9191 Mechanical Engineering Drafting – Major 1 | ACP | 10, 11 | FY | 12 credits |
| <i>Prerequisite: Exploratory Drafting and teacher recommendation.</i> | | | | |
| Major 1 students continue their drafting, focusing on manufacturing engineering and technology. Using Inventor & Revit® software, students will focus on areas such as technical drawing, graphical computation, and descriptive geometry. In this course, students have the opportunity to advance their emerging drafting and design skills by creating projects that emphasize 3D modeling, assembling, and presentation techniques. Students in the Major 1 will begin developing their portfolio for future business/internship portfolios and/or college, if and when needed. Students will explore college and career options for after graduation; students will discover areas of study that may connect their affinity for Engineering Drafting to future careers. | | | | |
| 9201 Mechanical Engineering Drafting– Major 2 | ACP | 11, 12 | FY | 24 credits |
| 92041 Mechanical Engineering Drafting – Major 2 | H | 11, 12 | FY | 24 credits |
| <i>Prerequisite: Mechanical Engineering Drafting – Major 1 and teacher recommendation.</i> | | | | |
| Major 2 mechanical drafting students continue to focus on more intermediate level drafting challenges using Inventor® and Revit® software. This course is aimed at the student wishing to become proficient in 3D and solid modeling, and is preparing to pursue employment in the industry and/or to pursue engineering in college. Students learn to produce 3-dimensional and solid modeling graphics to produce mechanical parts that they may also be able to print on the 3D printer or layout mechanical systems in a 3D modeled building. Mechanical Major 2 students look at additional drawing practices for advanced assemblies, weldment and sheet metal drawings. Students may have the opportunity to work on community projects. All projects may be used in the student's portfolio package for possible future internships and/or college applications. Second semester of the Major 2 course is when students are eligible to consider establishing a co-op opportunity for the second semester of their senior year; students must consult with their teacher and the Career & Technical Education Counselor. | | | | |
| 9211 Mechanical Engineering Drafting – Major 3 | ACP | 11, 12 | FY | 36 credits |
| 92141 Mechanical Engineering Drafting – Major 3 | H | 11, 12 | FY | 36 credits |

Prerequisite: Mechanical Engineering Drafting – Major 2 and teacher recommendation.

Major 3 mechanical drafting students continue to focus on more advanced level drafting challenges. Students will complete their portfolios selecting pieces of work that represent the scope of their skills. During Major 3, students are required to participate in an Entrepreneurship course.


EARLY EDUCATION AND CARE

The Early Education and Care program is a comprehensive training program to ensure students learn and understand developmentally appropriate practices that contribute to a safe and nurturing learning environment for young children. In the Early Education and Care Program, students learn about the growth and development of young children, responsibilities of the EEC teacher, and the importance of a professional attitude. Students will learn how to create and implement developmentally appropriate materials and activities into the daily curriculum at our onsite child care center.

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|--|---|-----------------|---------------|-----------|-------------------|
| 8941 | Exploratory Child Development | no level | 9, 10 | SM | 6 credits |
|  | 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. | | | | |
| 8951 | Early Education and Care – Major 1 | ACP | 10, 11 | FY | 12 credits |
| | <i>Prerequisite: Exploratory Child Development and teacher recommendation.</i> | | | | |
| | Major 1 Students will continue to build knowledge and skills by working with and studying children in the preschool classroom setting. A more in-depth understanding of toddler/preschool aged children will be gained in addition to an emerging concentration on development in relation to the child care environment. Students will continue to observe and assist in the laboratory classroom while beginning to prepare and teach “hands-on” projects with the children. Research projects will focus on developmental theories, educational philosophies, and early childhood programs. Professional articles will be used to further discuss topics for study in addition to the textbook, <i>Working with Young Children</i> , by Joyce Herr. Additionally, students will explore college and career options for after graduation; students will discover areas of study that may connect their affinity for the Early Education & Care to future careers. | | | | |
| 8961 | Early Education and Care – Major 2 | ACP | 11, 12 | FY | 24 credits |
| 89641 | Early Education and Care – Major 2 | H | 11, 12 | FY | 24 credits |
| | <i>Prerequisite: Early Education and Care – Major 1 and teacher recommendation.</i> | | | | |
| | Major 2 students will alternate weeks of studying and developing early childhood curriculum in the academic classroom along with working in the toddler/preschool early childhood classroom setting. Students will continue to build on their knowledge and understanding of the development of young children through practical applications and observations. They will be responsible for developing and implementing standards guided curriculum with the children (using formal frameworks) and assisting the teachers in the preschool/toddler classroom. Students will develop a portfolio documenting their curriculum development, class work, and professional development opportunities. Students will be registered in Early Childhood Physical Education course (034) to fulfill Infant/Child CPR and First Aid certification requirements OR the Career Fitness PE course (033) for adult CPR and First Aid certification – this is included during the course. This course work must be successfully completed to participate in the cooperative education workplace learning experience during Senior year. Major 2 students will earn a Safety Training Certificate. | | | | |
| 89741 | Early Education and Care – Major 3 | H | 12 | FY | 36 credits |
| 8971 | Early Education and Care – Major 3 | ACP | 12 | FY | 36 credits |
| | <i>Prerequisite: Early Education and Care – Major 2 and teacher recommendation.</i> | | | | |
| | Major 3 students build on the competencies they were exposed to as Major 2s. Students will gain and develop a more in-depth understanding of the early education and care profession by continuing to alternate weeks of academic class instruction with a greater responsibility and involvement in the preschool lab. In addition, students will study current issues relating to the field, early childhood program policies, licensing laws, and professional expectations and responsibilities. Students will be registered in the Career Fitness PEHW course (033) for adult CPR and First Aid certification – this is included during the course. Major 3 students are required to participate in an Entrepreneurship course. Upon successful completion of the Early Education and Care Major 2 and Major 3 programs, students will be eligible to apply for state certification in Early Education and Care. | | | | |

GRAPHIC COMMUNICATIONS


The Graphic Communications program teaches professional, transferable skills in the art, design, media and communication industry. The Graphic Communications program uses industry standard equipment such as screen printing, digital color and black & white, vinyl heat transfer, and large format printing. Students design and produce communication materials using the latest Adobe Creative Suite software and Macintosh computer hardware. Integral to the program is live production work that allows students to improve their technical skills and trains students in customer service and business-related procedures.

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| 9321 | Exploratory Graphic Communications | no level | 9, 10 | SM | 6 credits |
|  | Exploratory students will be introduced to a variety of graphic communications techniques. Students will design a personal crest, memo pads, poster, T-shirts, buttons, and note cards as well as class projects: Photoshop Morph and custom Illustration. Students will produce work on digital 4-color printers and learn how to screen print on T-shirts. All graphics will be created using the Adobe Creative Suite: InDesign, Photoshop, Illustrator, Acrobat software on Macintosh computers. | | | | |

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| 9341 | Graphic Communications – Major 1 | ACP | 10, 11 | FY | 12 credits |
| | <i>Prerequisite: Exploratory Graphic Communications and teacher recommendation.</i> | | | | |
| | Major 1 students will build on the skills and techniques developed in the exploratory class. Students will begin producing various projects for clients in the school and community. Class projects vary and may include personal business card, large format poster, two-color T-shirts, and more. Teamwork and problem solving are big themes of this course. Additionally, students will explore college and career options for after graduation; students will discover areas of study that may connect their affinity for graphic communications to future careers. | | | | |
| 9351 | Graphic Communications – Major 2 | ACP | 11, 12 | FY | 24 credits |
| 93541 | Graphic Communications – Major 2 | H | 11, 12 | FY | 24 credits |
| | <i>Prerequisite: Graphic Communications – Major 1 and teacher recommendation.</i> | | | | |
| | Major 2 students will produce client work, design calendars, program brochures, posters, and work on larger scale projects (saddle stitched brochures, marketing programs with multiple pieces) that cover all aspects of the industry. Learning how to let go of your ideas and embrace your customer's is an important step in the graphic communications world. Students will interact with customers more often and will have the opportunity to follow projects from inception to completion including all design iterations in between. A greater emphasis will be placed on soft skills such as time and asset management, active listening and learning, as well as communication skills. Second semester of the Major 2 course is when students are eligible to consider establishing a co-op opportunity for the second semester of their senior year; student must consult with their teacher and the Career & Technical Education Counselor. | | | | |
| 9361 | Graphic Communications – Major 3 | ACP | 12 | FY | 36 credits |
| 93641 | Graphic Communications – Major 3 | H | 12 | FY | 36 credits |
| | <i>Prerequisite: Graphic Communications – Major 2 and teacher recommendation.</i> | | | | |
| | Major 3 students will focus on working independently and working with clients. Students will build on design and production experience and expand techniques and skills required to transform rough ideas into finished printed products. Working one-on-one with clients, complexity of projects produced and technical ability will continue to increase as students review needs and specifications, design concepts, generate layouts, typeset copy, and follow their projects through production and final billing. Live client work bolsters soft skills such as customer service, managing expectations, and critical thinking. Students may also have the opportunity to visit various commercial and graphic communications facilities. | | | | |

TV MEDIA ARTS

Have you ever wondered what goes into creating your favorite TV show or what it takes to be a Reporter, Director, Producer or Editor? TV Media Arts will give you the ability to explore these roles while telling stories through a visual medium. 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; students work with images and sounds to inform, persuade, and entertain their viewers.

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| 1731 | Exploratory TV Media Arts | no level | 9, 10 | SM | 6 credits |
|  | Exploratory students are given the opportunity to develop into creative professionals and media artists, working with moving images and sounds to entertain, inform, and persuade viewers 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 participate in authentic learning opportunities, capturing stories throughout the school. | | | | |
| 1751 | TV Media Arts – Major 1 | ACP | 10, 11 | FY | 12 credits |
| | <i>Prerequisite: Exploratory TV Media Arts and teacher recommendation.</i> | | | | |
| | Major 1 students engage in a variety of projects while building on skills learned in the previous level of the program. Assignments will include documentary profiles, man on the street reports, PSAs, short films, commercials, and studio news broadcasts. Through these projects, students will learn script writing, interview techniques, news anchoring, live studio filming, and directing. Each production will air on NNTV's YouTube channel. The most successful creations may air on Newton's local access education channel, NewTV. Class lessons will also discuss the vast amount of media related career paths and college fields of study. Students will discover areas of study that may connect their affinity for TV Media Arts to future careers. Job growth in the TV & Media industry is expected to grow 9% over the next 10 years! | | | | |
| 1761 | TV Media Arts – Major 2 | ACP | 11, 12 | FY | 24 credits |
| 17641 | TV Media Arts – Major 2 | H | 11, 12 | FY | 24 credits |

Prerequisite: TV Media Arts Major 1 and teacher recommendation.

Major 2 students will work together in crews to produce our monthly studio news show, Newton North Update. They will also pitch ideas, contact sources, conduct interviews, film video, and travel to interesting locations throughout the community to capture these short documentary stories. Episodes will air on NewTV, NNTV's YouTube channel, and be shown to our whole school during the advisory block. These productions will also be entered into local and national film competitions.

| | | | | | |
|------|-------------------------|-----|----|----|------------|
| 1781 | TV Media Arts – Major 3 | ACP | 12 | FY | 36 credits |
| 1784 | TV Media Arts – Major 3 | H | 12 | FY | 36 credits |

Prerequisite: TV Media Arts Major 2 and teacher recommendation.

Major 3 students will take on the role of an Executive Producer to assign stories, approve pitches, and manage news staff. They will be responsible for overseeing the content and quality of our shows from script to screen. As Executive Producers, they'll sharpen their leadership, communication, time management, and scheduling skills. These seasoned filmmakers will also have the freedom to work on their own productions from the genre of their choosing. Their productions will be added to their past work to assemble a media arts portfolio for college. Skills associated with TV Media Arts are increasingly sought after in today's competitive market. Upon completion of this curriculum, students are fully equipped with strong technical skills and authentic learning experiences to pursue a wide variety of careers in the field of Media.

DENTAL ASSISTING PROGRAM


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. Emphasis is placed on infection-control, dental radiology, chairside dental assisting, dental materials, and dental specialties. Students learn administrative duties such as inventory control, record keeping and office procedures. Foundational knowledge and skills acquired will be built upon as students continue to develop techniques and skills learned in the lab/classroom and clinical sites. The clinical and administrative skills learned prepare students for many challenging professional employment opportunities in private and group practices as well as pursuing a related post-secondary education.

It's possible for students to earn multiple Industry Related Credentials including preparing for the Dental Assisting National Board Infection Control Certification.

9811 Exploratory Dental Assisting **no level** **9, 10, 11, 12** **SM** **6 credits**

***** THIS PROGRAM WILL BE LOCATED AT THE NEWTON SOUTH CAMPUS**


Transportation will be provided to bring students to and from South.

 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.

HEALTH ASSISTING PROGRAM

The Health Assisting Program is an excellent choice for students interested in entering the high-demand field of health care and human services. 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. An introduction to Electrocardiography and Phlebotomy and other medical related sciences are integrated into the Health Assisting curriculum. Through classroom and clinical experiences, students learn about conditions of human health and disease and related treatment and care. The program prepares students to take the Massachusetts Department of Public Health certification exam for Nurse Assistants (CNA certification) and a thirty hour Home Care Aide certification. Graduating Seniors are well prepared for continued post-secondary health-care studies as well as entry level positions in the industry.

9781 Exploratory Health Assisting **no level** **9, 10, 11, 12** **SM** **6 credits**

 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.

INFORMATION SUPPORT SERVICES & NETWORKING (ISSN)

Technology is changing the world we live in at a rapid pace, bringing new economic and social opportunities to even the most remote corners of the world. These opportunities are increasing global demand for information and communication skills through the use of technology. 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 college/university. The ISSN graduate will leave with practical knowledge of analog and digital electronics as well as a solid background in the field of data communications, which includes network design, routing and switching, and network maintenance and operation. Students will learn to build, upgrade, maintain, and troubleshoot smart phones, laptops, desktop PCs and local network systems/servers. They will study how to diagnose and repair complex computers, systems and hardware. Students will also learn to configure software security programs that protect sensitive information in the ever-changing cyber world. This program will prepare students with the foundations to achieve a variety of IT certifications.

*** THIS PROGRAM WILL BE LOCATED AT THE NEWTON SOUTH CAMPUS

Transportation will be provided to bring students to and from South



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.

COMPUTER SCIENCE

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

549 Introduction to Computer Science ACP 9, 10, 11, 12 SM 6 credits

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

552 Computer Programming ACP 10, 11, 12 SM 6 credits

551 Computer Programming H 10, 11, 12 SM 6 credits

This Computer Programming elective offers students at all levels an introduction to coding. The course begins with Python, a high-level but accessible language. The course then moves to HTML, CSS, and the languages that drive today's Internet. At the ACP level, students will work at the pace appropriate for their level of experience, whether they are new to coding or have been writing computer programs for years. At the Honors level, students will tackle more challenging problems requiring a stronger mathematics background. This course has always been delivered in a multilevel format. Students in Advanced College Prep and Honors will take this course together with all students being appropriately challenged and supported. Priority will be given to juniors and seniors.

553 Computer Science Principles H 11, 12 FY 12 credits

Prerequisite: Math 3 ACP or H and recommendation from math or computer science teacher, priority will be given to Seniors.

This Computer Science offering is a project-based course that provides students with a comprehensive overview of contemporary computing topics, ranging from the basic functioning and parts of a computer to concepts in cybersecurity to the fundamentals of programming. Students will utilize the C programming language, Python, and some HTML/CSS to create applications and websites. The course is adapted from the Computer Science Principles curricula of Harvard's CS50 course.

Note: This course supports students who choose to take the AP Exam in the Spring. The AP CSP exam requires a "through course" assessment that is done during class time (12 hours) and then submitted to the College Board in addition to the exam in May. Only students enrolled in the course will be able to access the AP CSP exam.

COUNSELING


344 Guidance Mentors Program no level 11, 12 FY 1 credit

Upper class students assist 9th graders in Advisory as they become a part of the Newton North community. A training session focuses on techniques for building rapport with the 9th graders, helping them with their transition to high school, and developing skills for creating a sense of community within their Advisory. This program provides students with an opportunity to be of service to Newton North while learning valuable skills. Responsibilities will also include participating in Step-Up Day in the spring, New Student Orientation for one morning, on the day faculty return to the building in the fall, first day of school activities with the 9th graders, connecting with new students, and taking an active role in orienting new students to Newton North's academic, technical, cultural, and extracurricular opportunities. Mentors also have the opportunity to greet and assist new students throughout the school year in various ways. Students are selected via an application process in the 10th and 11th grade.

CAPS PROGRAM FOR THE DEAF AND HARD OF HEARING

| | | | | | |
|------|--|----------|---------------|--------|------------|
| 577 | Academic Concepts & Skills | no level | 9, 10, 11, 12 | Q | 3 credits |
| 677 | Academic Concepts & Skills | no level | 9, 10, 11, 12 | FY | 12 credits |
| ★ | This course is designed to support students working on developing strategies to improve academic, study, organizational skills, and life skills by using lessons and assignments from core content area classes. | | | | |
| 352 | Transition Skill Development | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★ | This course is designed to support a student's understanding of themselves as deaf or hard of hearing people, and specifically to deepen their understanding and use of executive functioning skills: Attention and Focus, Organization, Time Management, Memory and Self-Regulation. This course will assist students in meeting their post-secondary goals (gainful employment, post-secondary education or training, independent living). Additionally, students will explore key information designed to augment their understanding of hearing loss and the use of assistive technology. | | | | |
| 353 | Understanding Deafhood | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★ | This course is an introduction to the Deaf Community and the sum of all positive meanings of the word "Deaf." This course exposes students to the history, culture, contributions, and contemporary lives of Deaf people in America. | | | | |
| 354 | Post-Secondary Planning 1 | no level | 12 | SM1 | 6 credits |
| | Post-Secondary Planning 2 | no level | 12 | SM2 | 6 credits |
| | <i>Requirement: Open only to CAPS Deaf and Hard of Hearing Program seniors.</i> | | | | |
| | This course reviews post-secondary options for Deaf and hard of hearing students. Students will examine job preferences, opportunities, education/training requirements, job responsibilities, and personnel policies. Students will be guided through the college application process and employment application procedures as appropriate. The bridge to adult services (Massachusetts Rehabilitation Commissions) and financial responsibilities will be emphasized (i.e. FAFSA, SSI). Independent living skills will be discussed, as students learn what human service resources are available and how to access such services. | | | | |
| 192 | English 9 | CP | 9 | FY | 12 credits |
| | English 10 | CP | 10 | FY | 12 credits |
| | English 11 | CP | 11 | FY | 12 credits |
| | English 12 | CP | 12 | FY | 12 credits |
| ★ | This small group course is designed to explore genres of literature (i.e. novel, short story, poetry). Students will explore and analyze themes and develop their critical-thinking skills. Students will practice responding to writing prompts to develop their writing skills with an emphasis on finding evidence in the text. | | | | |
| 194 | Language & Composition 9 | CP | 9 | SM | 6 credits |
| | Language & Composition 10 | CP | 10 | varies | varies |
| | Language & Composition 11 | CP | 11 | varies | varies |
| | Language & Composition 12 | CP | 12 | varies | varies |
| ★ | This small group course is designed to emphasize and reinforce English literacy skills. Students will broaden their vocabulary and improve their critical reading and writing skills. Texts and work are modified to meet individual student needs. | | | | |
| 1942 | Career Oriented English Language Arts | CP | 10, 11, 12 | FY | 12 credits |
| | This course is individualized and driven by a student's transition goals. The course will focus on real-world application of literacy skills, particularly as it pertains to independent living and transition to work. | | | | |
| 490 | World History | CP | 9, 10 | FY | 12 credits |
| ★ | This small group course is part of a two-year World History sequence. Beginning with a study of ancient world religions, students will examine the fall of the Roman Empire up to the French Revolution. The focus will be on developing historical analytical skills by working with primary source documents, secondary readings, maps, and videos. Basic research skills will also be addressed. | | | | |
| 491 | Modern World History | CP | 9, 10 | FY | 12 credits |
| ★ | This small group course is part of a two-year World History sequence. It includes the study of nationalism, industrialization, and imperialism within the context of World War I, World War II, and the Cold War. Students will continue to develop analytical skills and be expected to write analytical essays and a major research paper. | | | | |
| 492 | U.S. History, 1865-present | CP | 11, 12 | FY | 12 credits |
| | This small group course will examine the political and social history of the United States, emphasizing the founding of the U.S. and the period from 1865 to the present. Students will use maps, primary source documents, secondary readings, and videos in their work. Students will focus on historical inquiry and document analysis to further develop critical reading and writing skills. | | | | |
| 493 | Survey in World History | CP | 11, 12 | FY | 12 credits |
| | This year-long course examines the major events and turning points of world history from ancient times to the present. This student-driven course investigates the development of classical civilizations that have transformed human history. Students will draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. | | | | |

| | | | | | |
|-----|----------------|----|----|----|------------|
| 537 | Mathematics 9 | CP | 9 | FY | 12 credits |
| | Mathematics 10 | CP | 10 | FY | 12 credits |
| | Mathematics 11 | CP | 11 | FY | 12 credits |
| | Mathematics 12 | CP | 12 | FY | 12 credits |

 This small group course reinforces basic mathematical operations within the context of pre-algebra, algebra and geometry. Students will learn skills and their application to the real world.


| | | | | | |
|------|----------------------|----|------------|----|------------|
| 5372 | Career Oriented Math | CP | 10, 11, 12 | FY | 12 credits |
|------|----------------------|----|------------|----|------------|

This course is individualized and driven by a student's transition goals. The course will focus on real-world application of mathematical skills, particularly as it pertains to independent living and transition to work.

| | | | | | |
|-----|-----------|----|------------|----|------------|
| 625 | Biology 1 | CP | 10, 11, 12 | FY | 12 credits |
|-----|-----------|----|------------|----|------------|

This small group class will provide an introduction to the study of life and living organisms. This course includes basic principles of biology and examines such topics as cell structure and function; human, plant and animal, physiology; taxonomy; and basic genetics.

| | | | | | |
|-----|--------------------|----------|---------------|---|-----------|
| 521 | Sexuality & Health | no level | 9, 10, 11, 12 | Q | 3 credits |
|-----|--------------------|----------|---------------|---|-----------|

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

ENGLISH

The English Department offers a strong program of wide ranging literature from diverse voices that act as both windows to and mirrors of students' own lives. With the help of regular, meaningful feedback, we intend for students to accomplish the following in all of our offerings:

- Learn to read with greater insight, empathy, and pleasure through a broad range of genres and formats including novels, non-fiction, poetry, graphic novels, articles, short stories, plays, and mixed media.
- Read texts that reflect a more complete and nuanced understanding of what is considered "canon."
- Engage with texts in multiple models including whole class texts and small group lit circles.
- Experience texts that reflect both characters and authors of diverse identities; that reflect students' own experiences; and that allow students to see, know, understand, and empathize with people, cultures, and experiences different from their own.
- See themselves reflected in curriculum materials and learn perspective-taking skills to support their learning when others' experiences are amplified.
- Continue to grow in their ability to deepen and expand their critical thinking, to focus and organize their ideas, and to support their reasoning with coherent arguments and specific evidence.
- Learn to plan, draft, revise, edit, and reflect upon their progress and take responsibility for their own work, recognizing that writing, as well as reading, is a process.
- Engage with learning opportunities that value student choice and increase students' ability to self-select appropriate levels of support and challenge, taking ownership over their own learning.
- Demonstrate their learning through a wide variety of assessments, including analytical, personal, critical, and creative writing; individual and group projects and presentations; journals, ruminations, and reflections; and both small-group and full-class discussions.
- Work to collaborate, listen, discuss, and to be flexible in their thinking and opinions.
- Learn to see the world as thinkers and to engage with timely and timeless issues that shape our lives.

Students are required to take an English course each of their four years at Newton North in order to meet the 48-credit requirement. For those students interested in pursuing English-related topics beyond the requirements, a variety of electives are offered as well.

Scope, Sequence, and Course Placement Philosophy:

Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department is designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners at each grade level. The curriculum is designed to support the continuous academic, social, and skill development growth for all students. All students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student's schedule. As students consider their course load, we support them in finding an appropriate level of stretch and balance within their classes.

GRADE NINE

| | | | | | |
|-----|-----------|-----|---|-----------|------------|
| 101 | English 9 | CP | 9 | full year | 12 credits |
| 100 | English 9 | ACP | 9 | full year | 12 credits |

9 In this first year of high school English, students explore literature from various voices, cultures, and experiences to examine, understand, and celebrate their multidimensional identities. This course explores why stories matter and how they help broaden our perspectives of ourselves and our classmates. Students study a range of texts that may include *Romeo and Juliet*, *Lord of the Flies*, *Dear Martin*, *The Poet X*, *Persepolis*, and *Aristotle and Dante Discover the Secrets of the Universe*. All students will develop their writing skills for a variety of purposes, including a character analysis, creative writing, and an end of year portfolio. Additionally, students will work to improve their grammar and vocabulary skills in each course. In all grade nine English classes, students will move beyond literal recounting of plot towards a deeper understanding of theme, symbolism, and character development as they question, through literature, how experiences shape identity.

GRADE TEN

Students entering grade ten take one of the following: Voices in Literature or Action through Literature. All students will practice responding to specific reading and writing prompts as well as learn test-taking strategies to prepare for the computer-based English Language Arts MCAS in the spring.

VOICES IN LITERATURE

| | | | | | |
|-----|------------|-----|----|----|------------|
| 112 | English 10 | CP | 10 | FY | 12 credits |
| 111 | English 10 | ACP | 10 | FY | 12 credits |
| 110 | English 10 | H | 10 | FY | 12 credits |

Students in this course read literature from various voices, cultures, and experiences to develop, examine and think critically about the way stories broaden and deepen our perceptions of the world around us. Students also examine language as a powerful tool for driving action and effecting change in the world. All students study the rhetoric of Martin Luther King, Jr., which culminates in a classwide exercise in the power of public speaking. Students will write and deliver a speech crafted in the spirit of MLK as part of a grade-wide celebration of the power of personal voice. Additionally, students will continue to expand their writing skills for a variety of purposes, including a thematic analysis, poetry synthesis, personal writing, and an end of year portfolio. Students will continue to work to improve their grammar and vocabulary skills. Sophomore reading experiences may include *Macbeth*, *The Hate U Give*, *Curious Incident of the Dog in the Nighttime*, *Oedipus*, and *When the Emperor Was Divine*.

ACP and Honors Voices in Literature students will take this course together in a mixed-level classroom, with all students being appropriately challenged and supported.

ACTION THROUGH LITERATURE

| | | | | | |
|------|---------------------------|-----|----|----|------------|
| 147 | Action through Literature | CP | 10 | FY | 12 credits |
| 1462 | Action through Literature | ACP | 10 | FY | 12 credits |
| 146 | Action through Literature | H | 10 | FY | 12 credits |

How can I make an impact in the world? In this Sophomore English course, students will explore their role as global citizens through reading, writing, projects, collaboration, and community-building efforts. Students will investigate a variety of literary texts, critical commentaries, art, and films to explore their own identities, their connection to society, and their responsibility in making meaningful and effective changes. As their year of exploration continues, students will compose an original speech in the spirit of Martin Luther King, Jr., engage in a variety of writing tasks ranging from analytical essays to memoirs, and learn how to initiate and design a variety of action-based projects. Course texts may include *Tell Me Who You Are*, *The Hate U Give*, *Othello*, *When the Emperor Was Divine*, *The Laramie Project*, and other supplementary texts that will offer students the opportunity to critically examine connections between literature and social justice.

CP, ACP, and Honors Action through Literature students will take this course together in a multi-level classroom, with all students being appropriately challenged and supported.

GRADE ELEVEN

Students entering grade eleven take one of the following: American Literature, American Studies, or AP Language and Composition.

AMERICAN LITERATURE

| | | | | | |
|-----|------------|-----|----|----|------------|
| 124 | English 11 | CP | 11 | FY | 12 credits |
| 122 | English 11 | ACP | 11 | FY | 12 credits |
| 120 | English 11 | H | 11 | FY | 12 credits |

Junior American Literature students will study both classic and contemporary American poets, dramatists, essayists, and novelists, as they explore how literature helps us understand American identity and the promises and tragedies of the American Dream. All students will prepare an entry for the annual Heintzelman creative writing celebration. Additionally, students will continue to expand their writing skills for a variety of purposes, including sophisticated literary analysis, poetry explication, and an end of year portfolio. Students will continue to work to improve their grammar and vocabulary skills, with a strong focus on increasing refinement of writing style. Reading experiences may include *Their Eyes Were Watching God*, *The Handmaid's Tale*, *There There*, *The Great Gatsby*, *Twilight: Los Angeles, 1992*, *Homegoing*, and *Everything I Never Told You*.

ACP and Honors Voices in Literature students will take this course together in a multi-level classroom, with all students being appropriately challenged and supported.

AMERICAN STUDIES

| | | | | | |
|-----|------------------|-----|----|----|------------|
| 125 | American Studies | CP | 11 | FY | 12 credits |
| 123 | American Studies | ACP | 11 | FY | 12 credits |
| 121 | American Studies | H | 11 | FY | 12 credits |

The American Studies program is a collaborative and wide-ranging approach to studying American literature and history that encourages an interdisciplinary exploration of American ideals, institutions, and events of the past and present in both literature and life. Students are enrolled in a set of linked history and English classes. Although taught separately, these two classes are created with a shared vision, and students come together for shared seminars, projects, and activities once or twice a quarter. Some readings will be rooted in the past: early 19th-century authors and great American novels like Hurston's *Their Eyes Were Watching God* or Fitzgerald's *The Great Gatsby*. Others will reflect our contemporary moment, with short stories by Jhumpa Lahiri and James Baldwin, plays by August Wilson and Tony Kushner, or novels published in the last decade such as Tommy Orange's *There There* and Charles Yu's *Interior Chinatown*.

Students read about, write on, and discuss notions of individualism and the American Dream, as well as ideas of identity, independence, belonging, prejudice, and justice across both subjects. Although students are often encouraged to link history and literature, they will also analyze a writer's craft (voice, style, structure, imagery) as well as working on a creative writing project to reflect these efforts.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

| | | | | | |
|-----|---|---|----|----|------------|
| 129 | Advanced Placement Language and Composition | H | 11 | FY | 12 credits |
|-----|---|---|----|----|------------|

The Advanced Placement course in Language and Composition mirrors the instruction of an introductory college composition course, preparing students for the kinds of writing they do across courses in college. In addition to core texts, which include Michael Patrick MacDonald's *All Souls*, David Grann's *Killers of the Flower Moon*, and Margaret Atwood's *The Handmaid's Tale*, students will study rhetoric and read classic essays by writers such as Frederick Douglass, Sojourner Truth, Henry David Thoreau, and Abraham Lincoln, and contemporary essays and articles by writers such as Robin Wall Kimmerer, Michelle Alexander, Susan Orleans, Roxanne Dunbar-Ortiz, Bharati Mukherjee, Farhad Manjoo, Jason Parham, Ibram X. Kendi, and various other regular and contributing columnists from current and popular newspapers and magazines. Students will write argumentative, synthesis, analytical, and expository essays, as well as explore journalistic forms of writing. This course will prepare students for the AP Language and Composition exam in the spring.

GRADE TWELVE

In this final year of high school English, students explore storytelling and voice in a personal essay unit. For the remainder of their coursework, students will complete a curriculum based on the specific content area of the course. In the fourth quarter, all students will complete an extensive senior project focused on an area of study within their chosen course. All students will also assemble an English Portfolio containing selections of their work throughout their four years of study, culminating in a written or recorded reflection on their growth as readers, writers, and thinkers.

Students entering grade twelve take one of the following courses. Multi-level courses are offered at ACP/CP or ACP/H levels to appropriately challenge and support all students enrolled.

| | | | | | |
|---|--|------------|-----------|-----------|-------------------|
| 130 | Advanced Placement Literature and Composition | H | 12 | FY | 12 credits |
| The Advanced Placement course in Literature and Composition mirrors the instruction of an introductory college literature course. Students are expected to draw significant connections between the ideas and artistic structure of classic and contemporary works such as a play by Shakespeare, a Greek tragedy, <i>Sing, Unburied, Sing</i> by Jesmyn Ward, <i>Chemistry</i> by Weike Wang, and works by Toni Morrison. Students also engage in substantial close reading of poetry and undertake a culminating literary project in the spring. Writing is more independent than in previous courses – often without the benefit of class discussion of the works under study. Some of the writing is done in class, under pressure of time, to help students prepare for the AP exam. Beyond these frequent analytical assignments, students write extensively about personal experience and try their hand at pieces of fiction, often in the form or style of works they are studying. This course will prepare students for the AP Literature and Composition exam in the spring. | | | | | |
| 1314 | Philosophy as Literature | ACP | 12 | FY | 12 credits |
| 131 | Philosophy as Literature | H | 12 | FY | 12 credits |
| What is “enlightenment”? How can we know what is true or real? What differences and commonalities define us as human beings? What ethical principles form the basis of a just society? In this class, students explore these questions and more while reading evocative literature by philosophers, novelists, and poets such as Hesse, Plato, Sartre, W. E. B. Du Bois, Simone de Beauvoir, bell hooks, Thich Nhat Hanh, Ruth Ozeki, and many more. This course is an opportunity to encounter some of history’s most profound thinkers in a supportive environment. Together, we explore the meaning, rationale, and significance of fascinating, sometimes shocking, claims. Students work together to interpret readings and form carefully-reasoned, personally meaningful, original responses. | | | | | |
| 133 | Diverse Perspectives in Literature: Beyond the Single Story | ACP | 12 | FY | 12 credits |
| 132 | Diverse Perspectives in Literature: Beyond the Single Story | H | 12 | FY | 12 credits |
| “When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.” –Adrienne Rich | | | | | |
| Through contemporary texts, this course provides mirrors, windows, and sliding glass doors that help move students beyond single story narratives in literature. Students will read fiction and nonfiction texts that reflect a multitude of perspectives on issues such as race, gender identity, sexual orientation, socioeconomic class, ability, among others. Additionally, students will examine their own identities in connection to the stories they read. Some texts may include <i>Sing, Unburied, Sing</i> by Jesmyn Ward, <i>The Brief Wondrous Life of Oscar Wao</i> by Junot Diaz, and <i>The Body Papers</i> by Grace Talusan. | | | | | |
| 135 | Short Story | ACP | 12 | FY | 12 credits |
| 134 | Short Story | H | 12 | FY | 12 credits |
| Writers have long used short stories to spotlight particular moments in the human experience. Smaller in scope and scale than the novel, the short story also offers a close look at the impact of a writer’s deliberate choices. From the classic to the contemporary, story selections feature diverse perspectives, styles, and genres. Students work both collaboratively and independently to develop and extend their knowledge and appreciation of the literature—sometimes through analysis and synthesis, and often by writing their own short stories. | | | | | |
| 137 | The Art and Technique of Film | ACP | 12 | FY | 12 credits |
| 136 | The Art and Technique of Film | H | 12 | FY | 12 credits |
| Why do movies matter? Movies, like other arts, help us see the world from different perspectives and promote conversation — even when that conversation is difficult or uncomfortable. Throughout the year, students will investigate the technical aspects of film form (cinematography, editing, sound, color, and composition) and analyze how a director uses this form to create meaning. Additionally, we will study film as adaptation and film as social commentary, viewing a diverse range of clips and films not only to promote discussion, but also to promote change. Through guided viewing, open class discussion, projects, and writing, students will gain a new appreciation of film as an artistic and cultural expression. Films may include <i>Memento</i> , <i>The Florida Project</i> , <i>Winter’s Bone</i> , <i>Psycho</i> , <i>The Farewell</i> , <i>Fruitvale Station</i> , <i>Get Out</i> , and <i>Moonlight</i> , as well as movies from a variety of genres and eras, including experimental, foreign, and documentary films. Reading may be from our textbook <i>Understanding Movies</i> and a range of supplemental articles. | | | | | |
| 139 | Asian American Literature | ACP | 12 | FY | 12 credits |
| 138 | Asian American Literature | H | 12 | FY | 12 credits |
| “Asian American literature has several purposes: to remember the past, to give voice to a hitherto silent people with an ignored and therefore unknown history, to correct stereotypes of an exotic or foreign experience and...to claim America for the thousands of Americans whose Asian faces too frequently deny them a legitimate place in this country of their birth.” –Amy Ling | | | | | |
| This course will expand the scope of American literature and the definition of “the American experience.” It celebrates the fact that there are many different experiences under the Asian American Pacific Islander (AAPI) umbrella: some are of South Asian descent, some of East Asian descent, some of Southeast Asian descent, some of Pacific Islander descent, some of multi-racial backgrounds, some who are transracial adoptees. Some are born in the United States, some are not. Students will learn about the struggles and challenges AAPI groups have experienced historically and presently, as well as acts of resilience and activism found within AAPI communities. Some texts covered may include <i>Monstress</i> by Marjorie Liu, <i>American Born Chinese</i> by Gene Luen Yang, and <i>No-No Boy</i> by John Okada. Additionally, films may include <i>Homecoming King</i> by Hasan Minhaj, <i>The Namesake</i> , and <i>Shang-Chi and the Legend of the Ten Rings</i> . | | | | | |

| | | | | | |
|---|--|-----|----|----|------------|
| 141 | Women in Literature and Society | ACP | 12 | FY | 12 credits |
| 140 | Women in Literature and Society | H | 12 | FY | 12 credits |
| In this course, students delve into media, myth, and literature to explore how writers construct roles for women on the page and stage. Written works explored may include Jesmyn Ward's <i>Sing, Unburied, Sing</i> , Abby Wambach's <i>Wolfpack</i> , Tara Westover's <i>Educated</i> , and mythology from Clarissa Pinkola Estes's <i>Women Who Run with the Wolves</i> . Media such as episodes from <i>The Bachelor</i> , <i>The Marvelous Mrs. Maisel</i> , and <i>Scandal</i> will be studied as well, along with comedy, podcasts, and nonfiction. These elements—plus a third-quarter unit entitled “Beauty and the Body”—will challenge students to think critically about female representation and its impact, historically and today. | | | | | |
| 142 | Literature and Composition for College | ACP | 12 | FY | 12 credits |
| 143 | Literature and Composition for College | CP | 12 | FY | 12 credits |
| Do you feel ready for college? Do you feel that, if you committed more time to your reading and writing, you could be a stronger English student? Do you feel that you would benefit from support to write your personal statement for your college application? If so, you should consider Literature and Composition for College, a rigorous course that requires students to manage their time in order to meet frequent reading and writing deadlines. In this course, students will develop active reading strategies to prepare for college-level class discussions by reading books such as <i>The Kite Runner</i> , <i>Such a Fun Age</i> , <i>Tuesdays with Morrie</i> , and <i>The Things They Carried</i> . Through individual writing conferences and revision exercises, students will strengthen both personal and analytical writing. As students work through these challenges and other senior activities, they will develop good time management and study skills. | | | | | |
| 144 | Hip-hop: Its Literature, Culture, and Music | ACP | 12 | FY | 12 credits |
| 145 | Hip-hop: Its Literature, Culture, and Music | CP | 12 | FY | 12 credits |
| The culture of Hip-hop has been called many things: from the Black CNN to buffoonery to a cause of urban violence to part of the persistence of the academic achievement gap. This course will critically examine the importance and effect of this culture and music upon American popular culture and society. Starting as party music, evolving into an affirmation of empowerment and self-love, and presently being the driving monetary force of popular culture, this course will look at how Hip-hop was created musically, culturally, and lyrically. Texts include <i>Can't Stop Won't Stop</i> by Jeff Chang, <i>Book of Rhymes</i> by Adam Bradley, <i>Black Noise</i> by Tricia Rose, <i>Ruminations</i> by KRS One, various articles from scholarly and nonscholarly sources, as well as the music itself. | | | | | |
| 148 | Contemporary Voices | ACP | 12 | FY | 12 credits |
| 149 | Contemporary Voices | CP | 12 | FY | 12 credits |
| Graphic novels, films, podcasts, and plays—there are so many ways to share a story today. In this class, you'll explore them all. Students will read contemporary pieces like <i>A.D. New Orleans</i> , <i>Water by the Spoonful</i> , and <i>Fight Club</i> , and watch current films including <i>Fruitvale Station</i> , <i>Lady Bird</i> , and <i>Heroin: Cape Cod</i> . While tackling issues ripped from today's headlines, you'll engage in activities that push you to make direct, relevant, personal connections and think critically about your place in today's world. You'll also have an opportunity to improve your own personal writing voice and experiment with creative writing. | | | | | |
| 150 | Dystopian, Apocalyptic, Horror, and Sci-fi Literature | ACP | 12 | FY | 12 credits |
| 151 | Dystopian, Apocalyptic, Horror, and Sci-fi Literature | CP | 12 | FY | 12 credits |
| Horror, apocalyptic, dystopian, and sci-fi literature often imagine worlds that seem different from our own; however, upon closer inspection, we often find eerie similarities despite the exotic locations, futuristic settings, or fantastical creatures. These texts ultimately subvert our complacency and sense of safety. They force us to challenge our basic assumptions about morality, society, and human nature. We question whether or not the horrific or fantastical worlds imagined may be a mirror of the imperfect world we live in. They also inspire us to hold tight to the values that matter most to us, the values that make us most human. Among works studied may include novels such as <i>V for Vendetta</i> , <i>The Martian</i> , <i>Kindred</i> , <i>World War Z</i> , <i>Ready Player One</i> , <i>Klara and the Sun</i> ; films such as <i>Get Out</i> , <i>Alien</i> , <i>The Shining</i> ; TV shows such as <i>The X Files</i> , <i>Black Mirror</i> , <i>Stranger Things</i> , <i>Twilight Zone</i> ; short stories by writers such as Octavia Butler, Kelly Links, Mary Shelley, Stephen King, and Philip K. Dick; and poetry including works from poets such as Edgar Allan Poe, David Bowie, and Margaret Atwood. | | | | | |
| 104 | Jewish-American Voices in Literature and Culture | ACP | 12 | FY | 12 credits |
| 103 | Jewish-American Voices in Literature and Culture | H | 12 | FY | 12 credits |
| What makes this course different from all other courses? This course will be an in-depth study of Jewish-American literature, culture, art and media, while considering the influences on each student's own sense of Jewish-American identity, or that of their peers. In addition to exploring the historical and social roots of anti-Semitism, this course will also be a celebration of Jewish identity, art, literature and culture. Course texts and media may include: <i>The Bread Givers</i> , <i>The Amazing Adventures of Kavalier and Clay</i> , <i>The Bee Season</i> , <i>Everything is Illuminated</i> , <i>Jews Don't Count</i> , <i>Marvelous Mrs. Maisel</i> , and <i>Jojo Rabbit</i> . Students will engage in activities that push them to make direct, relevant, personal connections and think critically about their identity in today's world through a lens of Jewish-American experiences. Because we'll engage with so many different types of storytelling, students will also have an opportunity to polish and refine their own personal writing voice. | | | | | |

ENGLISH ELECTIVES

The English department also offers a variety of elective offerings for students wishing to pursue further study in a particular area of interest. All of the courses are meant to complement, support, and enrich students' work in our four-year program of studies. (Electives do not typically count toward the 48-credit English requirement. However, in some rare circumstances, and with department head approval, an elective course may fulfill the English requirement.) All English elective classes may be used to meet the overall graduation requirement.

- 161 Creative Writing** no level 10, 11, 12 SM1 or SM2 6 credits
Are you interested in learning what it takes to tell a compelling story or craft a powerful poem, but feel intimidated by the challenges this may present? If so, this class may be just right for you. This course helps the beginner overcome these initial barriers while also helping the veteran strengthen their existing craft. By focusing on the creative process, by examining the published work of poets, playwrights, and short story writers, students will learn aspects of the creative writing art form and develop confidence in their own abilities. Following a "workshop model," students will leave the class with working drafts of a number of personal pieces in different genres. Emphasis will be on creating a fun, supportive, instructive, and engaging environment in which students feel comfortable taking risks and "putting themselves out there." Students will also learn how to see their writing, as well as the writing of others, through a critical and observant lens.
- 163 Write On** no level 9, 10, 11, 12 SM1 or SM2 6 credits
★ Does the very thought of writing frustrate you? Do you find yourself putting off assignments because you're afraid of getting started? Do you struggle figuring out what to write? You are not alone! Writing is not something people either can or cannot do. Everyone can learn to be a stronger writer, and it starts with Write On. This mixed-grade course will provide goal-oriented small group and individualized instruction on the basics of the writing process. We will target brainstorming, outlining, organization, idea development, and editing and revision. We will also cover literary analysis and close reading while also addressing upper level writing strategies like debate-style arguments and personal writing. Beyond these forms of writing, we will be developing ways to create nuanced arguments, incorporate dynamic evidence, and make introductions and conclusions not only functional, but impressive. A great course to complete the high school writer's arsenal. This course is an absolute must for anyone seeking to improve in form, confidence, and sophistication. (Students may sign up for this course multiple times as a means to support their writing.)
- 165 Journalism** no level 9, 10, 11, 12 SM1 or SM2 6 credits
★ If you are interested in how a newspaper works; if you want to make your writing more concise, accurate; if you are interested in reporting, writing, and editing for a newspaper or website; if you want to make your writing more concise, accurate, and appealing; and, especially if you are interested in working on *The Newtonite*, Newton North's news source, take Journalism. As you write and analyze news stories, sports stories, features, and editorials, you will learn to write for different audiences. Exercises in research, reporting, interviewing, writing, copyediting, and layout will teach you about the process of putting newspapers and websites together. Students can expect to write several short articles about our school throughout each term. Readings and discussions focus on practical and ethical problems of news-gathering.
- 167 Advanced Journalism: Newtonite Management and Editorial Board** no level 10, 11, 12 SM1 6 credits
168 Advanced Journalism: Newtonite Management and Editorial Board no level 9, 10, 11 SM2 6 credits
Prerequisite: Students must complete Journalism before enrolling in Advanced Journalism and completing an application for an editorial position on the Newtonite.
★ Students develop their journalism skills as they work to produce *The Newtonite*, this school's award-winning newspaper and website. Through assigning, writing, and editing articles, shooting and editing photographs, designing and laying out pages, and acquiring and maintaining advertising accounts, *Newtonite* editors and managers complete independent projects for course credit each semester.
*Students may enroll for one or two terms of Adv. Journalism each semester. (ie. To sign up for two terms in Sem. 1, sign up for 167 two times.) Students in leadership positions on *The Newtonite* should be enrolled for all four terms of their volume.
- 171 Speech** no level 9, 10, 11, 12 SM2 6 credits
★ Newton North's Speech class is, essentially, a course in public speaking. Students develop speaking skills—articulation, pace, inflection, volume, pauses—how to organize speeches, and how to deliver speeches through use of logic and rhetoric. Some speeches delivered are impromptu in nature—on topics both hilarious and serious—and some require meticulous research (informative, persuasive). Aside from evaluating speeches of famous speakers throughout history and the present day, students evaluate and critique each other. This course is for novices looking to gain confidence in public speaking, as well as students who like speaking in front of others, but may lack the skills to successfully organize and deliver a speech with finesse.
- 172 Through the Lens of Documentary Film** no level 10, 11, 12 SM2 6 credits
In recent years, documentary films have transformed into a dynamic and engaging movie-going experience, a way for all of us to explore a variety of social, artistic, and political topics. This elective will study the origins of the genre and its progression through the past 100 years, focusing on contemporary changes in both content and technique. Students study the role of propaganda and the question of bias, the difference between documentary and journalism, the ethics and legal considerations of documentary, and the ways documentaries portray subcultures. Technical topics will include film structure, the role of interviews and reenactment, video and sound editing, and music. Viewing may include movies such as *Cameraperson*, *Minding the Gap*, *Paris is Burning*, *The Thin Blue Line*, *Nanook of the North*, *Free Solo*, *Exit Through the Gift Shop*, and selections from various short films.

- 177 Yearbook Management and Publication** **no level** **10, 11, 12** **FY** **6 credits**
As part of this course, students learn writing and editing skills, page layout, photo selection and sizing, graphic design, business management, and organizational skills for publishing our school's yearbook, The Newtonian. Yearbook Management and Publication is required for all Newtonian editors. Students must apply for a position and receive written approval from the adviser prior to enrollment. Students work after school or during free blocks. Students receive a Pass/Fail grade for the course.
- 196 Classroom Aide in English** **no level** **11, 12** **SM1 or SM2** **varies**
This course offers an opportunity for very strong English students to assist a teacher in a course with younger students. Places in this program are limited and require the approval of your current teacher, the teacher with whom you will work, and the English department head. This work must be undertaken along with a regular English class. See the description in the All School Programs section of Opportunities for important detailed information.







ENGLISH LANGUAGE LEARNING

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

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

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

ELL ENGLISH CLASSES

- 179 ELL English Literacy – Reading** **CP** **9, 10, 11, 12** **FY** **12 credits**
 This course is taught in conjunction with 180 ELL English Literacy – Writing. Students will learn foundations of English phonics and spelling as well as reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop social and academic language through listening and speaking. They learn to expand oral communication and write complete sentences. They will learn how to write a standard narrative and expository paragraph.
- 180 ELL English Literacy – Writing** **CP** **9, 10, 11, 12** **FY** **12 credits**
 This course is taught in conjunction with 179 ELL English Literacy – Reading. Students will learn writing strategies in order to advance their writing skills. Students at this level are beginning to develop social and academic language through listening and speaking. They will learn to expand oral communication and write complete sentences. They will learn how to write a narrative and expository paragraph.
- 1811 ELL 1 / Entering English** **ACP** **9, 10, 11, 12** **FY** **12 credits**
 This course is taught in conjunction with 194 ELL Components of Reading. This course is for students who have had some exposure to English. Students entering this class are able to express basic ideas through writing and speaking, and are beginning to read and understand conversational English. Students will use a variety of materials to develop reading strategies. They will focus on writing as they work on sentence structure, expression, and paragraph development. Students will develop vocabulary and learn how to engage in academic conversations.
- 1941 ELL Components of Reading** **ACP** **9, 10, 11, 12** **FY** **12 credits**
 This course is taught in conjunction with 1811 ELL English 1. The focus is on building skills and strategies for reading. Lessons focus on a sequence that includes phonemic awareness, phonics and decoding, understanding sentence structure, developing fluency, and analyzing text. Work on vocabulary and reading stamina are also important parts of the curriculum.
- 1812 ELL 2 / Emerging English** **ACP** **9, 10, 11, 12** **FY** **12 credits**
 This course builds on the skills learned in ELL English 1 and is for students who are becoming comfortable with expressing their ideas through writing and speaking. Students at this level are beginning to read and understand academic texts. Students will continue their development of reading comprehension through both narrative and informational texts while continuing to expand their vocabulary. Students will write well developed paragraphs, working toward writing an essay.
- 182 ELL 3 / Developing English** **ACP** **9, 10, 11, 12** **FY** **12 credits**
 This course builds on skills learned in ELL English 2. Students will read a range of texts and produce a variety of forms of writing. Students learn to use textual evidence to justify or defend ideas and opinions. Students continue to expand their academic vocabulary in all modes of communication. Activities will help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

- 183 ELL 4 / Expanding English** ACP 9, 10, 11, 12 FY 12 credits
 ★ This course builds on the skills learned in ELL English 3 class. Students will interpret and analyze a variety of texts and genres. The class focuses on reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements.
- 184 Bridging English** ACP 9, 10, 11, 12 FY 12 credits
 ★ This course prepares students to transition to a mainstream English class. Students learn to analyze literature and write multi-draft essays of various forms. Emphasis is placed on literary analysis and studying the conventions of English writing through both personal as well as analytical essays. In this course, English language learners use their strong vocabulary, grammar, and communication skills more strategically and effectively for academic purposes.

ELL HISTORY CLASSES

- 426 ELL World History** ACP 9, 10, 11, 12 FY 12 credits
 ★ This is a standards-based World History course for students at WIDA levels 1/2. Map skills, development of civilization, and the rise and fall of civilizations such as the Roman Empire are covered in this course. The course addresses political, economic, and social aspects of a society. In addition, emphasis will be on developing academic vocabulary and language, developing critical thinking skills, and writing analytically.
- 436 ELL U.S. History** ACP 11, 12 FY 12 credits
 ★ This is an intensive, standards-based U.S. History course for students at WIDA levels 1/2/3. In addition to covering major U.S. History topics, emphasis will be on improving academic study skills, vocabulary, reading comprehension and writing ability. Students will begin by gaining foundational language through the study of geography, climate and location during colonial American History. The course will also explore political, economic and social history of the U.S. through the twentieth century. Students will use a variety of materials including primary and secondary sources and U.S. History texts. Students will be required to conduct research, write analytical and biographical essays, as well as participate in discussions.

ELL SCIENCE CLASSES

- 648 ELL Foundations of Physics** CP 9, 10, 11, 12 FY 12 credits
 ★ This science course is designed to support students with emerging English proficiency, generally for students also taking ELL 1 and Components of Reading. Students will learn foundational concepts about energy, electricity, magnetism, waves, heat, momentum, forces, and motion. Students will also develop foundational lab skills like making accurate measurements using a variety of instruments and technologies. Students will make quantitative and qualitative observations, construct and interpret data tables and graphs, and apply science concepts to the real world. Study skills, reading strategies, vocabulary-building and scientific writing will be emphasized. This student-centered course will provide the foundation for a full year of ELL Introductory Physics.
- 646 ELL Introductory Physics** CP 9, 10, 11, 12 FY 12 credits
 ★ This Introductory Physics lab science course is designed to support students with emerging English proficiency. Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, momentum, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This activities-based course will provide the foundation for all future science courses. There will be a strong focus on English literacy skills, as well as strategies for learning science vocabulary and for problem solving.
- All sections will be scheduled with ACP Introductory physics as a multilevel class. See page 3 for Newton North's statement on multi level courses.

OTHER ELL CLASSES

- 195 ELL Aide** no level 11, 12 varies varies
 This course offers an opportunity for very strong students who wish to work with English Learners. Students who speak another language fluently are particularly encouraged to apply. Please apply to the ELL department to arrange specific hours, assignment, and credit.
- 197 ELL Independent Study** no level 9, 10, 11, 12 varies varies
 ★ 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.

HISTORY AND SOCIAL SCIENCES

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

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

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

Scope, Sequence, and Course Placement Philosophy:

Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department has been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners at each grade level. The curriculum is designed to support the continuous academic, social, and skill development growth for all students. A core value at North is that all students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student's schedule. As students consider their course load, we support them in finding an appropriate level of stretch and balance within their classes. Teachers consider this placement philosophy when making course level recommendations.

GRADE NINE

| | | | | | |
|-----|---------------------------|-----|---|----|------------|
| 412 | World History I, 300-1787 | CP | 9 | FY | 12 credits |
| 411 | World History I, 300-1787 | ACP | 9 | FY | 12 credits |

9 World History I is a global history course that traces the development of the world's civilizations and how they have interacted with one another. The course includes the study of India, China, the Middle East, Sub-Saharan Africa, Europe, and the Americas. The focus will be on comparing the way societies organize their government, economic and social structures, as well as an overview of the major world religions and how they have impacted history. This course has a strong emphasis on skill building (analytical writing, critical thinking, research, group collaboration) and relies heavily on the use of primary and secondary sources, maps, and video. The goal of this course is to provide students with a strong foundation for their understanding of history and social sciences while at North and beyond.

GRADE TEN

| | | | | | |
|-----|--------------------------------|-----|----|----|------------|
| 422 | World History II, 1787-Present | CP | 10 | FY | 12 credits |
| 421 | World History II, 1787-Present | ACP | 10 | FY | 12 credits |
| 420 | World History II, 1787-Present | H | 10 | FY | 12 credits |

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

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

Students taking this course for honors or ACP credit will do so in a multilevel classroom.

470 Close Up: Seminar in Government is also available to sophomores and juniors (see page 45).

GRADE ELEVEN

UNITED STATES HISTORY

American History is a requirement for all Juniors. Courses 430-439 fulfill the U.S. History requirement.

| | | | | | |
|-----|-------------------------|-----|--------|----|------------|
| 432 | American History | CP | 11, 12 | FY | 12 credits |
| 431 | American History | ACP | 11, 12 | FY | 12 credits |

This course is a political and social history of the United States, emphasizing the founding of the United States and the period from 1865 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 their textbooks, students will use maps, primary source documents, secondary readings, and videos in their work, and will write analytical essays and a major research paper. The advanced college prep textbook is *United States History* by Lapansky-Werner et al; the college prep textbook is *American Anthem* by Ayers et al.

| | | | | | |
|-----|--|---|--------|----|------------|
| 430 | Advanced Placement American History | H | 11, 12 | FY | 12 credits |
|-----|--|---|--------|----|------------|

AP American History is a full survey of United States History from the colonial era to the present, focusing on political and social history, which prepares students for the College Board Advanced Placement Examination in United States History. This is a rigorous and demanding course that emphasizes writing, analysis of primary and secondary sources, and articulate discussion of sophisticated material. All students will write analytical essays and a major research paper. Summer reading is required; students registered for this course must obtain a summer reading assignment in June of their Sophomore year. Class will begin in September with work directly related to the summer reading.

The course textbook is Garraty, *The American Nation*. In addition to their textbooks, students will use maps, primary source documents, secondary readings, and videos in their work. Other readings will be selected by the teacher. Enrollment in 430 requires the approval of your sophomore year History teacher.

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available.

AMERICAN STUDIES

These courses are coordinated with the English department's Junior year course in American literature for students seeking an interdisciplinary learning experience. Students must also register for the corresponding American Studies English course noted in the descriptions below. Be advised that this can make schedule changes extremely difficult if a student decides to change courses once the school year has begun.

| | | | | | |
|-----|-------------------------|-----|----|----|------------|
| 433 | American Studies | CP | 11 | FY | 12 credits |
| 439 | American Studies | ACP | 11 | FY | 12 credits |
| 438 | American Studies | H | 11 | FY | 12 credits |

What does it mean to call something "American"? Who gets to decide? These questions lie at the heart of American Studies, a full survey course of United States History. Rather than just memorizing facts, however, this course encourages students to study competing narratives of different eras, and to consider how these narratives were constructed in the first place. This will allow us to develop our own historical arguments and to consider how diverse perspectives can enhance our understanding of the past.

In addition to political and economic history, we will also study the social and cultural history of different eras. Students will work on shared assignments with their English class that push students to use historical context to better understand American literature. By developing skills to put pieces of culture in context, students will be better equipped to understand our contemporary society.

Students taking this course will do so in a multilevel classroom.

Close Up: Seminar in Government is also available to Sophomores and Juniors (see below).

HISTORY & SOCIAL SCIENCES ELECTIVES, GRADES 10–12

| | | | | | |
|-----|--|----------|--------|----|-----------|
| 470 | Close Up: Seminar in Government | no level | 10, 11 | SM | 6 credits |
|-----|--|----------|--------|----|-----------|

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

| | | | | | |
|-----|----------------------------------|----------|--------|--------|--------|
| 480 | Classroom Aide in History | no level | 11, 12 | varies | varies |
|-----|----------------------------------|----------|--------|--------|--------|

This course offers an opportunity for very strong History students to assist a teacher in a course with younger students. Places in this program are limited and require the approval of your current teacher, the teacher with whom you will work, and the History department head. This work must be undertaken along with a regular History class. Please see the description on page 20.

840 Transforming Your World:

An Introduction for Civic Engagement & Service

no level 9, 10, 11, 12 Y(WIN) 3 credits

Transforming Your World will meet during a WIN block, and is a year long course. Through discussions of current events, case studies, class presentations and field trips, students will explore national, state and local systems and concepts that are the cornerstones of our democracy. They will also create student-driven Civic Action projects to drive change around an issue of their choosing. Through these projects, students will develop and implement leadership, advocacy, networking, and presentation skills - tools that are at the heart of civic engagement. Students may have an opportunity to present their Civic Action projects to the local community and at the Massachusetts State House at the end of the year. Field trips may include visits to representatives in Newton, the EMK Institute for the Senate, the U.S. Federal Courthouse, and the Massachusetts State House, and others, as available. If interested, students will have an opportunity to work in the office of the Newton North Center for Civic Engagement and Service.

440 Advanced Placement European History

H 12 FY 12 credits

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

The course textbook is Spielvogel's, *Western Civilization*. The course will also rely heavily on outside sources, both primary and secondary, and focuses on building historical thinking skills.

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available.

446 Advanced Placement African American Studies

H 12 FY 12 credits

This course traces the diverse history and contributions of African Americans, beginning with the roots of the African diaspora and continuing through the present day. The course is interdisciplinary and looks not just through a historical lens; it also focuses on African-American literature, music, and culture. The course is taught both chronologically and thematically. The course looks at big ideas such as enslavement, freedom, and resistance, and allows students to show their learning not just through the AP exam but also through an individual research project.

443 Middle East and Latin America

ACP 12 FY 12 credits

442 Middle East and Latin America

H 12 FY 12 credits

History is too often thought of as the story of "The West and the Rest." Two regions, the Middle East and Latin America, prove that the real story is much more interesting and complex. Since the end of World War II, these diverse, culturally rich regions have been areas of tremendous growth and change, and have dominated news headlines. They're also two particularly misunderstood and stereotyped areas of the world grappling with complicated histories. Some of the many questions this course will address:

- Why have some countries in the Middle East struggled with ethnic and religious tensions?
- What factors have shaped the conflict between Israelis and Palestinians?
- How has the "Global War on Terror" impacted Iraq, Afghanistan, and the U.S.?
- Why are so many migrants fleeing from the "Northern Triangle" of Central America to the U.S.?
- Why does the U.S. still have such a tense relationship with Cuba over 60 years after the Cuban Revolution?
- What historical factors play into the anti-American (or anti-U.S. government) sentiment in both the Middle East and Latin America?
- How have people responded to crises through artistic expression (e.g. visual art, music, literature, cinema, popular culture)?
- How have political and economic ideologies (e.g. nationalism, socialism, capitalism, democracy, theocracy, monarchy) influenced countries in these regions?

445 East Asian Studies

ACP 12 FY 12 credits

444 East Asian Studies

H 12 FY 12 credits

Mao, Sony, and K-Pop: The Force Awakens. This course will explore the reasons for the rise of East Asia (China, Japan and Korea) in the 21st century. By examining the tumultuous history of East Asia for the last 100 years, the course hopes to understand not only the relationship these countries have with each other, but also the role they play in the global economy, culture, and zeitgeist. Challenging stereotypes, this course will examine the interaction between traditions and modernity in China, Japan, and Korea. Using an interdisciplinary approach, the course will look not only at the political and economic developments but also at literature, film, anime, fashion, and cuisine. Students of both Asian and non-Asian backgrounds are encouraged to sign up. Honors level students will complete additional readings and pursue independent research projects.

| | | | | | |
|---|--|-----|----|----|------------|
| 449 | Modern America: United States History, 1968-Present | ACP | 12 | FY | 12 credits |
| 448 | Modern America: United States History, 1968-Present | H | 12 | FY | 12 credits |
| <p>Modern America is a history course that focuses on the recent past – what are the forces shaping our contemporary society? This course will offer students perspective on the social, political, economic, and technological factors transforming our society – many of which are too recent to be included in our 11th grade U.S. history course. There is a strong multicultural emphasis to this course, with special attention paid to the perspectives of Black, Latino, Asian, Native, and LGBTQ+ Americans in our history. How has the growth of immigration from Asia and Latin America shaped the US? How does the current reckoning around police brutality reflect earlier moments in recent American history? How did the “War on Drugs” contribute to mass incarceration? How did the AIDS crisis impact American society? We will also study the growth of massive technology companies like Amazon, Apple, and Facebook – how did they get so big? How have they changed the country? The course will look closely at contemporary American politics and civics – how did we get to be so divided, and how can concerned citizens advocate for change?</p> <p>The class will be driven by using history to understand the important questions that shape our society. The course will be heavily focused not just on reading, but also on multi-media sources (music, film, art, etc.).</p> | | | | | |
| 450 | Advanced Placement Psychology | H | 12 | FY | 12 credits |
| <p>This is a broad but intense and rigorous introduction to the scientific study of human behavior and mental processes. It covers the major areas in contemporary psychology, including neuroscience, perception and sensation, development, cognition, learning, memory, emotions, personality, and psychopathology. In addition, there is an emphasis on understanding and learning to design the types of research that psychologists use to build their base of knowledge. This course prepares students for the College Board's Advanced Placement examination in Psychology. It requires strong science skills. The course text is Gray's <i>Psychology</i>, supplemented by various articles and books. Enrollment in 450 requires the approval of your junior year History teacher.</p> <p>This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available.</p> | | | | | |
| 452 | Introduction to Psychology | CP | 12 | FY | 12 credits |
| 451 | Introduction to Psychology | ACP | 12 | FY | 12 credits |
| <p>This course introduces students to the scientific study of human behavior and the mind as understood by contemporary psychology. Why do we act as we do in different situations, remember some things and not others, and how are we influenced by our biology versus our experiences? It addresses an age-old puzzle: how do we go about understanding our human nature?</p> <p>After developing familiarity with the methods by which psychologists research aspects of behavior and mental processes, we will explore such specific topics as memory, developmental psychology, social psychology, language acquisition, and abnormal psychology, examining disorders such as schizophrenia, depression and obsessive-compulsive disorder.</p> <p>We examine these topics through readings, experimentation/demonstration, lecture, discussion and films. The primary text is Myers' <i>Exploring Psychology</i>. This is a college level text that may be difficult for some students. Articles may also be assigned.</p> | | | | | |
| 454 | Ethics in the Modern World | ACP | 12 | FY | 12 credits |
| 453 | Ethics in the Modern World | H | 12 | FY | 12 credits |
| <p>In the Disney version of <i>The Little Mermaid</i>, Ursula, the evil sea witch, tells Ariel that “Life is full of tough choices.” She’s right. For centuries, philosophers have tried to help us think about how we should make those choices. How do we know we are “doing the right thing” when the needs of others make difficult demands on us? Is what we choose to do with our lives our own business, or should it be open to the judgments of others? Whose judgments should be important, and how should they be made?</p> <p>We face such dilemmas all the time. Is it all right to lie if telling the truth would hurt someone’s feelings? Can we believe in the value of each individual human life but support someone’s “right to die,” capital punishment, or a war where innocent civilians are killed? This course will explore such questions with the traditions of moral philosophy as our guide. We will read Aristotle, Hume, Kant and Mill, whose works established these traditions, and contemporary philosophers who build upon them, to analyze the ethical choices in our everyday lives.</p> <p>The texts for the course will be <i>The Elements of Moral Philosophy</i> by Rachels and <i>Today's Moral Issues</i> by Bonevac. It will include excerpts from, among others, <i>Nicomachean Ethics</i> by Aristotle, <i>An Enquiry Concerning The Principles of Morals</i> by Hume, <i>Grounding the Metaphysics of Morals</i> by Kant, and <i>Utilitarianism</i> by J.S. Mill.</p> | | | | | |
| 455 | Economics | ACP | 12 | FY | 12 credits |
| 4551 | Economics | H | 12 | FY | 12 credits |
| <p>As more economic issues move from the business page to the front page, it is vital to understand the complexity and wonder of economics. How does the stock market work? What are NASDAQ and the S&P 500? What are deficits, interest rates, and the Federal Reserve? What are the chances of “going from rags to riches,” or the other way around, in today’s society? These are the kinds of topics we will discuss as we learn the language and concepts of economics. During the first semester we will attempt to demystify the business page through our study of fundamental U.S. economic systems and institutions. Second semester, we will focus on a case study of an American industry such as automobiles or high technology. We will also discuss issues of globalization and the role that we as U.S. citizens play in world economics.</p> | | | | | |

| | | | | | |
|--|---|------------|---------------|-----------|-------------------|
| 456 | Advanced Placement Comparative Government | H | 12 | FY | 12 credits |
| Politics is power! This course examines current politics, government, and power in six major countries: Britain, Russia, Mexico, Nigeria, Iran, and China. Each country has a different type of government, faces different domestic and foreign issues, and has reacted in its own way to the challenges of development and world events. There are also common themes, such as globalization, democratization, political change, public policy, and citizen-state relations. We will use the six country studies to examine important political theories and concepts, focusing on how power is gained, maintained, and wielded, and how ordinary citizens connect with, interact with, and participate in government. | | | | | |
| This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available. | | | | | |
| 460 | Law and Society | ACP | 12 | FY | 12 credits |
| 4601 | Law and Society | H | 12 | FY | 12 credits |
| Do your rights change when you walk into the school building from Walnut St.? Yes and no. Law and Society is a survey course designed to introduce students to “the law” in all the many forms it takes in the United States, and to help answer questions like that one. The class is grounded in history, and we talk about law at the federal, state, and local levels, and how and why laws are the way they are today. We will stop often and talk about current events, and student interest drives the course as well. You will enjoy the class if you have any interest in pursuing or just learning more about any of the following careers – public employee; elected official; lawyer; prosecutor; defense attorney; law enforcement officer; judge; teacher; human or animal rights advocate; citizen! | | | | | |
| In Law and Society, we explore sociological and psychological explanations for criminal behavior, the process of police investigation, and the criminal and civil trial processes. We welcome frequent guest speakers from a range of professions across the legal field. Everything we study is with an eye toward understanding how ordinary people affect the law, and how the law impacts ordinary people. | | | | | |
| 461 | Advanced Placement Human Geography | H | 11, 12 | FY | 12 credits |
| As today’s high school students look ahead at the world they will enter, it’s clear that challenges lie ahead. From climate change, to migration, to scarcity of resources, to changes brought on by new technologies, there are lots of problems that the next generation will be left to solve. AP Human Geography is designed to teach students about these very issues and to empower them to solve them. The course looks at the interaction between humans and the world, and the impact these interactions have on society. Some of the major themes include sustainability, social and political change, and dealing with inequalities based on gender, race, and ethnicity. Students enrolled in this course are expected to take the AP Human Geography exam in May. | | | | | |
| This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available. | | | | | |
| 465 | Digital Media and the Impact of the Internet | ACP | 12 | FY | 12 credits |
| 464 | Digital Media and the Impact of the Internet | H | 12 | FY | 12 credits |
| How much time did you spend on apps on your phone this week? How much time do you spend on screens in one day? How much exposure to different types of media do you have? Ever thought of how that might impact your overall well being? Your relationships? Your attention span? Your memory? Your world-view? If we don’t have awareness about our phone and overall media use, we are letting media determine how we think, act, and feel. This course will examine many forms of media: their history, our exposure to them, their impact on us, and what we all can do about it to ensure we are using media in ways that will most benefit us. This course will have an emphasis on digital media (the Internet, the smartphone, and social media) for the first part of the course. We will also take a look at analyzing and interpreting media messages in news, advertising, reality TV, and video games, and try to develop skills to navigate media in a way that will be helpful to us. | | | | | |
| 712 | History of Art | ACP | 12 | FY | 12 credits |
| <i>Credits may be used to meet History requirements. The course cannot be used for ‘U.S. History’ credit.</i> | | | | | |
| Through lectures, group projects, and independent research, this course will introduce you to 3000 years of art and the historical times in which it was made. The course begins with cave paintings and continues to the art of the present. Important examples of painting, sculpture, and architecture will be viewed and discussed for stylistic and content in the various historical periods from the Western canon and beyond. Activities include field trips to art museums. | | | | | |
| 713 | Advanced Placement History of Art | H | 12 | FY | 12 credits |
| <i>Credits may be used to meet History requirements. The course cannot be used for ‘U.S. History’ credit.</i> | | | | | |
| Through lectures, group projects, and independent research, this course will introduce you to 3000 years of art and the historical times in which it was made. The course begins with cave paintings and continues to the art of the present. Important examples of painting, sculpture, and architecture will be viewed and discussed for stylistic and content in the various historical periods from the Western canon and beyond. Activities include field trips to art museums. AP students are required to write a research paper each semester. | | | | | |
| This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are encouraged to register for and take the Advanced Placement examination. Financial aid is available. | | | | | |

MATHEMATICS

The study of mathematics improves skills like problem solving, visual attention, and decision making, alongside teaching students about its real world applications. At Newton North students study mathematics not just to fulfill course requirements but also as a tool for effective citizenship, as a universal language which helps them understand the world better.

Newton North supports students in these endeavors through courses that cater to a variety of interests and learning styles. All courses support students' advancement in their knowledge of mathematical content and equally, if not more importantly, their development and mastery of the Standards of Mathematical Practice. Based on the Common Core State Standards, our courses prepare students for state assessments and expose students to the content assessed on college entrance and Advanced Placement exams (when applicable). While progression through the content is an important part of the experience, our courses emphasize the importance of deepening students' knowledge and understanding of mathematical concepts and skills as well as their ability to thoughtfully communicate what they have learned.

Throughout their experience at Newton North, students will have opportunities to explore different branches of mathematics: algebra, geometry, statistics, computer science, calculus, and data science. Students explore these topics by working collaboratively, using inquiry based exploratory lessons, and using technology in a variety of ways from emphasizing the visual aspects of mathematics to efficiently completing complex calculations.

New registrants may take a placement test upon registration to designate appropriate placement in courses. Students in Newton Public Schools go through a placement process at their respective Middle Schools in collaboration with the High School. 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. There are opportunities to access courses at different curriculum levels (CP, ACP, Accelerated, and Honors) depending on student skill development and mastery. Some math classes are offered in a multilevel format in order to provide students with equitable access and opportunity to study mathematics at increasing levels of complexity with the right amount of support, challenge, and flexibility. Descriptions of all course offerings, including electives, are listed on the next few pages.

Scope, Sequence, and Course Placement Philosophy:

Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department has been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners at each grade level. The curriculum is designed to support the continuous academic, social, and skill development growth for all students. A core value at Newton North is that all students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student's schedule. As students consider their course load, we support them in finding an appropriate level of stretch and balance within their classes. Teachers consider this placement philosophy when making course level recommendations.

Placement in leveled courses requires teacher recommendation. Below are some additional details about the interpretation of these levels in mathematics classes:

| COURSE LEVEL EXPECTATIONS | |
|---|--|
| COLLEGE PREP (CP) | Students will be supported in developing their ability to handle abstraction during problem solving. Students will make connections in their learning with structures designed to build their independence. |
| ADVANCED COLLEGE PREP (ACP) | Students will be supported in handling abstractions and problem solving with structures designed to build their independence. Students in this course respond when given a challenge, can articulate their struggles, and can realistically apply feedback. |
| ADVANCED COLLEGE PREP, ACCELERATED (ACP ACC) | Students will be supported and encouraged to challenge themselves while handling abstractions of concepts and problems and while making connections with previous content knowledge and experience. Students will engage in problem solving with independence and increasing efficiency. |
| HONORS (H) | Students will be supported and encouraged to seek out and challenge themselves with problems, to ask questions that deepen/extend their learning and to make connections with previous content knowledge and experience. Students will regularly seek the most efficient methods in problem-solving practices, and will be expected to synthesize the big picture in concepts they are learning. |

| MATHEMATICS COURSES LEVELS | | | | |
|----------------------------|------|------|-----------|----------|
| GRADE | CP | ACP | ACP ACC | H |
| 9 | 541 | 516 | 511 | 501 |
| 10 | 542 | 517 | 512 | 502 |
| 11 | 543 | 518 | 513 | 503 |
| 12 | 5192 | 5191 | 514, 508* | 508, 504 |

*508 Earns Honors Credits


| OTHER OFFERINGS | |
|-----------------|-------------------------------|
| 505 | AP Statistics |
| 561/562/563 | Data Science |
| 580 | Classroom aide in Mathematics |

| COMPUTER SCIENCE | |
|------------------|----------------------------------|
| 549 | Introduction to Computer Science |
| 551, 552 | Computer Programming |
| 553 | Computer Science Principles |

GRADE NINE – MATH 1

541 Math 1 CP 9 FY 12 credits

516 Math 1 ACP 9 FY 12 credits

 Students in College Prep and Advanced College Prep may take this course together in a multilevel classroom with all students being appropriately challenged and supported.

511 Math 1 Accelerated ACP 9 FY 12 credits

501 Math 1 H 9 FY 12 credits

 Students in Accelerated and Honors may take this course together in a multilevel classroom, with all students being appropriately challenged and supported.

Math 1 provides an integrated study of mathematics traditionally covered in algebra, geometry, and probability/statistics.

GRADE TEN – MATH 2

542 Math 2 CP 10 FY 12 credits

517 Math 2 ACP 10 FY 12 credits

Students in College Prep and Advanced College Prep may take this course together in a multilevel classroom with all students being appropriately challenged and supported.

512 Math 2 Accelerated ACP 10 FY 12 credits

502 Math 2 H 10 FY 12 credits

Students in Accelerated and Honors may take this course together in a multilevel classroom, with all students being appropriately challenged and supported.

Math 2 completes the integrated study of topics traditionally covered in algebra and geometry as well as right triangle trigonometry, and probability.

GRADE ELEVEN – MATH 3

543 Math 3 CP 11 FY 12 credits

518 Math 3 ACP 11 FY 12 credits

Math 3 CP and ACP provide an integrated study of mathematics completing topics traditionally covered in Algebra 2, sequences and series, and additional introductory trigonometry topics.

Students in College Prep and Advanced College Prep may take this course together in a multilevel classroom with all students being appropriately challenged and supported.

513 Math 3 Accelerated (Precalculus) ACP 11 FY 12 credits

Math 3 ACP Accelerated provides a study of Algebra 2 and topics in precalculus necessary for student success in an introductory calculus course. After this course, students may seek enrollment in Introduction to Calculus, or AP Calculus AB.

503 Math 3 (Precalculus) H 11 FY 12 credits

Math 3 Honors offers a comprehensive study of trigonometry and precalculus including the precalculus of parametric and vector equations as well as limits. After this course, students may seek enrollment in Introduction to Calculus, AP Calculus AB, or AP Calculus BC.

GRADE TWELVE – MATH 4


| | | | | | |
|---|--|-----|----|----|------------|
| 5192 | Math 4 (Trigonometry and Statistics) | CP | 12 | FY | 12 credits |
| 519 | Math 4 (Trigonometry and Statistics) | ACP | 12 | FY | 12 credits |
| Math 4 continues the study of trigonometry and includes additional units of study in statistics and personal finance. | | | | | |
| Students in College Prep and Advanced College Prep may take this course together in a multilevel classroom with all students being appropriately challenged and supported. | | | | | |
| 514 | Math 4 Accelerated (Introduction to Calculus) | ACP | 12 | FY | 12 credits |
| Introduction to Calculus continues the study of precalculus and introduces foundational topics in differential calculus. By successful completion of this course, students will be prepared to pursue college level mathematics. | | | | | |
| 508 | Advanced Placement Calculus AB | H | 12 | FY | 12 credits |
| Advanced Placement Calculus AB begins the study of calculus and follows the Advanced Placement Calculus AB syllabus. Students are offered a college-level calculus course that includes topics of derivatives and integrals and their applications. Topics in this course are typically the equivalent of a College Calculus 1 course. The structure of this course provides time and support for students to connect their prior knowledge of pre-calculus to the learning of new calculus concepts. By successful completion of this course, students will be prepared to pursue advanced college level mathematics. | | | | | |
| 504 | Advanced Placement Calculus BC | H | 12 | FY | 12 credits |
| Advanced Placement Calculus BC begins the study of calculus and follows the Advanced Placement Calculus BC syllabus. Students are offered a college-level calculus course which includes all topics of Calculus AB in derivatives and integrals, as well as additional techniques and applications. Further, the Calculus BC course offers the study of infinite series, including Taylor Series and Taylor Polynomials. Topics in this course are typically the equivalent of College Calculus 1 and Calculus 2 courses. By successful completion of this course, students will be prepared to pursue advanced college level mathematics | | | | | |

COMPUTER SCIENCE

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

| | | | | | |
|--|--|-----|---------------|----|------------|
| 549 | Introduction to Computer Science | ACP | 9, 10, 11, 12 | SM | 6 credits |
| ★ | In this course, students will be introduced to such topics as data analysis, graphic design, robotics, computer programming, and HTML. Intro to Computer Science enables students to dip their toes into principles of computer science and prepares them to take more advanced courses in the future. No previous programming experience is needed. | | | | |
| 552 | Computer Programming | ACP | 10, 11, 12 | SM | 6 credits |
| 551 | Computer Programming | H | 10, 11, 12 | SM | 6 credits |
| This Computer Programming elective offers students at all levels an introduction to coding. The course begins with Python, a high-level but accessible language. The course then moves to HTML, CSS, and the languages that drive today's Internet. At the ACP level, students will work at the pace appropriate for their level of experience, whether they are new to coding or have been writing computer programs for years. At the Honors level, students will tackle more challenging problems requiring a stronger mathematics background. This course has always been delivered in a multilevel format. Students in Advanced College Prep and Honors will take this course together with all students being appropriately challenged and supported. Priority will be given to juniors and seniors. | | | | | |
| 553 | Computer Science Principles | H | 11, 12 | FY | 12 credits |
| Prerequisite: Math 3 ACP or H and recommendation from math or computer science teacher. Priority will be given to seniors. | | | | | |
| This Computer Science offering is a project-based course that provides students with a comprehensive overview of contemporary computing topics, ranging from the basic functioning and parts of a computer to concepts in cybersecurity to the fundamentals of programming. Students will utilize the C programming language, Python, and some HTML/CSS to create applications and websites. The course is adapted from the Computer Science Principles curricula of Harvard's CS50 course. | | | | | |
| Note: This course supports students who choose to take the AP Exam in the Spring. The AP CSP exam requires a "through course" assessment that is done during class time (12 hours) and then submitted to the college board in addition to the exam in May. Only students enrolled in the course will be able to access the AP CSP exam. | | | | | |

OTHER OFFERINGS

| | | | | | |
|--|--|----------|---------------|--------|------------|
| 548 | Foundations of Mathematics | CP | 9, 10, 11, 12 | FY | 12 credits |
|  | This course is aligned with the Common Core State Standards and is designed to provide targeted instruction for students who are continuing the study of secondary school mathematics. This course focuses on further development of pre-algebra and algebra concepts and skills with instruction that is highly differentiated based on the backgrounds and needs of individual students. Students generally progress to Math 1 after this course. | | | | |
| 563 | Data Science | CP | 12 | FY | 12 credits |
| 562 | Data Science | ACP | 12 | FY | 12 credits |
| 561 | Data Science | H | 12 | FY | 12 credits |
| | In this course, open to students of all mathematical backgrounds, students will learn how to use data, together with the latest technological tools, to explore the social, economic, climate-related and other forces governing our lives. Through working with their own data and telling their own data stories, students will learn how big data can help achieve social justice but also pose dangers when used irresponsibly. | | | | |
| | Students in College Prep, Advanced College Prep and Honors will take this course together in a multilevel classroom with all students being appropriately challenged and supported. Students should familiarize themselves with entrance requirements for colleges and universities to which they are applying. Students should make choices regarding their elective classes that support their individual post-secondary plans. This will determine whether a student takes Data Science in addition to another Math 4 course. | | | | |
| 505 | Advanced Placement Statistics | H | 11, 12 | FY | 12 credits |
| | <i>Prerequisite: Successful completion of 502, 512, 518, and recommendation from math teacher. Priority will be given to seniors</i> | | | | |
| | This course will introduce you to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes are: exploratory analysis using graphical and analytical techniques to study patterns and departures from patterns; data collection according to a well-developed plan; use of probability to anticipate data distribution; use of statistical inferences to select reasonable models. Advanced Placement Statistics is not a traditional math course. It is very language based and requires a lot of reading, interpretation, and writing. Students who have outstanding work habits are good candidates for this course. | | | | |
| | Students should familiarize themselves with entrance requirements for colleges and universities to which they are applying. Students should make choices regarding their elective classes that support their individual post-secondary plans. This will determine whether a student takes AP Statistics in addition to their traditional Math 3 or Math 4 course. | | | | |
| 580 | Classroom Aide in Mathematics | no level | 11, 12 | varies | varies |
| | Students must complete the application/registration process through the department head to be considered as a candidate for the position of mathematics classroom aide. Selected students will be paired with a supervising math teacher. The math classroom aide and the supervising teacher will work together closely on tasks that are helpful to the teacher (and/or her students) and that are educational for the student. The program is open to responsible upperclassmen that have taken math classes at any curriculum level. For many students the experience is similar to a job shadow or internship. | | | | |

MUSIC

The Music Department offers students a number of exciting opportunities to explore, create, and perform music. Newton North has thirteen performing ensembles, as well as courses in theory, composition, technology, history, and appreciation. These course offerings are designed to present opportunities for all students: students looking to study music in college, as well as students looking to gain a well-rounded education. Participation in Newton North Music presents many additional opportunities for students outside of the school day as well. North music ensembles perform locally and internationally. In April of '09, students from each of North's nine ensembles performed at the Forbidden City Concert Hall in Beijing, China! In 2010, another group of students traveled to Italy. In April 2014, 2016 & 2018, North music students traveled to our Fine & Performing Arts sister school in Melbourne, Australia. Many students participate in MMEA's District & All-State Festivals (with a yearly Symphony Hall performance). They have had the opportunity to learn from and perform with guest artists representing some of America's top musicians. They create their own compositions in music technology and film scoring. They make lifetime friends and learn skills to take them through a lifetime. The opportunities are endless.

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

PERFORMING ENSEMBLES

Important for students in Performing Ensembles

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

CHORAL ENSEMBLES STRUCTURE

| | | |
|---|-------------------|----------------|
| Vocal Ensemble – SM | Grade 9 | Non-auditioned |
| Concert Choir – SM | Grades 10, 11, 12 | Non-auditioned |
| Family Singers • Jubilee Singers • Tiger BeBop – FY | Grades 10, 11, 12 | Auditioned |

801 Vocal Ensemble ACP 9 SM 6 credits



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

800 Concert Choir ACP 10, 11, 12 SM 6 credits

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

802 Family Singers H 10, 11, 12 FY 12 credits

The Family Singers is an award-winning, honors level, chorus. Family Singers has won numerous awards from the Music Educators National Conference on local and national levels and has had the chance to participate in concert tours of Europe, Canada, Mexico and the United States. Literature to be sung is selected from all periods of music and each year a major choral work is sung with the Newton North Orchestra such as Vivaldi's Gloria, Mozart's Requiem, Haydn's Mass In Time of War and Beethoven's Choral Fantasy. Active in community events, the Family Singers has been part of many fund-raising concerts and memorials in the local community of Greater Boston.

803 Tiger BeBop ACP 10, 11, 12 FY 12 credits

Tiger BeBop is the vocal jazz component of the Newton North choral program. Tiger BeBop repertoire is based on music from the Great American Songbook past and present. Music is selected from many unique jazz vocal groups such as Manhattan Transfer, New York Voices, Cadence, The Real Group, and Pentatonix. Tiger BeBop sings both a cappella and in combination with jazz instrumentalists for a truly exciting performance experience. You are encouraged to explore scat singing and solo opportunities. Each year Tiger BeBop travels for participation in local jazz festivals such as the MAJE Festival and has been featured on the Gold Medal Showcase at the Hatch Shell in Boston. If you enjoy singing and are interested in a new challenge, then Tiger BeBop is the group you have been waiting for!

804 Jubilee Singers H 10, 11, 12 FY 12 credits

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

INSTRUMENTAL ENSEMBLES STRUCTURE

| | | | |
|---------|---|----------------------|----------------|
| STRINGS | Symphony Orchestra | Grades 9, 10, 11, 12 | Non-auditioned |
| | Chamber Music Workshop | Grades 10, 11, 12 | Auditioned |
| BANDS | Symphonic Band | Grades 9, 10, 11, 12 | Non-auditioned |
| | Wind Ensemble & Chamber Music Workshop | Grades 10, 11, 12 | Auditioned |
| JAZZ | Jazz Workshop & Rock Workshop | Grades 9, 10, 11, 12 | Non-auditioned |
| | Jazz Ensemble, Advanced Jazz Improvisation, Rock Studio | Grades 10, 11, 12 | Auditioned |

- 805 Symphony Orchestra – Strings** ACP 9, 10, 11, 12 FY 12 credits
 ★ Join fellow violinists, violists, cellists and string bass players and make music with the Newton North orchestra. Play a variety of orchestral repertoire from baroque to contemporary, from Bach to Coldplay. Recent works performed include Mozart's Impresario Overture, selections from Mendelssohn's A Midsummer Night's Dream and Copland's Hoedown. Wind and percussion instruments, auditioned from Wind Ensemble, join in to make a full orchestra.
 Each winter, the Orchestra collaborates with the Family Singers, Concert Choir and Vocal Ensemble to perform a major choral work; recent concerts include Vivaldi's Gloria and Beethoven's Choral Fantasy. Additionally, Juniors and Seniors are invited to audition for the yearly Concerto Competition. The accepted students will have the opportunity to perform solo with the Newton North Orchestra.
- 806 Chamber Music Workshop** H 10, 11, 12 SM 6 credits
Requirement: Open to all students by audition (pianists welcome!) – Note: String and Wind players must be a current member of Symphony Orchestra – Strings or Wind Ensemble.
 This select ensemble is open by audition to students interested in performing chamber music. Students will explore classical music throughout the ages through a variety of combinations based on instrumentation (duos, trios and small ensembles). Recent performances included the Corelli Christmas Concerto, Bartok violin duos and string quartets by Mozart and Mendelssohn. Members of this ensemble perform throughout the year in music department concerts, as well as performing outside of school.
- 80821 Symphonic Band** ACP 9, 10, 11, 12 FY 12 credits
808 Symphonic Band ACP 9, 10, 11, 12 SM 6 credits
Any students interested in a full year band option should contact their band director for select registration.
 ★ Symphonic Band is an essential foundation for anyone who wants to participate in Wind Ensemble, Orchestra Winds & Percussion, the Jubilee Band, Jazz Ensemble and as well as school musical pit orchestra. Symphonic Band members are provided a rich spectrum of opportunities to gain skill on their instrument, develop ensemble playing and perform on department concerts. The Symphonic Band explores the vast spectrum of band literature for high school level band. Symphonic Band is an opportunity allowing students to gain skills in a variety of styles and sufficiently prepare them for other Newton North performing ensembles.
- 809 Wind Ensemble** H 10, 11, 12 FY 12 credits
Requirement: an audition for the instrumental music director.
 The Wind Ensemble is the honors group for winds and percussion. The ensemble explores traditional and contemporary wind ensemble literature, world music, and transcriptions of classical works and film music. Additionally, once per week the rehearsal time is divided into smaller chamber ensembles of like instruments. If you are a dedicated instrumentalist who wants to be challenged musically and participate in an ensemble of 'great spirit', then the Wind Ensemble is for you!
- 810 Symphony Orchestra – Winds and Percussion** no level 10, 11, 12 Q 3 credits
 Select wind and percussion players are chosen by audition from players in the Wind Ensemble. This is an exciting performing opportunity for dedicated, accomplished instrumentalists to join with the Newton North Orchestra. Symphony Orchestra Winds & Percussion are required to attend two Tuesday evening rehearsals prior to each performance.
- 811 Jazz Ensemble** H 10, 11, 12 FY 12 credits
Requirement: an audition is required for placement.
 As a member of Jazz Ensemble, you will explore various forms of jazz, Latin, funk, fusion, and pop music. Through participation in the Jazz Ensemble you will develop an understanding of the different ensemble techniques for each style as well as have the opportunity to play improvised solos. Jazz Ensemble is a busy performing group which makes appearances at department concerts, specified Jazz Nights, as well as community events throughout the year such as Village Days and school fund-raising events. The Jazz Ensemble is a traveling group and participates in local and national festivals every year. In the past the Jazz Ensemble embarked on trips to New Orleans to perform and see the birthplace of jazz.
- 833 Jazz Workshop** no level 9, 10, 11, 12 SM 6 credits
 ★ Jazz Workshop provides students with the opportunity to explore various forms of jazz, Latin, funk, fusion, and pop music. The learning in this group focuses on establishing the foundations of understanding how to interpret the musical styles in these various genres. Jazz Workshop is a performance group and an essential foundation for anyone who wants to participate in Jazz Ensemble. 9th Grade students interested in jazz are strongly encouraged to select this course as a gateway into the jazz program. It is also encouraged that serious 9th grade students also select 808–Symphonic Band to round out their musical experience. Jazz Workshop is open to all instruments. Jazz Workshop performs at School Concerts as well as for various community events.
- 83121 Rock Workshop** no level 9, 10, 11, 12 FY 12 credits
831 Rock Workshop no level 9, 10, 11, 12 SM 6 credits
 ★ Do you love music, play an instrument, and want to play with other musicians? If so, this class offers you the opportunity to play in a modern band setting and learn about various styles of modern music. Rock Workshop explores the musical roots of the sounds you hear in our current musical trends. Thus, the class emphasizes the blues, jazz, Latin, and rock as the core styles. This class is open to all instrumentalists and especially students that play drums, bass, guitar, and piano. We also welcome all wind instrumentalists (saxophone, trumpet, trombone, flute, oboe, horn, bassoon, cello, and more). Learning about song forms, styles, improvisation, theory and related history through applied performance will be the learning method of the Rock Workshop. Students may perform at concerts at North or within the community.

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|-------|-------------|-----|------------|----|------------|
| 71121 | Rock Studio | ACP | 10, 11, 12 | FY | 12 credits |
| 7111 | Rock Studio | ACP | 10, 11, 12 | SM | 6 credits |

Prerequisite: *Rock Workshop or permission by teacher or department head.*

Rock Studio explores real world applications of producing and promoting a final musical product. Students will use their background from previous ensemble classes, primarily Rock Workshop, to learn songs for the purpose of recording both live as well as in multitrack format. This course will explore aspects of the music industry to include music production and engineering, promotion, branding, and interacting with a fan base.

This is a performance and production based course. Students will be expected to perform their own content for recording and learn the production aspects commonly used in the music industry by indie style artists. Our final goal is to present musical products in an online format and build a fan base for their class project.

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|-----|-----------------------------|-----|------------|----|------------|
| 832 | Advanced Jazz Improvisation | ACP | 10, 11, 12 | FY | 12 credits |
|-----|-----------------------------|-----|------------|----|------------|

Requirement: *Permission from the Music Department.*

This course is for students seeking advanced study of jazz improvisation and builds on concepts presented in Jazz Workshop and Jazz Ensemble. The Advanced Jazz Improvisation curriculum is aimed towards understanding the harmonic language used by contemporary musicians. Students will gain a strong understanding of jazz theory as well as develop a jazz vocabulary. In addition to learning a base of standard jazz tunes, students will learn to compose their own music in the jazz idiom. Advanced Jazz Improvisation is a hands-on class with an emphasis on performance-based learning. Students may perform at concerts or within the community.

NON-PERFORMING COURSES

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|-----|--------------|-----|---------------|----|-----------|
| 812 | Music Theory | ACP | 9, 10, 11, 12 | SM | 6 credits |
|-----|--------------|-----|---------------|----|-----------|

Recommended for all music students.

★ Music Theory teaches the building blocks of music. This course is the first in a sequence that includes Advanced Placement Music Theory. Explore music as pitch, rhythm, form, melody, harmony, and beyond. Students in Music Theory will learn how to notate music, practice ear training, and understand chords and harmonic structure. A strong knowledge in music theory can open up many doors for music students including opportunities for individual creativity. This course is strongly recommended for any student who truly wants to advance musically.

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|-----|---------------------------------|---|---------------|----|------------|
| 813 | Advanced Placement Music Theory | H | 9, 10, 11, 12 | FY | 12 credits |
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Requirement: *Music Theory or teacher permission.*

★ Advanced Placement Music Theory is the continuation of Music Theory. It includes advanced harmony, analysis and ear training.

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

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|-----|------------------|----------|---------------|---|-----------|
| 814 | Music Technology | no level | 9, 10, 11, 12 | Q | 3 credits |
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★ If you love music and love to create, music technology is for you. This class utilizes some of the leading music technology available, including Logic Pro X and Sibelius. Through a series of projects students will learn basic music composition skills, create beats, edit music, and realize their own ideas through the use of technology. By the end of the term students will have a completed portfolio of music to share with others. Additionally, students will learn basic recording techniques and current trends in music production. Music Technology is the recommended prerequisite for the Film Scoring course.

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|-----|--------------|-----|---------------|----|-----------|
| 815 | Film Scoring | ACP | 9, 10, 11, 12 | SM | 6 credits |
|-----|--------------|-----|---------------|----|-----------|

Music Technology is recommended as the precursor to Film Scoring, but not required.

★ Ever watch a movie without sound and realize how much of the drama disappears? Music is one of the key elements to creating a successful film, television show, or advertisement. Film Scoring students create individual music compositions (scores) for short films, scenes, and commercials by using some of today's top music technology. Throughout this process you will learn dramatic scoring concepts, how to achieve a musical 'setting' or steer an emotion musically. Additionally, you will explore the history of film music through the study of historically significant scores and composers, technological developments, and current trends. This class is open to all students - musicians and non-musicians alike - just bring a curious mind and a desire to be creative.


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|-----|-----------------------|----------|---------------|---|-----------|
| 816 | History of Rock Music | no level | 9, 10, 11, 12 | Q | 3 credits |
|-----|-----------------------|----------|---------------|---|-----------|

★ Popular music is a powerful, ever-changing force that has had a profound effect on American society and social issues. Come listen and learn about the incredible musicians who have shaped our listening styles since the end of WWII. The Pop Music curriculum includes studies in Blues, Jazz, Rhythm and Blues, Punk, New Wave, Reggae, Hip Hop, Rap, Metal, Alternative, Folk, Grunge - this list is truly endless! Your listening to Pop Music in class is enhanced with documentaries and movies about the life and times of some of the greatest performing artists! Student presentations allow for you to share the music and personalities that inspire you as well. This course is designed for all students of all levels and abilities. You just need to bring your passion for learning about Rock Music!

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|-----|--------------------------|----------|---------------|---|-----------|
| 819 | The Music of The Beatles | no level | 9, 10, 11, 12 | Q | 3 credits |
|-----|--------------------------|----------|---------------|---|-----------|

★ The Beatles' recorded output took place over roughly 8 years. What occurred musically in that incredibly short time has forever altered the course of the music world. This course will follow John, Paul, George, and Ringo's career from Liverpool on throughout the world through extensive watching and listening.. A must for all fans of the Beatles' music as well as for anyone interested in music from the last 50 years.

8382 American Musical Theatre**no level 9 10, 11, 12 Q****3 credits**

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

PHYSICAL EDUCATION, HEALTH & WELLNESS

The Newton North Physical Education, Health, and Wellness Department (PEHW) is committed to providing a rich experience for all students within a diverse learning community. Our staff strives to incorporate a multidimensional approach to well-being that promotes individual responsibility. We emphasize an active process of making choices towards a healthier, more fulfilling life by learning the skills and knowledge needed to establish and sustain an active lifestyle.


Ninth grade students will be enrolled in Foundations of PEHW and Sexuality and Health. Under Massachusetts law, guardians may opt their ninth grade student out of the Sexuality and Health course. The student will still be required to fulfill the fifteen credit graduation requirement.

Sophomores, Juniors, and Seniors will enroll in one PEHW class each year from the elective courses. Students may only enroll in additional PEHW courses with department head approval.


GRADUATION REQUIREMENT: 15 credits total (each PEHW is 3 credits)

GRADE NINE

001 Foundations of PEHW**no level 9 Q****3 credits**

 This ninth grade program is designed to give the students the background knowledge and skills for entering into the elective program their sophomore, junior, and senior years. The course consists of the following units: Wellness Concepts, Introduction to Health Fitness Concepts, Emergency Skills, and Aquatics Safety.

002 Sexuality and Health**no level 9 Q****3 credits**

 This course is designed to help ninth grade students explore sexuality and health topics important to teens. By using a skills based approach, students will have opportunities to improve the following skills: communication, decision making, analyzing influences, accessing information, and advocacy. Topics may include: healthy relationships, LGBTQ+ topics, consent, substance prevention (alcohol, nicotine, and other drugs), refusal skills, ways to reduce the risk of pregnancy and sexually transmitted infections, and other relevant topics in an open and supportive environment.

PHYSICAL EDUCATION, HEALTH & WELLNESS

Sophomores, Juniors, and Seniors have a varied and challenging selection of courses to choose from the elective program. No course can be repeated during your three years without department head approval.

003 Personal Fitness**no level 10, 11, 12 Q****3 credits**

The student will gain an understanding of their personal fitness levels and needs through discussion and practice of health related fitness components: Cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility. Activities will mainly take place in the fitness center and may include outdoor activities, resistance training, circuit training, core strengthening, pilates, basic anatomy and physiology, and fitness games. Nutrition may be addressed.

005 Stress Management**no level 10, 11, 12 Q****3 credits**

Learn how to enhance your mental, emotional, spiritual, and physical health and wellness. Students will try and reflect on a variety of stress management techniques which may include meditation, mindfulness, yoga, sleep hygiene, breathing techniques, and time management. Students will also have the opportunity to work on goal setting and learn about mental health conditions.

006 Personal and Group Awareness**no level 10, 11, 12 Q****3 credits**

Students take an individual and group approach to problem-solving which requires students to address leadership, decision-making, commitment, fear, risk-taking, stress, and compassion. Social and emotional learning will be at the center of the class objectives. These activities help to build self-confidence, self-esteem, group support, initiative, and responsibility. This course may include high-rope elements.

007 Get Fit**no level 10, 11, 12 Q****3 credits**

This group exercise class will discuss the five components of physical fitness: body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance. The course will include a variety of fitness activities such as body weight exercises, circuit training, yoga, walking, jogging, and core strengthening. Classes consist of a warm-up, muscle conditioning exercises, and stretching. Nutrition concepts may also be discussed.

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|---|--|----------|------------|--------|-----------|
| 008 | Intro to Rock Climbing | no level | 10,11, 12 | Q | 3 credits |
| This class will focus on the fundamentals of rock climbing. Students will be instructed in knot tying, belaying, rappelling, and basic movement, and climbing techniques. High-rope climbing elements may also be included in this course. | | | | | |
| 009 | Health Trends | no level | 11, 12 | Q | 3 credits |
| <i>Health Trends is available to Junior and Senior students only.</i> | | | | | |
| The course will explore the latest health issues facing teenagers. Each term there will be a strong focus on healthy coping skills, mental health, and substance use prevention. Additional topics could include LGBTQ+ topics, nutrition, body image, healthy relationships, relationship abuse, reproductive health, and other relevant topics. By using a skills-based approach, students will select research topics and prepare and present information/activities to their peers. When relevant, experts on various topics will be invited to speak with the class. | | | | | |
| 015 | Aquatic Instruction | no level | 10, 11, 12 | Q | 3 credits |
| This course is designed for the student who wishes to improve their swimming skills. The course includes swim instruction at the individual level from beginner to advanced. No prior swimming experience is necessary. | | | | | |
| 016 | Water Games | no level | 10, 11, 12 | Q | 3 credits |
| This course is designed for the student who is comfortable in an aquatic environment. Water games may include the basics of water sports such as navy ball, water polo, volleyball, basketball, Ultimate Frisbee, and stickball. Students will have the opportunity to create their own games. Survival aquatics skills will also be discussed. | | | | | |
| 017 | AM Lifeguard Training (before school hours) | no level | 10, 11, 12 | Q1, Q2 | 3 credits |
| 018 | AM Lifeguard Training (before school hours) | no level | 10, 11, 12 | Q3, Q4 | 3 credits |
| 019 | Lifeguard Training | no level | 10, 11, 12 | Q1, Q2 | 3 credits |
| 020 | Lifeguard Training | no level | 10, 11, 12 | Q3, Q4 | 3 credits |
| <i>Requirements: 15+ years or older, Strong swimming skills needed, completion of skills pretest before enrollment, teacher approval.</i> | | | | | |
| Lifeguard candidates learn the skills and knowledge needed to prevent and respond to aquatic emergencies. CPR for the professional rescuer, First Aid, and AED instruction are also included. There is an online component to this course. Upon successful completion of Red Cross requirements, ARC, LGT & CPR-PR certification will be awarded. This is an intensive course. The student may not miss any section of the course. A full commitment is REQUIRED. | | | | | |
| 022 | Teaming Through Sports | no level | 10, 11, 12 | Q | 3 credits |
| The main focus of this class is to understand the characteristics of a Teaming situation and how to apply Teaming concepts to through a variety of sports. Students will reflect on the application of teaming concepts in class and in their lives. Teaming Terms of the class include: Psychological Safety, Efficiency, Humility, Role Players and Curiosity. . | | | | | |
| 023 | Global Games | no level | 10, 11, 12 | Q | 3 credits |
| This course will explore a variety of games played around the world. Students will learn about the history and cultural aspects of the country from which a game originated, as well as instruction in techniques, rules, tactics/strategies. and competition. Games may include: Da Ga, Buroinjin, Gulli Danda, Ga Ga. | | | | | |
| 024 | Unified Fitness | no level | 10, 11, 12 | Q | 3 credits |
| Extending the concept of our Unified sports program, Unified Fitness provides inclusion opportunities through shared fitness experiences 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. Students will be exposed to a variety of forms of non-contact fitness activities in order to explore the many physical, mental, and emotional health benefits experienced through movement. | | | | | |
| 025 | Unified Teaming Through Sports | no level | 10, 11, 12 | Q | 3 credits |
| Extending the concept of our Unified sports program, Unified Teaming Through Sports provides inclusion opportunities through shared training 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 activities such as basketball, floor hockey, bowling, and volleyball. | | | | | |
| 026 | Dance in Action | no level | 10, 11, 12 | Q | 3 credits |
| 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. | | | | | |
| 030 | Lifetime Activities | no level | 10, 11, 12 | Q | 3 credits |
| This course provides diverse offerings to meet the individual needs of all students and to develop competency in individual and dual activities. Improved fitness and healthy lifelong habits are a goal through a variety of activities. Activities may include golf, spikeball, pickleball, tennis, badminton and fitness walking. Students may have the opportunity to create their own unique games. | | | | | |
| 033 | Career Wellness | no level | 10, 11, 12 | Q | 3 credits |
| Learn how to enhance your health and sense of well-being while preparing to enter the workplace. American Red Cross CPR/ AED-Adult and First Aid certification will be offered. Other activities may include stress management, addressing community health concerns, and personal wellness. | | | | | |

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| 032 | Methods and Issues in Coaching | no level | 10, 11, 12 | Q | 3 credits |
| Students will examine the role and responsibilities of a coach. Topics addressed may include qualities of an effective leader, moral and ethical issues in sport, the role of a coach, race and sport, Title IX, facility preparation, and how to design and run an effective practice. Students are encouraged to coach within the community to implement strategies that address coaching challenges discussed in class. | | | | | |
| 034 | Intro to Sports Officiating | no level | 10, 11, 12 | Q | 3 credits |
| NEW | This course offers students a comprehensive introduction to the world of sports officiating, blending both theoretical learning and practical application. By focusing on the personal philosophy of officiating, professional requirements, and hands-on experience, students will gain the skills and knowledge necessary to officiate athletic contests confidently and fairly. Students will learn how to get registered through the appropriate governing bodies in order to become an official and how to get involved as an official in their local youth leagues. Students will not only gain important life skills—such as decision-making, leadership, and communication—but also play a vital role in promoting a positive, respectful sports culture both within the school and the broader community. | | | | |
| 049 | PEHW Aide | no level | 10, 11, 12 | Q | 3 credits |
| This course offers an opportunity to students who have been successful in the physical education, health and wellness program to assist in the Foundations of PEHW class. Students are required to fill out an application in the spring and return to the department head. Placement in this program is limited and requires department head approval. The credit does not count toward the required 15 credits to graduate. For more information on classroom aides please refer to the All School section of this <i>Opportunities</i> booklet. | | | | | |

SCIENCE

The Science, Technology and Engineering (STE) Department strives for all students to attain scientific literacy – a basic understanding of the natural sciences, mathematics, technology, and their interactions. To graduate from Newton North a student must successfully earn 12 credits through physical science courses and 12 credits through biological science courses. While the graduation requirement is two years of science, most colleges require at least three years of high school laboratory-based science. We recommend that all students take Introductory Physics in the 9th grade, Chemistry in the 10th grade, and Biology in the 11th grade. The department head must approve deviations from this sequence.

Scope, Sequence, and Course Placement Philosophy:

Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department has been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners at each grade level. The curriculum is designed to support the continuous academic, social, and skill development growth for all students. A core value at North is that all students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student's schedule. As students consider their course load, we provide support in finding an appropriate level of stretch and balance among classes. Teachers consider this placement philosophy when making course level recommendations.

INTRODUCTORY PHYSICS

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|--|---|-----|---------------|----|------------|
| 670 | Introductory Physics | CP | 9, 10 | FY | 12 credits |
| 614 | Introductory Physics | ACP | 9, 10 | FY | 12 credits |
| ★9 | Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, momentum, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This activities-based course will provide the foundation for all future science courses | | | | |
| The STE Department intends to schedule some sections of CP and ACP courses together as a multilevel class pending enrollment. See page 3 for Newton North's statement on multilevel courses. | | | | | |
| 646 | ELL Introductory Physics | CP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | This Introductory Physics lab science course is designed to support students with emerging English proficiency. Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, momentum, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This activities-based course will provide the foundation for all future science courses. There will be a strong focus on English literacy skills, as well as strategies for learning science vocabulary and for problem solving. | | | | |
| All sections will be scheduled with ACP Introductory Physics as a multilevel class. See page 3 for Newton North's statement on multilevel courses. | | | | | |

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|-----|--|----|---------------|----|------------|
| 648 | ELL Foundations of Physics | CP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | <p>This science course is designed to support students with emerging English proficiency, generally for students also taking ELL 1 and Components of Reading. Students will learn foundational concepts about energy, electricity, magnetism, waves, heat, momentum, forces, and motion. Students will also develop foundational lab skills like making accurate measurements using a variety of instruments and technologies. Students will make quantitative and qualitative observations, construct and interpret data tables and graphs, and apply science concepts to the real world. Study skills, reading strategies, vocabulary-building, and scientific writing will be emphasized. This student-centered course will provide the foundation for a full year of ELL Introductory Physics.</p> | | | | |

CHEMISTRY

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|-----|------------------|-----|------------|----|------------|
| 622 | Chemistry | CP | 10, 11, 12 | FY | 12 credits |
| 612 | Chemistry | ACP | 10, 11, 12 | FY | 12 credits |
| 602 | Chemistry | H | 10, 11, 12 | FY | 12 credits |

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

The STE department intends to schedule the CP and ACP courses together as a multilevel class pending enrollment. See page 3 for Newton North's statement on multilevel courses.

BIOLOGY

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|-----|----------------|-----|--------|----|------------|
| 621 | Biology | CP | 11, 12 | FY | 12 credits |
| 611 | Biology | ACP | 11, 12 | FY | 12 credits |
| 601 | Biology | H | 11, 12 | FY | 12 credits |

Prerequisite for ACP & H Bio: Chemistry

All of Newton North's Biology courses are an introduction to the rapidly evolving field of modern biology. Topics will include ecology, biochemistry, cell biology, genetics, and evolution. Students will develop skills in the areas of scientific methodology, writing, mathematical analysis, and group collaboration.

The STE Department intends to schedule the CP and ACP courses together as a multilevel class pending enrollment. See page 3 for Newton North's statement on multilevel courses.

SCIENCE ELECTIVES

| | | | | | |
|-----|----------------|-----|----|----|------------|
| 603 | Physics | H | 12 | FY | 12 credits |
| 613 | Physics | ACP | 12 | FY | 12 credits |

Physics H/ACP is a sequel to the Introductory Physics course for students who enjoyed physics and/or would like an additional high school physics course. Students will have an opportunity to elect to engage with lab design, project builds, experimental analysis, scientific communication, and research applications based on their own articulated goals. The major topics studied are force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light. At the conclusion of the year, all Senior physics classes will build boats.

The STE Department intends to run this course as a multilevel ACP/H mixed class pending enrollment. See page 3 for Newton North's statement on multilevel courses.

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|-----|------------------------|-----|------------|----|-----------|
| 616 | Science Writing | ACP | 10, 11, 12 | SM | 6 credits |
|-----|------------------------|-----|------------|----|-----------|

Prerequisite: English 9

Science Writing introduces students to the fundamentals of effective science communication. The course explores different forms of science writing, including academic journal articles, science news, and popular science nonfiction. For each genre, students can expect to read and discuss model texts by renowned science writers. Students will then engage in various writing assignments, peer feedback exercises, and opportunities to draft, workshop, and revise their work. Throughout the semester, students will also consider timely topics such as careers in science writing.

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|-----|-------------------------------|-----|----|----|------------|
| 630 | Anatomy and Physiology | ACP | 12 | FY | 12 credits |
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Prerequisite: Completion of the NPS biological science graduation requirements or department head approval.

This course is a laboratory course focusing on the structure and function of the human body. We will study the particular size, shape, form, or position of the anatomical structures in the body related directly to its ability to perform a unique and specialized activity. Over the course of the year we will utilize dissection, research, technology, experimentation, and lecture to explore subject matter. Diseases of the human body will be topics interwoven throughout the course, and students will complete projects pertaining to diseases of certain human-systems. This course is encouraged for any student interested in the healthcare field in any aspect. Careers in healthcare will be surveyed. Note: Dissection is a core activity for the course. Students must be comfortable dissecting a mammal (typically a mink) and be willing to actively engage in dissection activities regularly.

| | | | | | |
|--|---|-----|------------|----|------------|
| 632 | Astronomy | ACP | 11, 12 | SM | 6 credits |
| In this course you will study how we understand the sky, solar system, stars, and the universe through discussion, writing, calculation, and observation. You will also learn how to find information about recent astronomical discoveries, and research your own topics. Expect to collaborate with others, use a telescope, apply concepts from math and physics, analyze images, learn astronomy through various media, and develop a greater understanding of the universe around you. | | | | | |
| 633 | Modern Physics | ACP | 11, 12 | SM | 6 credits |
| From the discovery of X-rays to finding of the Higgs Boson, modern physics goes beyond the classical topics covered in Intro Physics. The content will vary year to year, but subjects are chosen from topics such as special relativity, fractal formation, quantum mechanics, stellar astrophysics, and particle physics. Much of the work must by its nature be theoretical, but in some cases you will conduct experiments and demonstrations. Along the way, you will learn some of the history that led to modifications of the classical worldview of physics. You will also follow some current research in physics, learning about the ongoing process of science and how it leads to new discoveries, applications, and opportunities. | | | | | |
| 634 | Environmental Science & Sustainability | ACP | 12 | FY | 12 credits |
| <i>Prerequisite: Completion of the NPS physical science and biological science graduation requirements or department head approval.</i> | | | | | |
| This course aims to provide students with an experience which interweaves the three main pillars of Sustainability: Environmental Science + Equity (Social Justice) + Economic Development. Students will study the economic, societal, and political ramifications of our energy use, resource acquisition, water use, population, and climate change in the contexts of manufacturing, agriculture, and the global economy. Students can expect to engage in lab experiences, online research, discussions, presentations, writing, and field experiences. In the fourth quarter, students will focus on independent service learning projects in the Newton North and greater communities. | | | | | |
| 635 | Marine Biology | ACP | 12 | FY | 12 credits |
| <i>Prerequisite: Completion of the NPS physical science and biological science graduation requirements or department head approval.</i> | | | | | |
| This course is a unique opportunity to integrate knowledge acquired from three core science courses (physics, chemistry, and biology) and apply it to the last frontier of exploration: the oceans. This course emphasizes marine biology and ecology with opportunities to explore oceanography topics such as tides, water quality, ocean zones, and how the physical properties of ecosystems influence the distribution and adaptations of marine life. Human impacts on marine environments are examined through issues such as changing climate, plastic pollution, and fisheries management. Hands on laboratory investigations, art projects, class discussions, and field trips help to reinforce and illustrate key concepts covered in the course. This class includes dissections. | | | | | |
| 637 | Forensics | ACP | 12 | FY | 12 credits |
| <i>Prerequisite: Completion of the NPS physical science and biological science graduation requirements or department head approval.</i> | | | | | |
| Forensics is an integrated science course offering students an opportunity to apply core concepts from their high school physics, chemistry, and biology courses in a variety of areas that fall within the arena of Forensic Science. The course will consist of lectures, case studies, labs, individual and group research projects in the areas of crime scene processing, trace evidence, blood chemistry and spatter patterns, fingerprints, toolmarks, forensic DNA technology, questioned documents, drug analysis and toxicology, ballistics, and forensic anthropology. | | | | | |
| 638 | Organic Chemistry 1 | ACP | 11, 12 | SM | 6 credits |
| <i>Prerequisite: Chemistry.</i> | | | | | |
| NEW | A few simple building blocks (namely, atoms of carbon and its friends) can come together to make a wide variety of molecules, from gasoline to aspirin to DNA. The interactions between organic molecules give rise to life itself. How are these molecules related? Why do they do the interesting things they do? How can we convert one organic compound into another with completely different properties? In this course, students will practice their problem-solving and spatial reasoning skills while developing a framework for understanding organic molecules and reactions in all their glory. We will focus on fundamental ideas with broad application and leave the minutiae and the memorization for later. Organic chemistry has developed a reputation as a roadblock for students aspiring to health careers. This course is designed to break that roadblock down. The curriculum is modular, and each student can learn the material at a pace that meets their needs based on their chemistry background. Students will emerge prepared to comprehend biology at a deeper level and to be superstars in their college organic chemistry courses. | | | | |
| 6381 | Organic Chemistry 2 | ACP | 11, 12 | SM | 6 credits |
| <i>Prerequisite: Organic Chemistry 1</i> | | | | | |
| NEW | Students enrolled in this course will build on their organic chemistry foundation, continuing from the last module completed in Organic Chemistry 1. | | | | |
| 662 | Seminar in STEM Opportunities | ACP | 10, 11, 12 | Q | 3 credits |
| This course explores the many occupations and careers that center around Science, Technology, Engineering, Mathematics (STEM) including the varied post-secondary training options. Students will start the course with a variety of interest assessments. Based on these assessments students will explore the numerous and different possible career options available in the future. The course instructor will work with industry experts to provide a bridge to actual careers in STEM. | | | | | |

| | | | | | |
|---|----------------------------------|----------|--------|--------|--------|
| 668 | Classroom Aide in Science | no level | 11, 12 | varies | varies |
| Registration for this course occurs in the fall for first semester and full-year positions and the spring for second semester positions. Students must complete the application/registration process through the department head to be considered as a candidate for the position of science classroom aide. Selected students will be paired with a supervising science teacher. The science classroom aide and the supervising teacher will work together closely on tasks that are helpful to the teacher (and/or the students) and that are educational for the student. The program is open to responsible upperclassmen who have taken science classes at all curriculum levels. For many students the experience is similar to a job shadow or internship. | | | | | |

ADVANCED PLACEMENT

Intellectual maturity and excellent performance in Science and Mathematics are general requirements for students selecting courses labeled Advanced Placement. The content and rigor are comparable in level to an introductory college course in the sciences. Summer school courses may not be used to serve as the prerequisite for Advanced Placement courses.

These Advanced Placement courses prepare students for the Advanced Placement examination given in May by the College Board. All students in these courses are expected to register for and take the Advanced Placement examination. Financial aid is available.

| | | | | | |
|---|-------------------------------------|---|--------|----|------------|
| 605 | Advanced Placement Biology | H | 12 | FY | 12 credits |
| <i>Prerequisite: a full year laboratory-based course in biology with a science teacher recommendation or department head approval.</i> | | | | | |
| The Advanced Placement Biology curriculum, as described by the College Board, imitates a first year college biology course. Course topics include biochemistry, cell structure and process, genetics, evolution, and ecology. Instruction includes a rigorous laboratory program. Laboratory experiments are followed by a detailed analysis in which students are evaluated for their technical writing, data display and numeric analysis, as well as application of scientific principles. | | | | | |
| Instruction in AP Biology presumes students' mastery of foundational topics in biology, physics, and chemistry. Students who require review or enrichment in these areas will be expected to review independently or meet with the instructor outside of class time. Successful AP Biology students are independent learners who demonstrate skillful reading comprehension, skillful writing, and skillful application of mathematics, as well as motivation to complete extensive work outside of class time. A summer assignment is part of the course and students need to complete this assignment by the first day of school. | | | | | |
| 606 | Advanced Placement Chemistry | H | 11, 12 | FY | 12 credits |
| <i>Prerequisite: Full year laboratory based course in chemistry with a science teacher recommendation or department head approval.</i> | | | | | |
| This course explores the chemical world around us in great detail, delving into topics ranging from molecular structure to acid-base equilibrium, from atomic orbitals to reaction kinetics. To be successful in this course, you should be strongly motivated by interest in the subject matter. You will stretch your problem-solving skills while completing weekly problem sets. You will expand your collaborative skills while working with your classmates. You will develop your analytical and writing skills while making sense of your results after each experiment. A summer assignment is part of this course and students need to complete this assignment by the first day of school. | | | | | |
| 607 | Advanced Placement Physics | H | 12 | FY | 12 credits |
| <i>Prerequisite: Completion of Math requirement, see details on Science Department page on Newton North website.</i> | | | | | |
| <i>Recommendation: concurrent enrollment in 504 or 508 Math.</i> | | | | | |
| Advanced Placement Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. At the conclusion of the year all Senior physics classes will build boats. A summer assignment is not part of the course. | | | | | |

OTHER OFFERINGS

| | | | | | |
|---|---------------------------|-----|--------|----|------------|
| 608 | Advanced Chemistry | ACP | 11, 12 | FY | 12 credits |
| Advanced Chemistry is a second-year advanced chemistry course taught within the AP Chemistry course, but with differentiated assessments. Students attend the same classes, participate in the same labs, and complete the same classwork as the AP Chemistry students. The problem sets and exams are simplified, and the lab reports do not require the same level of detail. | | | | | |
| 6051 | Advanced Biology | ACP | 11, 12 | FY | 12 credits |
| Advanced Biology is a second-year advanced biology course taught within the AP Biology course, but with differentiated assessments. Students attend the same classes, participate in the same labs, and complete the same classwork as the AP Biology students. | | | | | |

SUSTAINABILITY ELECTIVES

The Sustainability courses at Newton North will introduce students to the three pillars of sustainability: Environmental Stewardship + Equity (Social Justice) + Economic Development. The program will allow students to explore sustainability challenges ranging from local issues (i.e. public transportation, recycling) to global issues (i.e. natural disasters, immigration), while building the interdisciplinary skills necessary to propose solutions to these complex challenges.

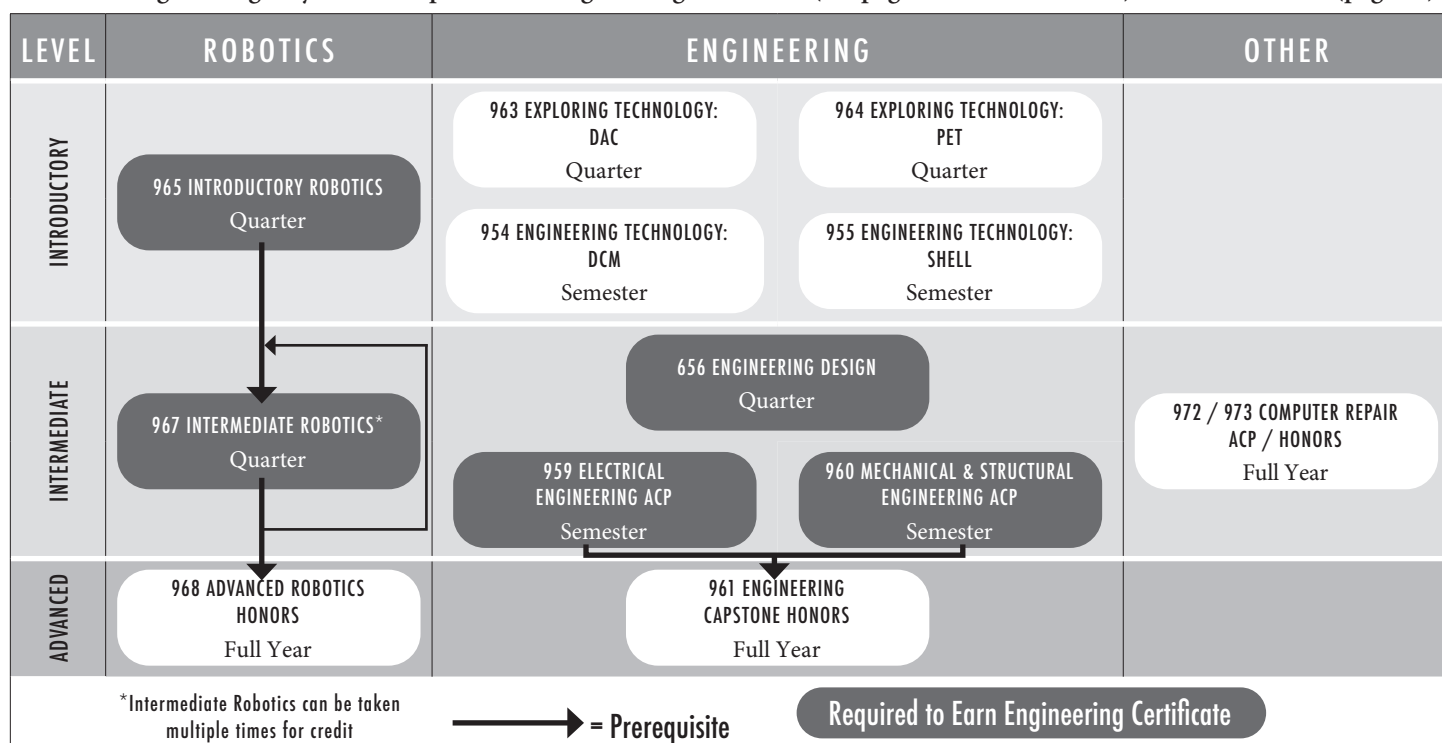
- 653 Introduction to Sustainability** no level 9, 10, 11, 12 Q 3 credits
 ★ This introductory class will largely focus on developing students' awareness about the challenges and solutions in the field of Sustainability, the vocabulary around sustainable development, and globalization. The United Nations Sustainable Development Goals (UN SDGs) will be used as a framework to introduce our students to responsible global citizenship. This course is an excellent preparation for the more advanced Sustainability courses. Students will be introduced to urban agriculture, the circular economy, waste & recycling, sustainable structures, energy solutions, and analyzing students' own personal impact on human health and well-being. Using both the Sustainability lab and the classroom, this course will include guided seminars and hands-on projects.
- 654 Sustainable Communities** no level 9, 10, 11, 12 Q 3 credits
 ★ This course is designed to introduce students to the principles of environmental design. Students will develop solutions to environmental and/or sustainability challenges at Newton North, the City of Newton, and our greater community. Students will be asked to use the design process, starting with empathy and largely focused on the iterative design process. Using both the Sustainability lab and the classroom, this course will include guided seminars and hands-on projects. Students will learn shop/lab safety protocols, and will become familiar with basic sustainable technology.
- 657 Advanced Sustainable Communities** ACP 10, 11, 12 Q 3 credits
658 Advanced Sustainable Communities ACP 10, 11, 12 SM 6 credits

Prerequisite: *Introduction to Sustainability, Sustainable Communities and teacher recommendation.*

In Advanced Sustainable Communities, students will immerse themselves in design thinking protocols to tackle local and global issues with sustainability inspired solutions. Students apply design, engineering, and consulting skills to create comprehensive solutions for challenges faced by our community. Monthly green-thematic design challenges will encourage students to build on the experience, skills, and projects covered throughout our Engineering and Sustainability courses. Students will continue to learn shop/lab safety protocols, and will become familiar with basic sustainable technology. Sustainable Communities is a 21st century classroom that offers students project-based, research driven, collaborative learning.

TECHNOLOGY/ENGINEERING

The Engineering program at Newton North has two main strands: Robotics and Engineering. Within these strands, there are a variety of courses at the introductory, intermediate, and advanced level to cater to students' interests and schedules. Students with a deep interest in Engineering may choose to pursue the Engineering Certificate (see page 65 for more details) or the STEM Seal (page 17).



ROBOTICS

| | | | | | |
|-----|---|----------|---------------|----|------------|
| 965 | Introductory Robotics | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★9 | Introductory Robotics is a hands-on building and demonstration course. In small groups, students will build a robot, and control the robot to perform specific tasks. In the process, students will learn about mechanical hardware, simple machines, transmission systems, and pneumatic systems. They will also learn about robotic control using pulse width modulation, and about programming using the Arduino Uno platform or similar. | | | | |
| 967 | Intermediate Robotics | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★9 | <i>Prerequisite: Introductory Robotics is a prerequisite for Intermediate Robotics.</i> Intermediate Robotics is a completely project based hands-on course where students will work in small teams of 3 or 4. Each team will choose an engineering design problem that requires an automated solution. The student teams will create a custom design to solve these problems. A working prototype will be created by each engineering team by the end of the quarter. Students are encouraged and may choose to participate in Intermediate Robotics for multiple quarters and receive credit for each quarter taken. As each student progresses with their own Robotics skills and knowledge the projects may increase in size and complexity. | | | | |
| 968 | Advanced Robotics | H | 10, 11, 12 | FY | 12 credits |
| | <i>Prerequisite: Intermediate & Introductory Robotics and teacher recommendation.</i> In this course students will develop a strong understanding of industrial robotic automation. Students will learn mechanical design, electrical and electric circuit fabrication, electronic control systems, motor control systems and programming in multiple languages including, Python, C++, Arduino, and Lab View. On completion of this course the students will be able to design, build, program, and trouble shoot custom made robots. | | | | |

ENGINEERING

| | | | | | |
|-----|--|----------|---------------|----|-----------|
| 963 | Exploring Technology: DAC | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★9 | Exploring Technology: Design, Automation, & Communication (DAC) is taught as a hands-on project-based course where the students will learn about the basics of engineering design, automation of machines, and various communication systems. The students will extensively work in cooperative teams to complete hands on projects. | | | | |
| 964 | Exploring Technology: PET | no level | 9, 10, 11, 12 | Q | 3 credits |
| ★9 | Exploring Technology: Power, Energy, & Transportation (PET) is taught as a hands-on project-based course, similar to Exploring Technology: DAC. Students will learn about Electrical/Power Technology, Mechanical Technology, and Transportation Technology. Through the building and testing of projects, students will learn the concepts behind these technologies as well as skills of working within engineering design teams. | | | | |
| 954 | Engineering Technology: DCM | no level | 9, 10, 11, 12 | SM | 6 credits |
| ★9 | In Engineering Technology: Design, Construction, & Manufacturing (DCM), students will learn important technological and engineering related skills and concepts, including an introduction to Engineering Design, Construction Technologies, and Manufacturing Technologies. Students will be designing, building and testing prototype models that cover these concepts. Students will also learn about product design, accurate measurements using a variety of instruments and technologies, application of algebra to engineering problems, and application of physics concepts to real world products. | | | | |
| 955 | Engineering Technology: SHEL | no level | 9, 10, 11, 12 | SM | 6 credits |
| ★9 | In Engineering Technology: Sound, Heat, Electricity & Light (SHEL), students will learn important technological and engineering related skills and concepts, including an introduction to Communication Technologies, and Energy and Power Technologies (Fluid, Thermal, and Electrical systems). Students will be designing, building, and testing prototype models that cover these concepts. Students will also learn about product design, accurate measurements using a variety of instruments and technologies, application of algebra to engineering problems, and application of physics concepts to the real world. | | | | |
| 656 | Engineering Design | no level | 10, 11, 12 | Q | 3 credits |
| | This course will introduce students to basic engineering design principles using a variety of experiences, projects, and assessments. Students will learn professional design methodology while gaining marketable skills using the various tools, equipment, and software that are required in engineering fields. Students will work at their own pace using self-guided modules. The module topics include engineering design processes, technical sketching and drawing, Computer Assisted Design (CAD), technical measurement and statistical analysis, reverse engineering, and engineering design team skills. Students will be able to create fully engineered drawings using 3D CAD software (Creo or SolidWorks), use measurement and fabrication tools, and will be able to apply the Axiomatic Design. Process to real-world engineering design problems. This course will meet the design requirement for the STEM Seal. | | | | |

| | | | | | |
|-----|--|-----|---------------|----|------------|
| 959 | Electrical Engineering | ACP | 10, 11, 12 | SM | 6 credits |
| | <i>Prerequisite: 501 Math, 511 Math, 517 Math, or 543 Math. This course was formerly titled Engineering 1.</i> | | | | |
| | Students will acquire electronics knowledge and skills that they can apply in a variety of fields and careers. They will build DC and AC circuits on breadboards, using various passive components, diodes and transistors, and simple integrated circuits. They will analyze these circuits using basic circuit theory, and perform measurements using multimeters and oscilloscopes. They will learn to solder, and learn other circuit board assembly techniques. They will use this knowledge to assemble circuits with increasingly complex functions on circuit boards, and add connectors and enclosures to these boards. Students will also learn about home electrical wiring, and will learn to wire components such as wall outlets and switches. | | | | |
| 960 | Mechanical & Structural Engineering | ACP | 10, 11, 12 | SM | 6 credits |
| | <i>Prerequisite: 501 Math, 511 Math, 517 Math, or 543 Math. This course was formerly titled Engineering 2.</i> | | | | |
| | Students will learn some important concepts underlying the fields of Mechanical and Structural Engineering and acquire some useful skills. In the Mechanical Engineering portion of this course, they will learn to perform mechanical measurements and learn how to identify and size hardware. They will be introduced to the linear elastic model, and understand the concepts of mechanical stress and strength. They will also understand heat transfer models. They will use this knowledge, along with engineering drawing and analysis tools to design, build, and test mechanical structures. In the Structural Engineering portion of this course, students will learn about structural elements such as columns, beams, and trusses, and about concepts such as dead, live, and environmental loads. They will also learn about, and explore through hands-on activities, construction materials such as concrete, steel, and timber. | | | | |
| 961 | Engineering Capstone Honors | H | 11, 12 | FY | 12 credits |
| | <i>Prerequisite: Teacher recommendation. This course was formerly titled Engineering 3 H.</i> | | | | |
| | Students who complete this course will learn the engineering methods and skills involved in the production of consumer grade goods. The students will build upon and increase their knowledge of Physics, Chemistry, Electrical, Mechanical, and Manufacturing Engineering to design various projects throughout the year. Students will be working as members of cooperating engineering teams to design, engineer, and produce products that could be mass manufactured. The students will learn engineering design techniques such as the Axiomatic Design Process, methods of mass production, and safe handling of production equipment, i.e., lathe, mill, CNC equipment, robotics, vacuum forming, and injection molding. A large portion of this class will also focus on the methods of project management. | | | | |
| 969 | Engineering Research Project 1-2 – Major 1 | ACP | 10, 11, 12 | Q | 3 credits |
| 971 | Engineering Research Project 3-4 – Major 2 | ACP | 10, 11, 12 | Q | 3 credits |
| | <i>Prerequisite: Teacher recommendation and department head approval.</i> | | | | |
| | This course is designed for the self-motivated student who has a strong interest in science and technology/engineering and who has already passed 12 credits of a technology/engineering course. | | | | |
| | The students, working in the technology laboratory, will perform a cursory investigation of the many forms of technologies such as Robotics, Computer Aided Design and Manufacturing, Desktop Publishing, Plastics Technology, Multimedia Design, Electrical and Electronics Technology, Structural Technology, and Transportation Technology. Each student will then choose an area of technology/engineering of particular interest and investigate it in depth. The students, under the direction of the instructor, will design, develop, and complete a semester project in the chosen technology. | | | | |
| 972 | Computer Repair and Support | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 973 | Computer Repair and Support | H | 9, 10, 11, 12 | FY | 12 credits |
| ★ | This is an intensive full year course that will instruct students on the basics of computer hardware and operating systems. Through the use of lecture and hands-on activities, the students will learn about all aspects of the personal computer (PC). | | | | |
| | Some of the topics include Hardware Basics: Basic electronics, mother boards, computer cases/power supplies, battery backups, system settings: BIOS, IRQ, I/O, and DMA, CPUs, expansion bus architecture, physical memory, data storage, I/O ports and connectors, I/O devices, printers and scanners, system startup sequences, and portable computers. The operating systems that will be covered are DOS, Windows, Linux, and OSX. | | | | |
| | (A+ Certification) The honors level course prepares students to sit for the CompTIA A+ computer certification exams. Students who take the Honors level must be highly motivated and prepared for more substantial assessments in class. The course moves at an accelerated pace with emphasis on preparation for the rigorous A+ examination. | | | | |

ENGINEERING CERTIFICATE

To earn an Engineering Certificate, students must successfully complete all of the CORE competencies listed below, in addition to 12 credits from the ELECTIVE list below. In most cases these competencies will be met by work within our Engineering coursework. However, in extenuating situations, transfer credits or and/or a portfolio of growth and learning may be applied pending approval of the Newton North Engineering Team. Please contact Scott Rosenhahn (Rosenhahns@newton.k12.ma.us) for specific details.

| CORE REQUIREMENTS | | |
|---|-------------------------------------|------------|
| COMPLETE ALL CREDITS FROM THE FOLLOWING COURSES | | |
| ENGINEERING CORE REQUIREMENT | | |
| 965 | Introductory Robotics | 3 Credits |
| 967 | Intermediate Robotics | 3 Credits |
| 959 | Electrical Engineering | 6 Credits |
| 960 | Mechanical & Structural Engineering | 6 Credits |
| SUBTOTAL | | 18 CREDITS |
| DESIGN CORE REQUIREMENT | | |
| 656 | Engineering Design | 3 Credits |
| SUBTOTAL | | 3 CREDITS |
| SCIENCE CORE REQUIREMENT | | |
| 4 years of science, including Senior physics: | | |
| 603, 607, 613 | Physics | 12 Credits |
| SUBTOTAL | | 48 CREDITS |
| MATH CORE REQUIREMENT | | |
| 4 years of math, including Math 4: | | |
| 504, 508, 514, 519, 544 | Math 4 | 12 Credits |
| SUBTOTAL | | 48 CREDITS |

| MATH/SCIENCE/TECHNOLOGY ELECTIVES | | |
|--|----------------------------------|------------|
| CHOOSE A MINIMUM OF 12 CREDITS FROM ANY OF THE FOLLOWING COURSES | | |
| ENGINEERING/TECHNOLOGY ELECTIVES | | |
| 954 | Engineering Technology: DCM | 6 Credits |
| 955 | Engineering Technology: SHEL | 6 Credits |
| 957 | Engineering Design | 3 Credits |
| 961 | Engineering Capstone | 12 Credits |
| 963 | Exploring Technology: DAC | 3 Credits |
| 964 | Exploring Technology: PET | 3 Credits |
| 967 | Intermediate Robotics | 3 Credits |
| 968 | Advanced Robotics | 12 Credits |
| SCIENCE ELECTIVES | | |
| 605 | AP Biology | 12 Credits |
| 616 | Science Writing | 6 Credits |
| 606, 608 | AP Chemistry | 12 Credits |
| 630 | Anatomy and Physiology | 12 Credits |
| 632 | Astronomy | 6 Credits |
| 633 | Modern Physics | 6 Credits |
| 634 | Envi Science & Sustainability | 12 Credits |
| 635 | Marine Biology | 12 Credits |
| 637 | Forensics | 12 Credits |
| 638 | Organic Chemistry 1 | 6 Credits |
| 653 | Introduction to Sustainability | 3 Credits |
| 6381 | Organic Chemistry 2 | 6 Credits |
| 662 | Seminar in STEM Opportunities | 3 Credits |
| 668 | Classroom aide in Science | 3 Credits |
| COMPUTER SCIENCE ELECTIVES | | |
| 549 | Introduction to Computer Science | 6 Credits |
| 551, 552 | Computer Programing | 6 Credits |
| 553 | Computer Science Principles | 12 Credits |
| 561, 563 | Data Science | 12 Credits |
| 505 | AP Statistics | 12 Credits |
| 972, 973 | Computer Repair and Support | 12 Credits |

THEATRE

"Theatre and Storytelling has the power to change lives"

Liesl Tommy-Class of '89

Theatre Arts courses and involvement in Theatre Ink, Newton North's Teaching and Working Theatre, are student-centered learning experiences that emphasize the process of artistic collaboration and instill a disciplined work ethic through the study and practice of theatre. By emphasizing ensemble building and individual development, our goal is to give students the tools to find their voice, confidence, and capture their artistic passions. We also seek to prepare students to be lifelong learners, creative thinkers, problem solvers, honest communicators, and how to use the power of theatre to raise up voices that may not be heard.

These universal skills combined with being a kind and thoughtful member of our community will give our students the potential to be real game-changers in our society. We want students to leave our classes and after-school program well prepared to navigate their way toward success in a challenging, complex, and exciting world. The courses and program offerings are for all students regardless of their future interests in or outside the world of theatre. Theatre is the study and practice of the human experience that transcends to all areas whether on or off stage.

8201 Acting 1 ACP 9, 10, 11, 12 SM 6 credits

★ Experiencing an acting class is a fun experience that you will not regret! Students will have the opportunity to learn the craft of acting through improvisation, character development, performing monologues and scenes as well as creating original pieces. Using trust and team-building activities, the class will be a fun and safe environment where students will explore self-awareness, develop a strong sense of self-confidence, and be themselves. Introduction to Acting is for all students regardless of their theatre background and is guaranteed to be a great experience! The class also gives you direct access to our after-school program where you can get involved in all areas of the theatre.

8202 Acting 2 ACP 10, 11, 12 SM2 6 credits

Prerequisite: Acting 1 or teacher approval.

Acting II takes the craft of acting and performance to the next level. Students will explore the in-depth creation and development of characters through monologue and scene work while continuing to build on fundamentals started in Acting 1. Every student will focus on fine-tuning their voice, body, and physical movement for the stage while exploring different methods of the craft developed by well-known acting teachers such as Sanford Meisner, Stella Adler, Michael Chekhov, Constantin Stanislavski, Lee Strassburg, Uta Hagen, and Viola Spolin. The course culminates with a final project/performance that is directed, designed, and performed by the class. Acting II is for intermediate to advanced students. Whether you plan to pursue theatre or not, you will develop personal self-confidence and gain universal skills for future success in any endeavor. If you liked Acting 1, then Acting 2 will take you to a higher level!

8203 Acting 3 - The Actor, the Craft, the Performance H 11, 12 SM 6 credits

Prerequisite: Acting 2 or teacher approval.

This culminating course in Acting explores advanced acting techniques including devising movement, developing voice projection and line delivery, learning stage combat, expanding directing and blocking techniques, learning the art of improvisation and comedic timing, and solidifying critical audition techniques. Students will explore different genres of theatre through reading and analyzing scripts, performing monologues, rehearsing scenes, and acting-out short plays. The course will culminate with an original piece devised and performed by the class.

822 Introduction to Technical Theatre no level 9, 10, 11, 12 Q 3 credits

★ This class gives you a front row seat to the inner workings of Newton North's teaching and working theatre program. During this course you will learn about the basics of scenic, sound, and lighting design through hands-on experience. If you have ever wanted to paint a set, use power tools, or learn more about theatre history, then this course is for you. Whether you are into theatre or not, "Intro to Tech Theatre" offers amazing skill-sets that you can use for a lifetime. Students also have the opportunity to design their own shows by joining the Technical Theatre Production and Design Class after school.

836 Costume, Hair and Makeup Design for the Theatre/Stage - Level 1 no level 9, 10, 11, 12 Q 3 credits

★ This introductory course focuses on developing an understanding of characters and appearance in theater, film, fashion and other storytelling media. Students will begin developing their creative design process by learning the fundamental elements and processes of costume, hair, and makeup through various projects and activities. This class is open to all students and a great way to get connected to the Theatre Program as well!

837 Costume, Hair and Makeup Design for the Theatre/Stage - Level 2 no level 10, 11, 12 Q 3 credits

Prerequisite: Introduction to Costume, Hair and Makeup design for the Theatre/Stage - Level 1.

This course continues and elevates the study from Costume Design Level 1. Students in this course will develop an individual design process through practice and experimentation on their choice of costume, wig, and makeup. Prerequisite: Must have completed Costume, Hair and Makeup Design Level 1.

8382 American Musical Theatre no level 9, 10, 11, 12 Q 3 credits

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

- 823 Technical Theatre Production Design** no level 9, 10, 11, 12 FY 12 credits
 ★ The Technical Theatre Production Design courses (Level I, II, III, and IV) run after-school and cover a wide variety of backstage learning experiences.
 In these hands-on classes, students will learn about technical theatre design, organization, management, and implementation in the areas they choose to work on. Students may select to work on Set, Lights, Sound and Props, Costume, Hair, and Makeup; or Stage Management and Student Producing. Depending on the area of interest students will also be a part of the stage, costume, hair, or makeup crews. Students should initially sign up for their area of interest below but will be encouraged and allowed to work across these disciplines for credit. The Theatre Director, Technical Director, Assistant Technical Director, and Costume Coordinator will supervise these courses. (See below: Theatre Ink)
 For specific information about each area of interest contact Adam Brown, Director of Theatre, brown@newton.k12.ma.us.
- 825 Introduction to Directing – Practicum** no level 11 Q 2 credits
 Junior students have the opportunity to apply to direct a full-length play or musical in their senior year. The process runs from late January through May. Introduction to Directing requires students to read and research a number of plays and write up a thesis style proposal, participate in two interviews and direct a piece from their play for a panel of staff and student directors. Students not selected to direct will receive 1 credit and be offered opportunities to student direct staged readings, assistant direct with a faculty member and other potential artistic leadership roles in the upcoming season.
- 82511 Directing – Practicum** no level 10, 11, 12 SM1, SM2 4 credits
 If selected, students will have the opportunity to direct one of the following productions: Freshman Cabaret, Cabaret Troupe, SponGen-Improv, Playwrights' Festival, Sketch Comedy, or One Act plays. The practicum runs from September until the end of the production process for each show. The final product is a performance for the Newton North community. Students will keep an extensive journal on their directing and planning process, complete a final written project/portfolio of their work, and submit it before the end of the production season.
- 826 Advanced Theatrical Directing – Practicum** no level 11, 12 FY 6 credits
Prerequisite: Introduction to Directing and selected to direct their play proposal in the upcoming season.
 Junior students have the opportunity to apply to direct a full-length play in their senior year. After completing the application process (course 825) and being selected to direct a play, students are enrolled in course 826. The process runs from May through December. Students will have the full resources of the department to produce their selected play for the Theatre Ink season. These credits cannot be used to meet the graduation requirement in English.
 Advanced Directing is a “hands on” course where student directors participate in intensive classes/workshops that cover basic principles of directing, production management, organization, audition processes and teambuilding. Over the summer students will continue to work on their themes, vision, and development of their production process. In the Fall or Spring student directors will run a 9-12-week rehearsal process that will include meeting weekly with an advisor and holding auditions and running rehearsals 4:00PM to 7:30PM or later each day. The final product is a performance for the Newton North community. Students will keep an extensive journal on their directing and planning process and complete a final written project/portfolio of their work and submit it before the end of the production season.
- 827 Classroom Aide in Theatre** no level 9, 10, 11, 12 SM1, SM2 varies
 ★ Students have the opportunity to explore theatre by serving as a classroom aide for any theatre arts class. See your school counselor, the Theatre Director, or Technical Director for details.

THEATRE INK

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

WORLD LANGUAGE

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

Proficiency: Newton North measures proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale, which ranges from Novice to Distinguished and embraces 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.




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

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

Course, Sequence and Placement Philosophy: Newton North has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each department has been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within a developmentally appropriate community of learners. The curriculum is designed to support the continuous academic, social, and skill development growth for all students. A core value at Newton North is that all students are appropriately challenged and supported both in terms of the work in individual classes and more broadly across a student's schedule. As students consider their course load, we support them in finding an appropriate level of stretch and balance within their classes. Teachers consider this placement philosophy when making course level recommendations. Placement in all courses beyond first year requires a teacher recommendation.

Honors Sequence: The Honors/Advanced Placement sequence is designed for learners who desire a challenging course of study in World Language and wish to achieve a proficiency level beyond Intermediate High. Enthusiasm for learning and for communicating in the target language, appropriate proficiency level, willingness to engage in reading, and discussing challenging texts are essential for working at the Honors level. Advanced Placement courses are approved by the College Board and have expectations equivalent to those of university courses. The honors sequence in all languages begins in the third year of the language, typically Sophomore year for students who have studied language in middle school.

FRENCH

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|--|---|-----|---------------|----|------------|
| 211 | Novice French 1 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 221 | Novice French 1 | CP | 9, 10, 11, 12 | FY | 12 credits |
|  | This course, designed for students who have never studied French, engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities, and likes and dislikes. Students will practice and develop listening, reading, writing, and speaking skills through the use of a variety of resources as well as interactive activities in the classroom. They will also begin to explore French and Francophone culture. | | | | |
| 202 | Novice French 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 222 | Novice French 2 | CP | 9, 10, 11, 12 | FY | 12 credits |
|  | This course is appropriate for students who begin the study of French in a single-year course at the high school level as well as middle school students who have studied French for less than the typical three-year sequence and/or whose proficiency level is at novice mid. While continuing to expand their vocabulary around topics concerning daily life, students will also gain the linguistic skills necessary to readily communicate one's interests and needs at the novice high level of proficiency. At the same time, they will expand their cultural knowledge of French-speaking communities. | | | | |
| 212 | Intermediate French 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 223 | French 3 | CP | 10, 11, 12 | FY | 12 credits |
|  | In this course, students will explore everyday themes such as meals and shopping, house and home, weekend hobbies and entertainment, sports and health, clothing and fashion, and travel and vacation. Students will also engage in cultural comparisons as they explore the city of Paris. Conducted primarily in French, this course will provide students with an immersion environment. Opportunities for conversation, discussion and the creation of skits will strengthen students' speaking skills. Students will also broaden their interpretive skills and reinforce cultural knowledge through the reading of short texts, while guided compositions will help students develop skills of coherent written expression. | | | | |

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|---|----------------------------------|-----|------------|----|------------|
| 213 | French 3 | ACP | 10, 11, 12 | FY | 12 credits |
| 224 | French 4 | CP | 10, 11, 12 | FY | 12 credits |
| In this intermediate course, students will continue to advance their proficiency in French through a thematic approach. Listening comprehension will improve through the classroom's immersion atmosphere and through exposure to Francophone music and film, and speaking skills will be strengthened through frequent opportunities for guided conversation and oral exposés. By reading articles and short stories, students will expand reading comprehension; writing skills will be further developed as well. | | | | | |
| 203 | French 3 | H | 10, 11, 12 | FY | 12 credits |
| This course marks the beginning of the honors sequence in French and focuses on issues of social justice & resistance during World War II in France and, in more recent history, in French-speaking nations and regions around the world. Students will watch the series "Un Village français" and research the culture and history in France and the Francophone worlds. They will also read short stories, poems & one longer text. This proficiency-based course is designed to develop learners' communication skills, intercultural competency, literacy and cognitive skills as well as guide students to make connections across disciplines using the vehicle of French. | | | | | |
| 214 | French 4 | ACP | 11, 12 | FY | 12 credits |
| In this course, students will continue to advance their proficiency by building their vocabulary and refining their communicative skills within the contexts of universally compelling issues. Through literature, music, art, and film as well as other culturally relevant resources, students will explore the beliefs and relationships that define the experience of living within a French-speaking culture. Students will read fiction, write essays, create skits, and work on oral communication, all of which will help them improve their linguistic skills and reflect on their own culture as they expand their knowledge of the French-speaking world. | | | | | |
| 204 | French 4 | H | 11, 12 | FY | 12 credits |
| In this course, students will explore in depth various universal themes such as personal relationships, differences between generations, nature and the environment, and media and technology. Students will read and analyze several texts in their original form from various time periods in French and Francophone literature. Using a variety of authentic and culturally relevant materials such as online news, short films, and documentaries, students will advance their linguistic skills through discussion and written analysis while simultaneously discovering the connections and distinctions between their own cultures and those of the French speaking world. | | | | | |
| 215 | French 5 | ACP | 12 | FY | 12 credits |
| Liberté, fraternité, égalité: Myths or realities? Devenez de détectives! Come investigate the ideals surrounding Liberty, Fraternity, and Equality. Immerse yourself in Francophone culture and the French language through a multimedia study of topics drawn from artistic traditions, history, geography, food, and institutions. Bring your passion for French language and culture as our global awareness deepens and expands. Find your voice in this culminating course through blogs, role-plays, and debates. | | | | | |
| 205 | Advanced Placement French | H | 11, 12 | FY | 12 credits |
| This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the French language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, literary works, and current events. Students will work with a variety of authentic audio, video, and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections. | | | | | |
| This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination. Financial aid is available for students who cannot pay exam registration fees. | | | | | |

SPANISH

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|-----|---|-----|---------------|----|------------|
| 241 | Novice Spanish 1 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 251 | Novice Spanish 1 | CP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | This course, designed for students who have never studied Spanish, engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities, and likes and dislikes. Students will practice and develop listening, reading, writing, and speaking skills through the use of various resources as well as interactive activities in the classroom. They will also begin to explore the various cultures of the Spanish-speaking world. | | | | |
| 232 | Novice Spanish 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 252 | Novice Spanish 2 | CP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | This course is appropriate for students who begin the study of Spanish in a single-year course at the high school level as well as middle school students who have studied Spanish for less than the typical three-year sequence and/or whose proficiency level is at novice mid. While continuing to expand their vocabulary around topics concerning daily life, students will also gain the linguistic skills necessary to readily communicate one's interests and needs at the novice high level of proficiency. They will likewise expand their cultural knowledge of Spanish-speaking communities through an emphasis on several Latin American countries including Guatemala, Peru, and Ecuador. | | | | |


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|-----|--|-----|---------------|----|------------|
| 242 | Intermediate Spanish 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | In this course, students will explore everyday themes such as school, daily routines, fashion, shopping, pastimes, places around town, and sports. Students will also engage in cultural comparisons as they explore various aspects of the Spanish-speaking world. Conducted primarily in Spanish, this course will provide students with an immersion environment. Opportunities for conversation, discussion, and communication in authentic contexts will advance students' oral proficiency. Students will also broaden their interpretive skills and reinforce cultural understanding through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Spanish. | | | | |
| 253 | Spanish 3 | CP | 10, 11, 12 | FY | 12 credits |
| | In this course, students will continue to develop and improve their listening, writing, reading and speaking skills in Spanish. They will also familiarize themselves with aspects of Mexican culture as they follow the adventures of two high school students who spend their summer in Querétaro. Vocabulary and grammar will be contextualized in the authentic setting of the episodic video series, <i>La Catrina</i> , where the actors are people who actually live in the lovely colonial city! | | | | |
| 243 | Spanish 3 | ACP | 10, 11, 12 | FY | 12 credits |
| | This course offers students the opportunity to expand upon, synthesize, and apply previously learned concepts in more complicated communicative contexts. In an immersion environment, students will study and practice new structures and vocabulary within a thematic framework. They will also read a variety of short stories and expand their knowledge of cultural practices and perspectives of the Spanish-speaking world. Students will be expected to communicate orally and in writing on a number of topics relevant to every day life. | | | | |
| 246 | Spanish 3 | H | 10, 11, 12 | FY | 12 credits |
| | This course marks the beginning of the honors sequence. It provides a fast-paced, rigorous curriculum for highly motivated students who desire a challenging course of study. Intensive vocabulary building and the study and application of advanced grammatical concepts to express meaning within a thematic context, including the U.N.'s global goals, characterize this course. Literary selections in the original language will provide students with an opportunity to broaden their knowledge of Spanish language texts and the cultures of the Spanish speaking world. Students will be encouraged to discuss their ideas and opinions exclusively in Spanish, and guided to express themselves orally and in writing in more complex and sophisticated ways. | | | | |
| 244 | Spanish 4 | ACP | 11, 12 | FY | 12 credits |
| | In this course, students will continue to advance their proficiency by expanding their vocabulary and refining their communicative skills within the thematic contexts of universally compelling issues. Through literature, music, art, and film as well as other culturally relevant resources, students will explore the beliefs and relationships that define the experience of living within a Spanish-speaking culture. Students will write essays and fiction, listen to podcasts, engage in role plays, and participate in other activities to help them advance their proficiency and discover connections and distinctions between their own cultures and those studied. | | | | |
| 247 | Spanish 4 | H | 11, 12 | FY | 12 credits |
| | In this course, students will read, analyze, discuss, and write about texts from various literary periods and genres in Spain: from Cervantes in the Golden Age to Lorca and the Generation of 1927. Through the use of on-line newspapers, film, and music, students will continue to develop their understanding of Spanish culture and history while refining their oral and written expressions in the language. Among the themes to be studied are the role of heroes, concepts of beauty and aesthetics, honor in Spanish society, art as social commentary, and the construct of family. This course requires nightly reading and daily oral participation in Spanish. | | | | |
| 254 | Spanish 4 | CP | 11, 12 | FY | 12 credits |
| 255 | Spanish 5 | CP | 12 | FY | 12 credits |
| | This course, with alternating year curricula, utilizes a thematic approach to encourage the advancement of students' listening, speaking, reading, and writing skills in Spanish. Through the use of film, short stories, and other authentic Spanish/Hispanic texts, students will enhance their knowledge of Spanish culture and literature. Students will likewise relate themes to the broader, universal culture of humankind and make connections to their own lives. This course may be taken one year only for Spanish 4 credit, or in two consecutive years for Spanish 4 and Spanish 5 credit respectively. | | | | |
| 245 | Spanish 5 | ACP | 12 | FY | 12 credits |
| | What does it mean to be a global citizen in our contemporary world? How does culture influence the way we view the world? In this culminating course in Spanish, we will focus on answering these questions. We will begin by discussing what it means to be a citizen in society. We will then explore the World Happiness Index and the United Nations Global Goals, and how we can interpret them through the study of Spanish-speaking countries. As we study video, film, news articles, and fiction, we will examine the impact that our own culture and actions have on others around the world, and what we can do to be conscious members of a global society. | | | | |
| 248 | Advanced Placement Spanish | H | 11, 12 | FY | 12 credits |
| | This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the Spanish language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, current events, and literary works by various authors from different Spanish-speaking countries. Students will work with a variety of authentic audio, video and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections. | | | | |
| | This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination. Financial aid is available for students who cannot pay exam registration fees. | | | | |

ITALIAN


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|-----|--|-----|---------------|----|------------|
| 271 | Novice Italian 1 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 276 | Novice Italian 1 | CP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | This course, designed for students who have never studied Italian, engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities, and likes and dislikes. Students will practice and develop listening, reading, writing, and speaking skills through the use of various resources as well as interactive activities in the classroom. They will also begin to explore the geography and culture of Italy. | | | | |
| 262 | Novice Italian 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 277 | Novice Italian 2 | CP | 9, 10, 11, 12 | FY | 12 credits |
| ★9 | This course is appropriate for students who begin the study of Italian in a single-year course at the high school level as well as middle school students who have studied Italian for less than the typical three-year sequence and/or whose proficiency level is at novice mid. While continuing to expand their vocabulary around topics concerning daily life, students will also gain the linguistic skills necessary to readily communicate one's interests and needs at the novice high level of proficiency. At the same time, they will expand their cultural knowledge of Italy. | | | | |
| 272 | Intermediate Italian 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
| 278 | Italian 3 | CP | 10, 11, 12 | FY | 12 credits |
| ★9 | In this course, students will explore every day themes such as daily routines, school, meals, fashion, the home, entertainment, sports, health, travel, and vacation. Students will also engage in cultural comparisons as they explore the major cities and the different regions of Italy. Conducted primarily in Italian, this course will provide students with an immersion environment. Opportunities for conversation, discussion, and the creation of skits will strengthen students' speaking skills with an emphasis on correct pronunciation. Students will also broaden their interpretive skills and reinforce cultural knowledge through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Italian. | | | | |
| 273 | Italian 3 | ACP | 10, 11, 12 | FY | 12 credits |
| 279 | Italian 4 | CP | 11, 12 | FY | 12 credits |
| | In Italian 3, students will continue on the road to mastery of the Italian language in a dynamic course where they will maintain their complete immersion in the target language. Delving into exciting stories and films of adventure, romance, and mystery, students will be challenged to improve their linguistic proficiency by interacting with peers through weekly sessions in the language lab about a variety of topics. They will also read short stories, stay on top of Italian current events by viewing news clips, build their interpretive skills by watching music videos, and expand their ability to write. | | | | |
| 263 | Italian 3 | H | 10, 11, 12 | FY | 12 credits |
| | This course marks the beginning of the honors sequence. It provides a fast-paced, rigorous curriculum for highly motivated students who desire a challenging course of study. Intensive vocabulary building and the study and application of advanced grammatical concepts to express meaning within a thematic context characterize this course. Literary selections in the original language will provide students with an opportunity to broaden their knowledge of Italian literature and culture. Students will be encouraged to discuss their ideas and opinions exclusively in Italian, and guided to express themselves orally and in written composition in more complex and sophisticated ways. | | | | |
| 274 | Italian 4 | ACP | 11, 12 | FY | 12 credits |
| | This course offers students the opportunity to advance their mastery of Italian, particularly their oral and written communication skills. Through the use of film, song, and literature, students will expand their vocabulary base, their understanding of grammatical structures, and their knowledge of Italian culture. Students will read short stories from authors such as Dacia Maraini, Gianni Rodari, Giovanni Boccaccio, and Dino Buzzati. To advance their proficiency in Italian, they will also make videos, write short stories, perform short plays, and make regular visits to the language lab to engage in listening and oral communicative activities. | | | | |
| 264 | Italian 4 | H | 11, 12 | FY | 12 credits |
| | In this course, students will explore in depth various universal themes such as family, school, personal relationships, differences between generations, nature and the environment, and media and technology. Students will read and analyze several texts in their original form from various time periods in Italian literature. Using a variety of authentic and culturally relevant materials such as on-line news and film, students will advance their linguistic skills through discussion and written analysis while simultaneously discovering the connections and distinctions between their own cultures and that of Italy. | | | | |
| 275 | Italian 5 | ACP | 12 | FY | 12 credits |
| | Buon viaggio! Take a deep dive into the many facets of Italian culture in this culminating course! Immerse yourself as we explore film, a selection of Italian literature, online articles, songs, and advertisements. Students will discover, discuss, and make connections between a variety of historical and contemporary aspects of Italian culture, including within the context of the United Nations Sustainable Development Goals. Frequent discussion and a lively classroom environment will enable students to refine their oral and written communication skills while expanding their understanding of themselves and the world around them. | | | | |


- 265 Advanced Placement Italian** **H** **11, 12** **FY** **12 credits**
 This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the Italian language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, literary works, and current events. Students will work with a variety of authentic audio, video, and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections.
 This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination. Financial aid is available for students who cannot pay exam registration fees.
- 280 Adventures in Italian American Culture** **no level** **10, 11, 12** **SM** **6 credits**
 In the classroom - through film, literature and other media - students will discover the achievements and expressions of the Italian American experience. Guest speakers will bring their expertise and experience into the classroom. Out of the classroom, students will engage with the community and explore the sites and institutions associated with Italian American history and culture, such as Boston's North End, Newton's Italian restaurants and cafés, Newton's Sons of Italy, Friends of the Italian Cultural Center of Boston, The Dante Alighieri Society of Massachusetts, and the Consulate General of Italy in Boston. As a final project, students can choose between a more traditional academic work or a community-based project. This course, with the support of the Center for Civic Engagement and Service at Newton North, may be suited to fulfill the Massachusetts Civic Learning requirement, and it is also designed to allow students to do projects related to their other courses (for example, CTE classes, History, English, Design, etc.). **TAUGHT IN ENGLISH.** Will not count as part of a language sequence for college applications.

LATIN

- 281 Latin 1** **ACP** **9, 10, 11, 12** **FY** **12 credits**
2812 Latin 1 **CP** **9, 10, 11, 12** **FY** **12 credits**
 Come devote your mind to studying the Romans and the Mediterranean world in which they lived. Designed for a range of students who have not yet studied a world language or who wish to start studying a second world language, students will immerse themselves in the world of the Romans through a study of their language, history, mythology and other aspects of culture. Through the specific study of vocabulary, including derivatives, and linguistic comparison, students will increase the depth of their knowledge of the English language while learning Latin. They will also begin to develop close reading skills along with essential study and organizational strategies.
- 282 Latin 2** **ACP** **10** **FY** **12 credits**
2822 Latin 2 **CP** **10** **FY** **12 credits**
 In this course, students will continue to expand their Latin vocabulary and develop a deeper understanding of Latin syntax. Through reading stories and longer texts in Latin, students will also engage with a wide variety of cultural topics as they advance their linguistic knowledge. Students will perform close reading, developing their attention to detail while pondering and discussing the customs and traditions of the Romans and their impact on Western civilization.
- 283 Latin 3** **H** **10, 11, 12** **FY** **12 credits**
287 Latin 3 **ACP** **10, 11, 12** **FY** **12 credits**
 The goal of this course is to advance students' proficiency in reading Latin by building their vocabulary and capacity to comprehend more complex Latin sentences that contain advanced grammatical structures. Students will apply prior knowledge as well as reading strategies as they transition to reading longer passages of Latin texts. Additionally, students will demonstrate greater understanding of the Roman world, achieved through readings that address cultural topics in Roman history, private life and society, and ancient literature. During this course, students will transition to reading authentic Latin, using authors such as Catullus and Nepos.
- 286 Advanced Placement Latin** **H** **11, 12** **FY** **12 credits**
288 Latin 4 ACP **ACP** **11, 12** **FY** **12 credits**
 In this course, students will read selections from Pliny's Letters (including letters about the eruption of Mt. Vesuvius, ghost stories, and his correspondence with the emperor Trajan) and Virgil's Aeneid (selections from Books 1, 2, 4, 6, 7, 11, and 12, covering Aeneas' relationship with Dido, journey to the Underworld, and settlement in Italy). At the ACP level, the length and complexity of the texts will be adapted and abbreviated.
 Advanced Placement Latin prepares students for the Advanced Placement examination given in May by the College Board. All students in the AP course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees. Students in the ACP course will take an alternative final assessment.

MANDARIN CHINESE

- 291 Novice Chinese 1** **ACP** **9, 10, 11, 12** **FY** **12 credits**
 This course lays the foundation for the development of proficiency of the four linguistic skills in Mandarin. Students will be able to greet each other, ask and answer simple questions to communicate basic information about themselves and others. Students will also be able to express likes and dislikes, talk about their daily activities such as classes, weekend plans, extracurricular activities. They will develop their vocabulary, work on pronunciation and tones, and start to build beginning literacy. An introduction to Chinese history and culture will also be integral to the course.

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| 292 | Chinese 2 | ACP | 9, 10, 11, 12 | FY | 12 credits |
|  | In this course, students will continue to advance their proficiency in the language and will be able to speak and ask questions about themselves as well as activities, events, and people in their lives. They will also be able to express their needs and wants, make simple plans, and give and follow directions. At the same time, students will expand their ability to read and write simplified Chinese characters and broaden their knowledge and understanding of Chinese cultural practices related to the curriculum's themes of study. | | | | |
| 297 | Chinese 3 | ACP | 10, 11, 12 | FY | 12 credits |
| | In this course, students will increase their vocabulary and ability to express themselves both orally and in writing around themes related to their school and community. Emphasis on advancing their speaking skills will be integral to the course as students discuss and present on their favorite athlete, celebrity or historical figure as well as events and activities. They will also be guided to use structures that enable them to produce more complex speech and writing. Likewise, they will develop their presentational skills such as writing outlines for projects, notes for speeches, and research questions. Cultural topics will be well integrated into the theme-based curriculum. | | | | |
| 293 | Chinese 3 | H | 10, 11, 12 | FY | 12 credits |
| | This first course in the honors sequence has a fast-paced, rigorous curriculum for highly motivated students who want a challenging course of study. Students will advance their proficiency to the intermediate level in all linguistic areas in the Chinese language as they expand their vocabulary, and use the language with more sophisticated dialogue and presentation. Students will be expected to communicate in the target language as much as possible with support as necessary. They will also be expected to read and write exclusively with Chinese characters as they continue to expand their vocabulary. Cultural topics will be well integrated into the theme-based curriculum. | | | | |
| 298 | Chinese 4 | ACP | 10, 11, 12 | FY | 12 credits |
| 299 | Chinese 5 | ACP | 10, 11, 12 | FY | 12 credits |
| | Traditional and Modern China: With alternating year curricula, this course will take students on an exciting ride through Chinese culture, ancient, modern, and contemporary. Movies, multimedia, music, books, art, and hands-on activities enable students to immerse themselves in the rich and intriguing Chinese culture. While interesting and exciting activities such as calligraphy and Tai Chi deepen students' understanding and appreciation of Chinese culture, engaging in discussions, role-plays, reading, and writing will help students advance their proficiency in the language. This course may be taken one year only for Chinese 4 credit, or in two consecutive years for Chinese 4 and Chinese 5 credit respectively. | | | | |
| 294 | Chinese 4 | H | 10, 11, 12 | FY | 12 credits |
| | In this course, students will engage with an increased number of authentic Chinese resources created by native speakers to develop a higher level of proficiency in oral and written communication skills. The course will also provide students with a comprehensive study of grammatical structures of the Chinese language so that they may learn to express themselves orally and in writing with ever-increasing sophistication including written compositions of multi-paragraph length with Chinese characters. Likewise, students will improve their reading proficiency through the use of Internet articles, short texts, and other types of authentic printed material. | | | | |
| 295 | Chinese 5 | H | 11, 12 | FY | 12 credits |
| | This pre-AP course integrates a thematic approach with authentic resources to engage students in discussion and written analysis of issues in the global community. Students will study contemporary issues along with their historical roots, which will serve as a context for advancing their oral and written proficiency in Chinese. Students will independently listen to and read news reports from Chinese sources on a weekly basis and lead discussions in class based on what they learn. These discussions will continue outside of class through the use of blogs and other Internet applications. | | | | |
| 296 | Advanced Placement Chinese | H | 11, 12 | FY | 12 credits |
| | This advanced course is designed for students to reach a high level proficiency linguistically and culturally. It provides ongoing and diverse opportunities to enrich the learning experience through promotion of collaboration, critical thinking skills, and creativity. The course prepares students to demonstrate their three communicative skills (interpersonal, presentation, and interpretive) through listening, speaking, reading and writing within and beyond the school setting. The course also engages students in an exploration of Chinese history and culture through authentic audiovisual materials that reflect multiple aspects and richness of Chinese language and society. | | | | |
| | This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay exam registration fees. | | | | |

WORLD LANGUAGE CLASSROOM AIDE

| | | | | | |
|-----|---|----------|--------|--------|--------|
| 285 | Classroom Aide in World Language | no level | 11, 12 | varies | varies |
| | Students assist a teacher in a World Language classroom. Arrangements must be made between the teacher and student in the fall once both students and teachers know their schedules. Number of times per week and credits will also be determined in the fall. Please see guidelines for application in the "All School" section of this publication. | | | | |

ADMISSION APPLICATION FORM
Newton Public Schools
Career & Technical Education Programs
100 Walnut Street, Newtonville, MA 02460
Telephone (617) 559-6250 FAX (617) 559-6256

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

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

This application form must be completed and submitted to the Director of CTE. The office is located in Newton North. The current Exploratory teacher's recommendation based on the district approved rubric will be used for acceptance. The school counselor's support, the student's grades, attendance and discipline/conduct, may be considered. A fifth criteria consisting of an interview with the applicant may also be used if needed.

Program Major: _____

Year of Graduation: _____

APPLICANT SECTION

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

Home Address: Street and Number: _____

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

Cell Phone #: _____

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

PARENT/GUARDIAN SECTION

Parent/Guardian Name: Last: _____ First: _____ Middle: _____

Home Address: Street and Number:
(if different from student) _____

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

Home Phone #: _____ Cell/Work
Phone #: _____

Email: _____

SIGNATURE SECTION

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

The undersigned applicant's parent(s)/guardian(s) give permission for representatives of the sending school to release the applicant's records of grades, attendance, conduct/discipline to NPS CTE Director for the purpose of admission.

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

Signature of
Student: _____

Date: _____

Signature of Parent/Guardian: _____

Date: _____

Signature of Current Guidance Counselor: _____

Date: _____

Signature of Teacher of

CTE Program of Interest: _____

Date: _____

VOLUNTARY INFORMATION SECTION

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

Gender: ☐ Female ☐ Male ☐ Non Binary ☐ Other

Race: ☐ American Indian or Alaskan Native ☐ Asian or Pacific Islander ☐ Black ☐ White ☐ Hispanic ☐ Combination of two or more races (if checked, supply the code from the attached list) Code: _____

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

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

| | Not Hispanic or Latino | Hispanic or Latino |
|--|------------------------------|-----------------------|
| One race | | |
| White | 01 | 33 |
| Black or African American | 02 | 34 |
| Asian | 03 | 35 |
| American Indian or Alaska Native | 04 | 36 |
| Native Hawaiian or Other Pacific Islander | 05 | 37 |
| Combination of Two Races | | |
| White & Black or African American | 06 | 38 |
| White & Asian | 07 | 39 |
| White & American Indian or Alaska Native | 08 | 40 |
| White & Native Hawaiian or Other Pacific Islander | 09 | 41 |
| Black or African American & Asian | 10 | 42 |
| Black or African American & American Indian or Alaska Native | 11 | 43 |
| Black or African American & Native Hawaiian or Other Pacific Islander | 12 | 44 |
| Asian & American Indian or Alaska Native | 13 | 45 |
| Asian & Native Hawaiian or Other Pacific Islander | 14 | 46 |
| American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander | 15 | 47 |
| Combination of Three Races | | |
| White & Black or African American & Asian | 16 | 48 |
| White & Black or African American & American Indian or Alaska Native | 17 | 49 |
| White & Black or African American & Native Hawaiian or Other Pacific Islander | 18 | 50 |
| White & Asian & American Indian or Alaska Native | 19 | 51 |
| White & Asian & Native Hawaiian or Other Pacific Islander | 20 | 52 |
| White & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander | 21 | 53 |
| Black or African American & Asian & Native Hawaiian or Other Pacific Islander | 22 | 54 |
| Black or African American & Asian & American Indian or Alaska Native | 23 | 55 |
| Black or African American & Native Hawaiian or Other Pacific Islander & American Indian or Alaska Native | 24 | 56 |
| Asian & Native Hawaiian or Other Pacific Islander & American Indian or Alaska Native | 25 | 57 |
| Combination of Four Races | | |
| White & Black or African American & Asian & American Indian or Alaska Native | 26 | 58 |
| White & Black or African American & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander | 27 | 59 |
| White & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander | 28 | 60 |
| White & Black or African American & Asian & Native Hawaiian or Other Pacific Islander | 29 | 61 |
| Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander | 30 | 62 |
| Combination of Five Races | | |
| White & Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander | 31 | 63 |

NOTES

MISSION STATEMENT

The Newton North High School community believes that learning sustains the human spirit.

We strive for excellence in academic, vocational, athletic and artistic endeavors. We celebrate the dignity of all people, teach and learn to the depth and distance of our abilities, take responsibility for our actions, and conduct ourselves with integrity and civility.

Recognizing that we are a small world within a much larger one, we create opportunities for open-minded and honest communication about the broad range of human experience to foster social awareness, generosity, and compassion.

Newton North High School provides all members of the community with the opportunity and freedom to discover and reach their potential as individuals while taking responsibility for the common good.

ACADEMIC EXPECTATIONS

Newton North graduates will:

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

CIVIC EXPECTATIONS

Newton North graduates will:

1. Take responsibility for their own actions
2. Contribute positively to the school and larger community
3. Understand the rights and responsibilities of a citizen in a democratic society and be thoughtful, reflective, active citizens

SOCIAL EXPECTATIONS

Newton North graduates will:

1. Treat others respectfully
2. Show self-respect and self-advocacy