

Nantucket High School Program of Study 2025-2026



NHS VISION OF A GRADUATE

Collaboration

Students can actively work as part of a team in order to achieve a common goal: recognizing the contributions of all collaborators, addressing problems cooperatively as they occur, placing group goals above individual ones, and reaching respectful consensus.

Critical Thinking

Students can analyze an idea or problem in order to begin an inquiry, gather and evaluate information, use evidence to support their thinking, and reflect in order to advance their own thinking and conclusions.

Communication

Students can communicate clearly and effectively in classroom discourse. Students develop clear ideas supported by relevant evidence. This includes an awareness of purpose, audience, and format.

Innovation

Students can demonstrate originality and innovation by examining a wide variety of ideas and refining, combining, and elaborating on ideas in order to solve problems or create.

Social Responsibility

Students can identify opportunities to impact the local and wider community, assess their options and plan actions in order to become a more socially responsible member of the local and global community.

Reflection and Adaptation

Students are able to reflect on their own learning through metacognition, thinking about both their process and product. Students are able to seek challenges and adapt based on their identified strengths and areas for growth.

Last updated October 2019

2025-2026 Program of Study

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NANTUCKET HIGH SCHOOL
10 SURFSIDE ROAD
NANTUCKET, MASSACHUSETTS 02554
Mandy Hilemn, Principal



February, 2025

Dear Nantucket High School Students and Parents,

Welcome to the 2025-2026 Program of Studies. This document has been updated and revised with our students at the center of all selections presented here. All stakeholders have worked diligently to provide a thoughtful plan of courses to support your path through high school with a priority to preparation for your next journey after high school.

What you have in your hands, or on your screen, is the first step in selecting courses for your next school year. During the months of February and March, students will have the opportunity to select the classes that will fill their schedule for the 2025-2026 school year. You should take some time to review the course descriptions, especially the expectations at each different level and the available elective selections. Teachers will make recommendations based on current student progress. These recommendations are suggestions. Students and parents should discuss these recommendations and use them to inform your final decision.

As you consider the courses you will select for your next year at Nantucket High School, keep in mind that open enrollment is an option for all students. This means students have the opportunity to reach beyond their comfort zone. If you have not considered Honors, Advanced Placement, or Dual Enrollment courses, this may be the year. Having completed the prerequisite requirements, which are noted in this document, students have the option to choose any course available for their grade level. Making this choice should be discussed with your parents, teachers, and school counselors to ensure informed decision making. Choosing to try a more rigorous course of study, will bring more responsibility to meet the expectations for each course. Keep in mind, however, that you have a safety net of support to ensure your success. We encourage you to consider challenging yourself and try something new.

Our school offers a nice cross section of courses in each content area including the required courses in English, math, social studies, and science, but also visual and performing arts, vocational education, wellness, and world languages. We are excited to offer this resource to assist and guide you in making the best selection for your personal journey through high school. Communication with your teachers and counselors is essential to your success throughout high school. When you meet with your school counselor to discuss course selections, you will also review graduation requirements by completing a credit audit. This audit will ensure that you are on track for your anticipated graduation date.

Be sure to ask questions when you need more information. Plan to meet with your school counselor and develop your schedule for the upcoming school year. Remember that teacher recommendations are a good place to start but not the end of the process. You may elect to accept their recommendation or you may decide to try a new path. Most importantly, you should make informed decisions and discuss options with your teachers and make final decisions with your parents.

Your Nantucket High School staff and administration are here to support your high school journey. We look forward to your success in 2025-2026.

Mandy H. Vasil, Principal, Jennifer Psaradelis, Assistant Principal, and Tracy Mailloux, Assistant Principal

COURSE REQUIREMENTS FOR GRADUATION

SUBJECT	NHS GRADUATION REQUIREMENTS: 26 TOTAL CREDITS	REQUIRED BY MA STATE COLLEGES & UMASS SYSTEM	RECOMMENDED BY MOST 4-YEAR COLLEGES	RECOMMENDED BY MOST SELECTIVE COLLEGES*
ENGLISH	4 CREDITS ENGLISH I, II, III, IV REQUIRED	4 CREDITS ENGLISH I, II, III, IV REQUIRED	4 CREDITS ENGLISH I, II, III, IV REQUIRED	4 CREDITS ENGLISH I, II, III, IV REQUIRED HONORS LEVEL CLASSES
MATHEMATICS	4 CREDITS ALGEBRA I & GEOMETRY	4 CREDITS GEOMETRY, ALGEBRA I, ALGEBRA II, & A MATH IN SENIOR YEAR	4 CREDITS GEOMETRY, ALGEBRA I, ALGEBRA II, & A MATH IN SENIOR YEAR	4 CREDITS GEOMETRY, ALGEBRA I, ALGEBRA II, & PRE-CALCULUS (WITH A MATH IN SENIOR YEAR)
SOCIAL SCIENCES	3 CREDITS WORLD HISTORY I, WORLD HISTORY II & US HISTORY REQUIRED	2 CREDITS 1 COURSE IN US HISTORY	3 CREDITS INCLUDING US HISTORY I	4 CREDITS INCLUDING WORLD HISTORY I & US HISTORY I
SCIENCE	3 CREDITS BIOLOGY OR INTRO. TO PHYSICS REQUIRED	3 CREDITS 2 LAB SCIENCE COURSES	3-4 CREDITS INCLUDING BIOLOGY OR INTRO. TO PHYSICS & CHEMISTRY OR PHYSICS	3-4 CREDITS INCLUDING BIOLOGY OR INTRO. TO PHYSICS, CHEMISTRY & PHYSICS
WORLD LANGUAGES	NO REQUIREMENTS	2 CREDITS SAME LANGUAGE	2-3 CREDITS SAME LANGUAGE	3-4 CREDITS SAME LANGUAGE
GENERAL REQUIREMENT	.5 CREDIT PERSONAL FINANCIAL LITERACY			
WELLNESS	2.5 CREDITS WELLNESS I, WELLNESS II & 2 WELLNESS ELECTIVES			
FINE/PERFORMING ARTS	NO REQUIREMENTS		FINE OR PERFORMING ARTS	FINE OR PERFORMING ARTS
ELECTIVES	10-12 CREDITS	2 CREDITS FROM CORE SUBJECTS, ARTS, HUMANITIES OR COMPUTER SCIENCE	ELECTIVES THAT ENRICH YOUR ACADEMIC PROGRAM	ELECTIVES THAT ENRICH YOUR ACADEMIC PROGRAM

Recommendations are based on the minimum requirements for college admission.

*Students seeking admission to highly competitive institutions should consider as many honors level and Advanced Placement (AP) classes as possible, complete 4 years of the same foreign language, pursue calculus and advanced levels of course work in science.

COURSE SELECTION GUIDELINES

All students, in all grades, are to be scheduled in seven classes per semester. Requests for an exception will be examined on a case-by-case basis, taking into consideration what the student's parent, school counselor and building principal believe is in the student's best educational interest.

A college preparatory curriculum consists of a **MINIMUM of four ACADEMIC** courses (English, mathematics, social studies, science, and/or foreign language) each of the four high school years. The more selective the college one has in mind, the more rigorous the academic load should be, both in course difficulty and in the number of classes taken.

High school students have a range of choices in their course work, subject to the graduation credit and distribution requirements. To keep many options for further education and career choices open, students are encouraged to take the most appropriately challenging program possible. Experience indicates that most students make career choices after their high school years; therefore, the school encourages students to select courses from a wide range of disciplines.

In choosing their programs, students should work closely with their school counselors, parents, teachers and special services liaisons. Parents who have questions about a program or course selections are urged to call the School Counseling Office to schedule a conference. Every effort will be made by school personnel to see that program requirements are met, but the final responsibility for meeting these requirements for promotion and graduation rests with the student and his/her/their parent(s) or guardian(s).

Once the school opens in the fall, it is expected that each student will continue with the schedule that has been developed during the course selection process. Any minor adjustments need to take place during the first two weeks of school, via communication with the school counselors. A good education depends on a full 90 day (semester) or 180 day (full year) presence in a class. Course changes requested after the two-week add/drop period are strongly discouraged. School counselor, department leader, teacher and possibly assistant principal input will be required to affect such a change. Nantucket High School does not accept course change based on personal incompatibility between a student and teacher. A student moving from an advanced section of the same course (honors or Advanced Placement) to a different section (honors or College Prep) will have until October 1st to make said change without affecting his/her/their transcript. **It is important to note that there is not a drop/add period at the semester change.**

Any student who withdraws from a course after the established deadlines will receive a grade of withdraw/W, withdraw pass/WP or withdraw failing/WF. If a senior drops or withdraws from a class after transcripts have been sent out to colleges, Nantucket High School will notify all colleges of the change in the student's schedule.

ADD/DROP POLICY

You should make every attempt, prior to the start of the school year, to meet with your school counselor to request a schedule change. The request for a course change may be granted under the following conditions:

- There is available space in the class.
- There is a sound educational reason (e.g. potential career choice) for the change.
- The principal approves the move most often pending sending/receiving teachers' agreement.

COURSE CANCELLATION

Courses with insufficient enrollment are subject to cancellation at the discretion of the administration. The administration also reserves the right to limit course and section size, thus deferring some students' requests.

COURSE LEVELS

Advanced Placement (AP)

These courses represent the most challenging curriculum we offer—college-level coursework. Based on the guidelines from the College Board, each course culminates in a nationally-standardized exam. Students who receive a high score on the exam may earn college credit or be exempted from particular courses. Teachers maintain an aggressive pace in order to cover the necessary content. Significant out of class time is demanded from these courses, including mandatory Saturday Sessions.

Honors (H)

Most departments offer honors courses for advanced students. These courses are highly demanding in both class work and out of class responsibilities and preparation. Honors courses provide enrichment experiences and accelerated instruction for those college preparatory students who exhibit both exceptional ability and motivation in a particular subject area.

College Prep (CP)

These challenging courses provide students with the instruction and experience(s) they will need to successfully manage post-secondary education.

Essentials (E)

These courses provide an introductory view of various elective offerings. Essentials academic courses provide basic instruction while emphasizing study skills. In this case the courses are designed for those students who would benefit from accommodations in the way information is presented, or in the way knowledge is demonstrated, that do not substantially alter the nature of the task or the learning standard being addressed.

***Essentials courses may not be recognized by all colleges/universities for credit. Please confer with your school counselor about these courses and your post-secondary education plans.*

Basic (B)

These courses emphasize fundamental skills and enrollment through the Special Services Department is required.

PROMOTION POLICY

Students may be assigned to Advisory by their class standing and not upon the number of years they have attended NHS.

In order to remain in their graduating class, students must earn enough credits to remain in line for graduation during the traditional time period (able to meet the credit requirements for graduation through taking a full 7-credit load of courses each year). In addition, students must successfully complete the required English course in their year to remain in their projected year of graduation.

- To be part of the **Class of 2026** □ 19 credits **and** pass English III.
- To be part of the **Class of 2027** □ 12 credits **and** pass English II.
- To be part of the **Class of 2028** □ 6 credits **and** pass English I.

With approval from the principal, students who fall behind may be allowed to gain credits through non-traditional avenues (e.g. online courses).

PARTICIPATION IN COMMENCEMENT

Only those students who have satisfied the graduation requirements before the time of commencement will be allowed to participate in the ceremony. No student with any outstanding obligations – owed café debt, technology devices/equipment, owed technology debt, books, uniforms, etc. – to the school will be eligible to participate in Commencement. He/she/they will be asked to pick up his/her/their diploma in the main office after Commencement and the fulfillment of the obligation. A student who has not met the Community Service Requirement (20 hours) will not be eligible to participate in commencement.

MCAS REQUIREMENT

According to the Commonwealth of Massachusetts, students must complete the English, math and science MCAS Assessments in order to receive a diploma.

Students who do not meet the MCAS requirement will not be excluded from graduation exercises if they have met Nantucket High School's requirements; however, they cannot receive a diploma. Instead, a local certificate will be provided in confidence. A Nantucket High School student who does not meet the state MCAS test requirements will receive a "Certificate of Completion" instead of a diploma.

EARLY GRADUATION

Students who wish to meet the school's requirements in fewer than four full years may make a request by scheduling a meeting with their school counselor, principal and parents to discuss options.

SUMMER SCHOOL

Online credit recovery courses are available during the summer at the family's expense for students who have failed courses with a minimum failing grade of 55%. To earn credit, a student must achieve a minimum passing score of 75% in the summer school course. The intent of the program is to offer remediation in order for a student to maintain the expected path toward graduation. Summer school courses must be completed BEFORE the new academic year begins. No credit will be awarded for courses not completed prior to the start of school.

REPORTING PROGRESS

Report cards are issued four times during the school year. Report card grades are alphabetical with any grade below 60 considered an F (failing).

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 & Below	P Pass
A 93-96	B 83-86	C 73-76	D 63-66	W Withdraw	M Medical
A- 90-92	B- 80-82	C- 70-72	D- 60-62	AUD Audit	I Incomplete

GRADE POINT AVERAGE

In order to account for the differing challenges and requirements at the various levels of instruction, the following “weights” are assigned in calculating Grade Point Average. We do not use grade point averages to calculate class rank. Reports on the school profile and on students' transcripts may include information on grade and GPA distribution within the class.

Grade	Advanced Placement	Honors	College Prep
A+	5.3	5.0	4.7
A	5.0	4.7	4.4
A-	4.7	4.4	4.1
B+	4.3	4.0	3.7
B	4.0	3.7	3.4
B-	3.7	3.4	3.1
C+	3.3	3.0	2.7
C	3.0	2.7	2.4
C-	2.7	2.4	2.1
D+	2.3	2.0	1.7
D	2.0	1.7	1.4
D-	1.7	1.4	1.0
F	0.0	0.0	0.0

*Essentials level courses are not configured into the grade point average.

REPORTING CLASS RANK

Nantucket High School does not report class rank. School counselors will report a weighted rank to colleges and universities via groupings on a GPA Distribution Chart. The groups will be determined by identifying aggregate patterns in class rank.

ACADEMIC RECOGNITION

We take pride in the academic achievement of our students and recognize it in several ways:

PRINCIPAL'S LIST – Grades of **A** in all subjects.

HONOR ROLL – Grades of **A** or **B** in all subjects.

ACADEMIC EXCELLENCE AWARDS – At an assembly in the spring, academic excellence awards are given for each course using several criteria, including Improvement and Excellence.

BOOK AWARDS – The school participates in several book awards, including a Harvard Prize Book sponsored by Peter Panchy. The qualifying criteria for the awards range from academic achievement to community service accomplishments to student-athlete attributes.

SCHOLARSHIPS – Prior to the graduation exercises, a faculty committee and community organizations meet to award thousands of dollars in local scholarship monies to seniors and alumni. While many scholarships are need-based, the student's academic record plays a strong role in all awards. In some cases, students can access information about scholarships on the school's website.

PREPARING FOR COLLEGE

Thought should be given to college admission requirements when planning a course of study.

This section provides a brief overview of the admissions process. Colleges base their decisions by evaluating some or all of the following information about a student:

- High School Transcript (# of courses, rigor of courses, GPA, and grades)
- College Admissions Exams (SAT/ ACT)
- Recommendation Letters
- Extracurricular Activities
- Special Talents
- College Applications and Essays
- Interview
- Alumni(ae) Relationship with the College
- Minority Status
- First Generation Student Status
- Religious Affiliation
- Volunteer/Other Work

Colleges want to see a student who has challenged himself or herself through coursework and after school activities. They appreciate a student who explores areas of interest in depth and shows a strong interest in continuing learning at a higher level.

It is vitally important to remain a healthy student, for you cannot perform at your best if you are stressed and overloaded. Plan your year in advance and consult with your family and teachers when appropriate. Nothing substitutes for a good night's rest.

THE COLLEGE BOARD TESTS

The Preliminary Scholastic Assessment Test (PSAT) is a 2 ½ hour long multiple-choice test of Verbal and Mathematical Reasoning and Writing Ability that is designed as a practice test for the SAT Reasoning Test. All sophomores and juniors will have the opportunity to take this exam during a Saturday in October. For sophomores the test is simply practice, for juniors who score well, the test can help to qualify the student for a National Merit Scholarship.

The SAT Reasoning Test attempts to predict what a student is capable of doing at the collegiate level. The test is given several times throughout the year and students are encouraged to take it once in the spring of their junior year and once in the fall of their senior year.

The Advanced Placement Program offers the final tests for students seeking entrance to competitive colleges. A student's teacher and the School Counseling Department will coordinate the May testing at the conclusion of the AP course.

Further information about the College Board can be found at www.collegeboard.org

ACT TESTS

The American College Testing Corporation serves many colleges and universities and offers an alternative to the SAT Reasoning. The test covers four skill areas: English, mathematics, reading, and science reasoning. If a student feels the SAT did not fairly represent his/her/their competency level, he/she/they are encouraged to take the ACT. The test is offered only twice on-island in September and April. Consult with the School Counseling Office for times and places of tests. For further information, visit the website at www.actstudent.org. All other testing dates are off-island.

****Students with special needs who require accommodations for test taking in classes may also apply for special accommodations when taking the SAT or ACT tests. See your student's school counselor for more detailed information.**

COMMUNITY SERVICE

NHS Commitment to Community Service Learning: All students are required to complete twenty (20) total hours of service over four years. The 20 hours need to be completed prior to May 1st of the year of graduation. A student who has not met the Community Service requirement will not be permitted to participate in commencement.

THE SUZANNE T. GARDNER LIBRARY MEDIA CENTER

To support and enhance the Nantucket High School mission, the NHS Library offers new and up-to-date print and digital resources to maximize student learning in the 21st Century and support the *NHS Vision of a Graduate*.

We have content rich databases and print reference books that support the curriculum and can be accessed from home and school. Additionally, the librarian collaborates with faculty to create resources to support curriculum. In order to provide our students with digital access, the [CPS/NHS Destiny Card Catalog](#) is also the hub for research and resources, a place for students to streamline the research process and locate what they need in the collection of databases and online sources. Library materials are accessible from home with over 100,000 online resources, including journal articles, e-books, databases, and newspapers.

Access to free eBooks and AudioBooks via [SORA](#), along with our diverse collection of print books, allow students the flexibility to read anywhere, anytime. Our online card catalog can be accessed at here: [CPS/NHS Destiny Card Catalog](#)

Connect with the library and explore resources available in multiple languages and formats!

SCHOOL COUNSELING SERVICES

The school counselors at Nantucket High School provide comprehensive social/ emotional, academic, and postsecondary counseling to all students at Nantucket High School. Each student has access to and will be provided services in a programmatic manner as his/her/their needs might require.

School Counseling Staff:

School Counselors	Grade 9, 10, and 12	Grade 11
Julia Chumak	A - F	A - H
Courtney Foster	G - M	I - P
Chris Miemiec	N - Z	Q - Z

- **Seanda Bartlett:** Innovation Pathways, School to Career, and Advanced Placement Coordinator
- **Julie Kingston:** School Social Worker
- **Skylar McCampbell and Allan Travaglione:** Bridge Program SEL Counselors

The school counselor's role in the high school is best defined by the services school counselors make available to all students:

- Responsive Services: Activities designed to meet students' immediate needs and concerns which include but are not limited to:
 - Individual and small group counseling to help students overcome obstacles impeding achievement or success
 - Crisis Response: Provide support and assistance to students as they navigate critical and emergency situations
 - Indirect Services: Referrals, consultation and collaboration with school and community resources
- Facilitate students' academic success
- Help students better understand their strengths and navigate areas of growth
- Help identify students' interests
- Aid students in planning for and obtaining realistic goals.

Each student will meet with his or her school counselor to evaluate academic progress and to develop educational and career goals. Conferences may be initiated either by the school counselor, classroom teachers, the student, or parents/guardians of the student. Students are always welcome in the School Counseling Office. The school psychologist, behavior specialist, and school social worker are also available to further assist students with their social/ emotional needs.

The school counselors work to help all students achieve academic success, balancing all aspects of their lives, personal growth, and to assist in developing a meaningful plan for life after high school. All counselors can be accessed by appointment. All students are encouraged to meet with and establish a working relationship with their counselors as early as possible. If an emergency situation arises, any available school counselor will meet the needs of students.

SPECIAL SERVICES

The Department of Special Services facilitates equal access to the curriculum and the school/community learning environment for every student, based on student potential and identified special needs. The goal of the Nantucket Public Schools is to provide support services within the least restrictive environment. High standards and expectations are set for all students highlighting the partnership of special and regular educators.

The following services are available to students as identified and needed:

- Therapies (speech, occupational, physical)
- Inclusion Support (co-teaching, small group instruction, modifications, accommodations, consultation)
- Academic Instruction/Support
- Counseling/Social Work
- Behavioral Support
- Evaluation and Assessment
- Alternative Classroom Environments

Students become eligible for special education services through a comprehensive evaluation process. A team approach to the development of an Individualized Educational Plan (IEP), with an inclusive approach to service delivery, focuses on the classroom as the central instructional environment. The IEP is a working document for all teachers outlining the student's performance and instructional profile, goals and objectives, and service delivery model.

Our mission is to maximize opportunities for inclusion for all students. The inclusion model of special education benefits special and regular education students through use of diverse instructional strategies, methods, and materials that are often appropriate and needed by many students within the regular classroom.

Access to the services provided by the Special Services Department begins with outreach to the school through the School Counseling office or to the Coordinator of Special Education. Additional information is available through outreach to the Office of Special Services at 508-7285 x1355.

ENGLISH

The study of the English language and literature establishes a vital foundation for a well-adapted adult and a strong citizen. All English courses are designed in accordance with the Massachusetts Curriculum Framework for English Language Arts and Literacy. Through our work in these courses, students develop the strategies necessary for acquiring academic knowledge and attaining independence in learning. They build their ability to remember, understand, analyze, evaluate, communicate, and apply the ideas they encounter in English and other disciplines. By the successful completion of senior year, students will have read a variety of authors and genres reflecting the common literary, civic, and cultural heritage of the English-speaking world. They will also gain exposure to works from the countries and cultures that make up our contemporary world. Students will learn to write clearly and coherently in persuasive, expository, narrative, and expressive forms.

HONORS AND ADVANCED PLACEMENT COURSES IN THE ENGLISH DEPARTMENT:

Honors and Advanced Placement courses offer accelerated curricula to highly motivated students. These rigorous programs demand a significant leap in skill level and independence, featuring accelerated progression through complex material, complex texts, and extensive independent work. Students often face substantial nightly reading, in-depth writing assignments, and challenging spoken and written analytical tasks. Success requires significant self-motivation, intellectual curiosity, and proactive learning. Students are expected to take ownership of their education, seeking additional resources and consistently pushing their intellectual boundaries. Students must be prepared to meet high expectations, thriving on academic challenges that exceed standard high school coursework. Grading systems in Advanced Placement classes reflect the standards of college-level courses.

GRADE 9 ENGLISH

The ninth-grade curriculum builds upon and further develops the skills and concepts students learn in middle school. By the end of freshman year, students will be able to write with a clear focus, coherent organization, and sufficient detail. They will write in argument, expository, narrative, and expressive forms, with special focus on the essay. Students will examine classical and contemporary literature as well as conduct research on a topic of interest. Independent reading is also required in order to foster a life-long love of reading.

1010 TRANSITION ENGLISH I – (B)

PREQ: Special Services Recommendation

1 credit

This class is designed for students who require specialized instruction in the area of English Language Arts in grades 9-12. The class content is adapted from the current regular education English curriculum. It is specific to meet the needs of the small group instruction and the individual student. Students will actively engage in all aspects of literature and develop higher order critical thinking skills in such areas as analysis, evaluation, and oral presentation. The writing process includes literature-based prompts as well as development of the student's own creative writing for a variety of audiences. Both traditional and authentic assessments are applied.

1200 ENGLISH I – (CP)

1 credit

Students will complete the ninth grade English curriculum, including nightly reading and writing homework assignments. Successful completion of those assignments is essential to student success.

1300 HONORS ENGLISH I – (H)

1 credit

This course moves at a more accelerated pace than the college-preparatory offering, including more challenging texts and more frequent writing assignments. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. Students will read titles such as *The Odyssey*, *Jane Eyre*, *Balzac and the Little Chinese Seamstress* and other titles. Success in honors courses assumes a high level of motivation and a commitment to self-directed learning. There is an additional summer assignment.

GRADE 10 ENGLISH

The tenth-grade curriculum focuses on strengthening students' writing skills, specifically in the areas of argument, explanatory, and narrative essay forms. By the end of sophomore year, students will be able to write with increasing complexity for a variety of purposes and audiences. Students will read and analyze short fiction, novels, poetry, as well as essays, articles, and longer works of nonfiction. Students will practice and strengthen skills required to succeed in the ELA MCAS assessment, which is administered in March. Independent reading is also an ongoing, integral part of the course, emphasizing student choice in order to foster a lifelong love of reading.

1020 TRANSITION ENGLISH II – (B)

PREQ: Special Services Recommendation

1 credit

This class is designed for students who require specialized instruction in the area of English Language Arts in grades 9-12. The class content is adapted from the current regular education English curriculum. It is specific to meet the needs of the small group instruction and the individual student. Students will actively engage in all aspects of literature and develop higher order critical thinking skills in such areas as analysis, evaluation, and oral presentation. The writing process includes literature-based prompts as well as development of the student's own creative writing for a variety of audiences. Both traditional and authentic assessments are applied.

***Specific to the Sophomore curriculum is an extensive preparation for the MCAS exam.**

1230 ENGLISH II – (CP)

1 credit

Students in this course are expected to have successfully completed English I. Students will complete the tenth grade curriculum, including nightly reading and writing homework assignments. Successful completion of assignments in and out of class is essential to student success.

1330 HONORS ENGLISH II – (H)

1 credit

Students in this course are expected to have excelled in English I. This course moves at a more accelerated pace than the college-preparatory offering, and includes more challenging texts and more frequent writing assignments of a deeper complexity and longer length than college prep. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. All texts must be annotated. The whole-class texts for the year include: *Frankenstein*; *1984*; *Henry IV, Part 1*; and *Their Eyes Were Watching God*. Students will also read an additional text in book clubs, chosen from a list of five books. Additionally, students will read a variety of complex essays, as well as poetry. Success in this course assumes a high level of motivation, a commitment to self-directed learning, and a willingness to think deeply and critically. There is an additional summer assignment.

GRADE 11 ENGLISH

The eleventh-grade curriculum consists of a thematic study of American literature from the Colonial Period to the Modern Era. The course focuses on what makes us "American" through a careful study of major American literary works, including fiction and non-fiction. Students will write extensively, including analytical essays, descriptive essays, and creative pieces. In addition, students will complete a research assignment. Independent reading is also required in order to foster a life-long love of reading.

1150 ESSENTIALS OF ENGLISH III – (E)

PREQ: Reading Level Requirements and English Department Recommendation

1 credit

Students enrolled in this course will have successfully completed English II. In the new century, everyone is expected to read, write, and speak clearly and effectively; this course will help our students further develop these skills. In this class they will read works from all of the major genres representing important literary periods in America's history, including contemporary authors. Students are expected to read and write in a variety of genres. The focus of this course is on completing the majority of work in class, although homework will be assigned periodically.

1250 ENGLISH III – (CP)

1 credit

Students will have successfully completed English II. As students move closer to the completion of their high school career, preparing them for the high expectations of college study becomes even more important. Critical reading and writing assignments strengthen students' skills in preparation for the SAT and ACT. Completion of nightly homework assignments is essential to student success in this course.

1352 HONORS ENGLISH III – (H)

1 credit

Students in this course will have excelled in English II. This course moves at a more accelerated pace than the college-preparatory offering, including more challenging texts and more frequent writing assignments. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. In addition to core texts, titles may include *The Scarlet Letter*, *Nickel Boys*, and an additional summer assignment. Annotating is required. Success in this course assumes a high level of motivation and a commitment to self-directed learning.

1451 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION – (AP)

1 credit

Students will have been successful in Honors English II or excelled in English II. The AP English Language and Composition course is designed to help students become skilled readers of nonfiction written in a variety of rhetorical contexts; all readings will be annotated. It is also designed to help students become skilled writers who compose for a variety of purposes; therefore, the class is writing intensive. Designed to meet the expectations of the College Board, this class emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. This course moves at a faster pace than honors and has a focus on timed writing; successful students will be those who can work independently and manage their time. **All students who take this course must take the AP English Language and Composition Examination in May, at their own expense, in order to receive credit for the course. Students are also required to attend a full-session practice exam (approximately 3.5 hours outside of class) in the spring, prior to sitting for the May exam.**

GRADE 12 ENGLISH

The twelfth-grade study of literature includes the novels, short stories, plays, and poetry of writers from around the world. Titles may include *The Glass Castle*, *Othello* or *Hamlet*, *The Kite Runner*, and the Anglo-Saxon epic *Beowulf*, *The Road*, and *Siddhartha*. They will also explore the origins of the English language, the role of the hero in society, and the evolution of various genres, including drama, poetry, and the modern novel. Students will write original work reflecting their knowledge of several genres, including descriptive and analytical essays. Independent reading is also required in order to foster a life-long love of reading.

1152 ESSENTIALS OF ENGLISH IV – (E)

PREQ: Reading Level Requirements and English Department Recommendation

1 credit

Students enrolled in this course will have successfully completed English III. In this class, students will read works from all of the major genres, including contemporary authors from around the globe. In the new century, everyone is expected to read, write, and speak clearly and effectively; this course will help our students further develop these skills. Students are expected to read and write in a variety of genres in addition to completing at least one independent project. The focus of this course is on completing the majority of work in class, although homework will be assigned periodically.

1271 ENGLISH IV – (CP)

1 credit

Students will have successfully completed English III. Students in this course will study cornerstone works of Western literature as well as more modern works. Focus in writing will emphasize college-level expectations, including original thesis statements, substantial text evidence, and thoughtful explication. Students will continue to develop their analytical skills through challenging reading, writing, and oral presentation assignments. Course expectations include nightly reading and writing homework assignments. Completion of those assignments is essential to student success.

1371 HONORS ENGLISH IV – (H)

1 credit

Students will have excelled in English III. This course moves at a more accelerated pace than the college preparatory offering, including more complex texts and more frequent writing assignments. Focus in writing will emphasize college-level expectations, including original thesis statements, substantial text evidence, and thoughtful explication. Students will continue to develop their analytical skills through challenging reading, writing, and oral presentation assignments. Honors students should expect substantial nightly reading assignments, thorough annotations of texts and higher expectations for independent work. In addition to the core texts, students are expected to carefully read and thoughtfully interact with an extra self-selected text each quarter. Success in this course assumes a high level of motivation and a commitment to self-directed learning. There is an additional summer assignment.

1471 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION – (AP)

1 credit

Students will have excelled in English III, or been highly successful in honors-level English III or Advanced Placement English Language and Composition. This course will engage students in the careful reading and critical analysis of works of recognized literary merit. The course follows a syllabus authorized by the College Board, giving students the chance to experience a college-level literature course during their high school career. Through close reading of selected texts, students will deepen their understanding of the writer's craft. Texts include *The Grapes of Wrath*, *A Thousand Splendid Suns*, *Crime and Punishment*, *Oedipus the King*, *Song of Solomon*, *Beowulf*, selections from *The Canterbury Tales*, *Hamlet*, *The Importance of Being Earnest*, and

Things Fall Apart. Intensive study of poetry is an ongoing part of the course. Writing will include timed essays in preparation for the AP exam, as well as long, processed essays in preparation for college-level writing expectations. It is essential that students annotate texts and participate in seminar discussions in order to be successful in this course. It is essential that students complete the Summer Reading assignment prior to beginning the course in the fall in order to be successful in the class. **All students who take this course must take the AP English Literature and Composition Examination in May, at their own expense, in order to receive credit for the course. *** Students are also required to attend a full-session practice exam (approximately 3.5 hours outside of class) in the spring, prior to sitting for the May exam.**

1001 BASIC LIFE SKILLS READING – (B)

PREQ: Special Services Recommendation

1 credit

This course utilizes a reading program that is designed to assist students in developing language skills by improving their decoding and encoding skills. The program is structured and incorporates various multi-sensory techniques to reinforce a student's learning. Through direct instruction, students receive reading instruction tailored to their individualized needs and specialized reading goals. Student eligibility for this class is determined by testing administered by the Special Services Department. Recommendations for enrollment are based on this testing.

1016 READING COMPREHENSION AND STUDY SKILLS – (B)

PREQ: Special Services Recommendation

1 credit

Reading Comprehension:

This class is designed for students who require specialized instruction in the area of reading comprehension. Instruction is designed for students who have deficits in the areas of language comprehension, reasoning for critical thinking, and expressive language skills. Through direct instruction students will improve their fluency and comprehension skills.

Study Skills:

Study skills are incorporated into this reading class. This component of the course is designed to assist students with study and organizational skills, as well as to support the application of reading strategies with academic content in the areas of English, mathematics, science and history.

1018 PHONETIC READING – (B)

PREQ: Special Services Recommendation

1 credit

Phonetic Reading:

This reading class utilizes a structured, systematic, and multisensory approach to reading that is designed to assist students in improving their decoding and encoding skills. Instruction is sequential and incorporates various multi-sensory techniques to reinforce a student's learning. Through direct instruction, students learn syllable segmentation, word structure, high frequency words, and vocabulary skills. Students will also work on improving their reading fluency and comprehension.

MATHEMATICS

The NHS Mathematics Department understands that our students need, more than ever, problem solving skills. We as a department strive to instill in our students the confidence and skills necessary to approach and overcome a variety of challenges. Our program provides a foundation for critical thinking by developing skills in logic and problem solving.

Students are expected to be active participants in their educational process, and along with their teachers, assume responsibility for the learning of critical thinking skills through mathematics. As educators, we recognize that while all students can benefit from the study of mathematics at various levels, not all students proceed at the same pace. Differentiation will naturally occur in all classes.

We recognize that each student is capable of learning and should be made aware of the usefulness and practicality of mathematics. Students will be challenged to develop their skills in analysis, reasoning, creativity, collaborative learning, and self-expression. Our ultimate goal is to develop mature thinkers who can effectively communicate their understanding and appreciate the beauty of mathematics.

TECHNOLOGY:

A Scientific Calculator is *highly recommended* for Introduction to Algebra I, Algebra I, Plane Geometry, Algebra II, and AQR. The **TI-84 Graphing** Calculator is *required* for all levels of the following courses: Honors Algebra II, Pre-calculus - Honors, Honors Calculus, AP Statistics, and AP Calculus. It should be noted that the use of a graphing calculator is *permitted* on both the **MCAS** and **SAT** exams. Given this, the Mathematics Department *highly* recommends that all incoming freshmen consider acquiring a graphing calculator, so as to become familiar with its operation prior to testing.

HONORS AND ADVANCED PLACEMENT COURSES IN THE MATHEMATICS DEPARTMENT:

The goal of honors and advanced placement courses are to provide greater depth of understanding in the curriculum and exposure to a more intensive workload, which implies that there is a very high level of expectation with regards to attendance, class work, participation, independence, and homework completion. Success in an honors course is directly related to the student's achievement in previous math courses. Though a decision to move to an honors course may be well-intended, if prerequisite skills are not in place, then success in that course may be very challenging.

0005/0006 BASIC LIFE SKILLS MATHEMATICS I - II – (B)

PREQ: Special Services Recommendation

1 credit

This course is designed to focus on basic math and their applications to real-life solutions. Students will learn basic addition, subtraction, multiplication and division, as well as skills related to money, time, time management, scheduling, shopping, cooking, and basic banking skills. Skills will be integrated within the classroom and community environment. Student eligibility for this class is determined by testing administered by the Special Services Department. Recommendations for enrollment are based on this testing.

0100 TRANSITION MATHEMATICS – (B)

PREQ: Special Services Recommendation

1 credit

This course will review basic number sense concepts and problem-solving strategies to prepare students for Introduction to Algebra. There will be a primary emphasis on rounding, estimating, addition, subtraction, multiplication and division concepts, as well as a focus on exponents, square numbers, fractions, decimals, and equations. In addition to the above topics, there will be an emphasis on note-keeping and reflections to reinforce the language used in algebra. After completion of Transition Mathematics, students will take Intro. To Algebra.

0101 INTRO. TO ALGEBRA - (E)

PREQ: Transition Mathematics or Fundamentals of Mathematics

1 credit

The foundation for the study of algebra will be laid by learning about the language of algebra, its properties, and methods of solving equations. Students will learn how many real-world situations can be modeled by linear and nonlinear functions, tables, and their graphs. They will apply algebra to geometry problems and extend it to statistics and probability. The course will review basic number sense concepts and function of pre-algebra skills in order to prepare students for Algebra I. Coordinate geometry will be integrated into the investigation of functions, allowing students to make connections between their analytical and geometrical representations.

0201 ALGEBRA I - (CP)

1 credit

Throughout this course, students will develop the language of algebra, explore the many uses of algebra in the real world, and prepare for future courses in mathematics. Algebra I Common Core Standards will be met: writing and evaluating expressions, equations, and inequalities, investigating properties of real numbers, graphing and solving linear equations, inequalities, and functions, solving systems of linear equations, investigating properties of exponents, polynomials and factoring, graphing quadratic functions and solving quadratic equations, graphing square root function and simplifying square root expressions, modeling inverse variation and graphing rational functions, and calculating probabilities and odds of simple events. Manipulatives and graphing calculators will be used in this course. This course, along with Plane Geometry, is essential for success on the MCAS exam.

0204 PLANE GEOMETRY – (CP)

PREQ: Algebra I

1 credit

Geometry is a course designed to show students the relationship between mathematics and real-world applications in a very formal setting. Writing proofs is an integral part of the course and allows students to develop the logical and sequential steps necessary to produce a finished product. This course, although traditional in content, enables students to work collaboratively on many assignments. They learn to be educators as well as students through active participation. This course uses visualization software for constructions to strengthen students' understanding of geometrical concepts. They also become aware of the interrelationship between algebra and geometry topics. Students are strongly encouraged to pursue alternate methods of solving problems and often asked, sometimes through journal writing, to explain solutions to problems solved by themselves or someone else.

0304 HONORS PLANE GEOMETRY – (H)

PREQ: Algebra I

1 credit

The pace and content will be accelerated, a large emphasis on proof development and exams will be more rigorous than *PLANE GEOMETRY*. From the concepts of lines, points, and planes in space, students learn theorems, postulates, and definitions that lay the foundation of plane geometry. This course will involve students writing formal proofs by using given information to prove statements about other geometric figures. Topics include parallel and perpendicular lines, congruent and similar triangles, circles, polygons, areas and volumes, some geometric constructions, transformations, right triangle trigonometry including the Law of Sines and Cosines, and intensive work on the coordinate plane.

0231 ALGEBRA II – (CP)

PREQ: Plane Geometry -or- COREQ: Plane Geometry

1 credit

This course is an in-depth study of advanced algebra topics. It reviews manipulation of integers and rational numbers, factoring, graphing of linear equations, and has a continuation of work with word problems. Topics include the complex number system, arithmetic with polynomial and rational expression, building functions and using them to model and solve problems, interpreting categorical and quantitative data, using probability to make decisions, inferences and conclusions from data and trigonometric functions. The course will be differentiated for those who do not want to take the combined Algebra II/Pre-Calculus course, but still want to be challenged.

The purchase of a TI-84 graphing calculator is recommended at the start of this course.

0333 HONORS ALGEBRA II/PRE-CALCULUS - (H)

PREQ: Plane Geometry

1 credit

This course seeks to give students a knowledge and appreciation of the important topics covered in both Algebra II and Pre-Calculus through an increased rigor. Topics will include functions, factoring, complex numbers, trigonometry, probability, series and sequences. This course is designed for students who wish to take AP Calculus and/or AP Statistics.

The use of a TI-84 graphing calculator is required for this course. It is highly recommended you purchase your own, as you will need one to take AP Calculus and AP Statistics.

0232 ADVANCED QUANTITATIVE REASONING (AQR) – (CP)

PREQ: Algebra II

1 credit

AQR is a continuation of concepts from Algebra II with a real-world focus. Students will not only review, but expand on topics from Algebra II through their work on various projects and activities. This course is designed to provide students with the study of proportions, weighted averages, collecting and representing data, regression analysis, probability, and probability distribution and simulation, functions, and an introduction to calculus.

The purchase of a TI-84 graphing calculator is recommended at the start of this course.

0350 HONORS PRE-CALCULUS – (H)

PREQ: Algebra II

1 credit

This course combines the trigonometry, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving multifaceted problems. Students will extend their work with complex numbers, understanding logarithms and exponential functions, characteristics of polynomial and rational functions to sketch graphs of those functions and perform operations with vectors. This course will conclude with an introduction of Calculus. This brief introduction will include limits, the definition of derivatives and integrals. Honors Pre-calculus is designed to prepare students for Advanced Placement Calculus.

The purchase of a TI-84 Plus graphing calculator is required at the start of this course.

0351 HONORS CALCULUS (H)

PREQ: Algebra II

1 credit

Honors Calculus is a rigorous and in-depth study of calculus concepts at a slower pace than Advanced Placement Calculus AB. This course is intended for highly self motivated students who have a thorough knowledge of Algebra, Geometry and Trigonometry, and would like a solid introductory course in differential and integral calculus. Course content will include limits, derivatives, integrals, and their applications. If you are considering a career in business, nursing, or a STEM field, but do not want to take AP Calculus, this course will help prepare you for your college courses.

The purchase of a TI-84 Plus graphing calculator is required at the start of this course.

0452 ADVANCED PLACEMENT CALCULUS AB – (AP)

PREQ: Honors Pre-Calculus

1 credit

AP Calculus AB provides the equivalent of one semester of college calculus. Topics studied include limits, continuity, derivatives and their applications, slope fields, and integrals and their applications. Students enrolled in this course are required to take the Advanced Placement examination in AB Calculus. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive. In addition to lengthy daily assignments, significant time for study groups and review sessions should also be expected. As well as the exploration of some of the most interesting math topics in high school, students will be exposed to a collaborative environment fostered through intense academic work that models that of a college course. **All students who take this course must take the AP Calculus Examination in May, at their own expense, in order to receive credit for the course and will participate in a mock exam on a Saturday.**

The purchase of a TI-84 PLUS graphing calculator is required at the start of this course.

0353 HONORS PROBABILITY AND STATISTICS (H)

PREQ: Algebra II

1 credit

Honors Probability and Statistics is an introductory course that introduces students to probability and statistics. Course topics include collecting, analyzing, and displaying data, Normal distributions, correlation and regression, experiments and studies, probability, combinations, permutations, geometric distributions, binomial distributions, and the binomial theorem. Time will also be devoted to using technology, such as Desmos, TI-84 graphing calculators, and Google Sheets, to enhance the course content. All activities and content in this course will incorporate real-world applications and scenarios.

The purchase of a TI-84 PLUS or TI-84 PLUS CE graphing calculator is required at the start of this course.

0453 ADVANCED PLACEMENT STATISTICS – (AP)

PREQ: Algebra II

1 credit

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns, graphic presentations of data, types of variables
2. Sampling and Experimentation: Planning and conducting a study, sampling techniques, types of bias, observational studies and experimental design
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses, calculating and analyzing confidence intervals

All students who take this course must take the AP Statistics Examination in May, at their own expense, in order to receive credit for the course and will participate in a mock exam on a Saturday.

The purchase of a TI-84 PLUS or TI-84 PLUS CE graphing calculator is required at the start of this course.

0356 HONORS PLTW COMPUTER SCIENCE ESSENTIALS - (H)

PREQ or CO-REQ: Algebra I

1 credit

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

SCIENCE

We are surrounded by patterns in nature. Some of these patterns are obvious: day and night, the seasons, phases of the moon. Science attempts to describe these patterns using models, either mathematical or conceptual. A successful model is capable of accurately predicting or explaining the behavior of nature's patterns. For example, by making some calculations we can predict precisely when the Sun will rise tomorrow, when the shortest day of the year will be, or when the next full moon will occur. The development of these scientific models is based on the rational analysis of data from observation and experimentation. It is the goal of the NHS science department not only to provide answers to specific scientific questions, but to ultimately instill in the student a broader sense of science.

NHS students will:

- understand the value in asking good questions
- approach problems experimentally
- accurately interpret and understand the significance of data

3102 ESSENTIALS OF BIOLOGY – (B)

PREQ: Special Services Recommendation

1 credit

This course is for students requiring specifically designed instruction in the study of life and living things. Topics include but are not limited to the characteristics of life, ecology, population growth, origin of life, evolution, basic biochemistry, cellular biology, reproduction and heredity.

3202 BIOLOGY – (CP)

1 credit

This course introduces students to the basic concepts of biology in a hands-on manner, with many opportunities for practical applications. The major topics are the characteristics of life, ecology, population growth, origin of life, evolution, basic biochemistry, cellular biology, reproduction and heredity. This course emphasizes experimentation and thinking skills.

3302 HONORS BIOLOGY – (H)

1 credit

Honors Biology is a challenging laboratory approach to the study of biology. Students are expected to demonstrate a high degree of responsibility and motivation to meet the expectations of a rigorous course. Students must meet the honors requirements. Course topics include cell chemistry and biology, genetics, evolution, and other topics, including taxonomy and ecology.

3250 INTRO. TO PHYSICS – (CP)

1 credit

This course is a laboratory-oriented introduction to physics concepts. Students will develop important 21st-century skills as they engage with complex situations and collaborate on highly engaging and authentic “real-world” projects. Topics may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces. Contexts may include roller coasters, sound of instruments, and sports.

3252 CONCEPTUAL PHYSICS – (CP)

PREQ: ESL Department Recommendation

1 credit

This class is a foundational and applied science class that focuses on the topic of conceptual physics while at the same time supporting students in learning how to read, write, speak, and listen in English, as a scientist. The students will engage in science by learning the science practices, along with the language needed to carry them out: 1. Asking questions (for science) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information.

This full year course is designed for first-year English learners enrolled in Newcomer ESL.

3349 HONORS INTRO. TO PHYSICS – (H)

1 credit

This course is a laboratory-oriented and mathematically challenging introduction to physics concepts. Students will develop important 21st-century skills as they engage with complex situations and collaborate on highly engaging and authentic “real-world” projects. Students are expected to demonstrate a high degree of responsibility and motivation to meet the expectations of a rigorous course. Students must meet the honors requirements. Topics may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces. Contexts may include roller coasters, sound of instruments, and sports.

3350 HONORS PHYSICS – (H)

COREQ: Algebra II

1 credit

Honors Physics explores the basic laws that describe everything from rubber balls to exploding stars. The teaching approach emphasizes inquiry methods and rigorous lab work. Major topics include Newtonian mechanics, gravity, waves, optics, and electricity. Students will participate in the Science Fair OR conduct an independent research project.

3247 ANATOMY & PHYSIOLOGY (GR. 10-12) – (CP)

PREQ: Biology

1 credit

This is a relatively intensive study of human anatomy and physiology, making this course useful for many students interested in a career related to allied health care, sports medicine or general medicine. Students will learn anatomy, primarily through intensive dissection. Physiology, the study of anatomical function, will be learned through lab activities and text. Students interested in this course should be aware that active participation in dissection is mandatory. Students will participate in the Science Fair OR conduct an independent research project.

3201 ENVIRONMENTAL SCIENCE (GR. 10-12) – (CP)

PREQ: None

1 credit

This course studies the interrelationships between organisms and their physical surroundings. It focuses on the effects mankind has on the worldwide ecosystem, while reinforcing major earth system concepts. This course will provide students with knowledge to evaluate choices that can reduce the negative impact mankind has made on the environment and optimize worldwide living standards. Students will be able to understand, identify and analyze environmental and marine problems, both natural and human made, to evaluate the risks associated

with these problems. Students will also examine alternate solutions for resolving and/or preventing them. There is a strong need for environmental education, and this program promotes awareness and understanding of everyday issues that affect the unique ecosystem of Nantucket. This interdisciplinary course will integrate biology, geology, oceanography, meteorology and current world affairs. Examples of issues discussed will be preserving biodiversity and nature, effects of human population growth, water and wastewater treatment, energy, pollution, sustainability, and current marine/environmental issues. Students will participate in the Science Fair OR conduct an independent research project.

3344 HONORS ENVIRONMENTAL SCIENCE (GR. 10-12) – (H)

PREQ: None

1 credit

This course studies the interrelationships between organisms and their physical surroundings. It focuses on the effects mankind has on the worldwide ecosystem, while reinforcing major earth system concepts. This course will provide students with knowledge to evaluate choices that can reduce the negative impact mankind has made on the environment and optimize worldwide living standards. Students will be able to understand, identify and analyze environmental and marine problems, both natural and human made, to evaluate the risks associated with these problems. Students will also examine alternate solutions for resolving and/or preventing them. There is a strong need for environmental education, and this program promotes awareness and understanding of everyday issues that affect the unique ecosystem of Nantucket. This interdisciplinary course will integrate biology, geology, oceanography, meteorology and current world affairs. Examples of issues discussed will be preserving biodiversity and nature, effects of human population growth, water and wastewater treatment, energy, pollution, sustainability, and current marine/environmental issues. The honors section will cover a greater depth and breadth of topics that are covered in CP and require greater student effort outside of the classroom. Students will participate in the Science Fair OR conduct an independent research project.

3344C HONORS ENVIRON. SCIENCE RESEARCH & WRITING CAPSTONE (GR. 11-12) – (H)

PREQ: Environmental Science

1 credit

This course is designed to provide students with advanced skills in reading and analyzing scientific literature, conducting independent research on an environmental issue of their choice, and producing a polished final research paper and presentation. With a strong emphasis on environmental justice, the course will integrate science and humanities, preparing students for college-level coursework and fostering critical thinking and communication skills.

3306 PLTW HONORS HUMAN BODY SYSTEMS – (H)

PREQ: Biology or Intro to Physics

1 credit

Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases. Students explore identity, power, movement, protection, and homeostasis in the body. Students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. **(*Innovation Pathways Technical Course)**
(*College credit may be earned with passing of an end of course exam)

3307 PLTW HONORS PRINCIPLES OF BIOMEDICAL SCIENCE – (H)

COREQ: Biology or Intro to Physics

1 credit

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

(*Innovation Pathways Technical Course)

(*College credit may be earned with passing of an end of course exam.)

3310 PLTW HONORS CAPSTONE (GR. 11-12) – (H)

1 credit

This is a capstone course for students who are completing any of PLTW's high school programs. It is an open-ended research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem. Teams draw on the knowledge, skills, and interests of each member, as they perform research to select, define, and justify a problem. Given this collaboration, team members leave the course with a broadened skillset and an appreciation for learning from their peers. After carefully defining the design requirements and creating multiple solution approaches, student teams select an approach, create, and test or model their solution prototype. As they progress through the problem-solving process, students work closely with experts and continually hone their organizational, communication, and interpersonal skills, creative and problem-solving abilities, and their understanding of the integration of processes such as the design process, experimental design, and the software development process. At the conclusion of the course, teams present and defend their original solution to an outside panel.

3231 CHEMISTRY – (CP)

PREQ: Algebra I

1 credit

This course is a laboratory-oriented introduction to the principles of chemistry with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms and molecules. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. This is a challenging course, which requires a strong background in Algebra. Students will participate in the Science Fair OR conduct an independent research project.

3331 HONORS CHEMISTRY – (H)

PREQ: Algebra I

1 credit

This course is a laboratory-oriented introduction to the principles of chemistry with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms and molecules. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. Students will participate in the Science Fair OR conduct an independent research project.

3469 ADVANCED PLACEMENT BIOLOGY (GR. 10-12) – (AP)

PREQ: Biology

1 credit

This course is designed to be the equivalent of a two-semester college introductory biology course. It is extensive in coverage of material, depth of content, as well as pace and rigor. The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses – a goal of every AP course. This course has a strong emphasis on science practices, encouraging students to develop ways to coordinate knowledge and skills in order to accomplish a goal or task. The science practices enable you to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Topics include, but are not limited to, evolution, cellular processes, genetics and information transfer and interactions among systems. **All students who take this course must take the AP Biology Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions.**

3431 ADVANCED PLACEMENT CHEMISTRY – (AP)

PREQ: Chemistry; COREQ: AlgII/Pre-calculus

1 credit

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. It is strongly recommended that credit in a first-year high school chemistry course be a prerequisite for enrollment in an AP Chemistry class. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. The advanced work in chemistry should not displace any other part of the student's science curriculum. **All students who take this course must take the AP Chemistry Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions and a 7:00 AM start on lab days.**

3444 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (GR 10-12) – (AP)

PREQ: None

1 credit

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course will include studies of the environment, ecosystems, population changes, overpopulation, fossil fuels, nuclear energy, renewable and non-renewable energy sources, natural resources, and pollution. The laboratory portion of the course is designed to give students hands-on experience to reinforce lecture material. **All students who take this course must take the AP Environmental Science Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions.**

3450 ADVANCED PLACEMENT PHYSICS I (GR 11-12) – (AP)

PREQ: Algebra II; COREQ: AlgII/Pre-calculus

1 credit

AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics, work, energy and power; mechanical waves and sound; and an introduction to simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. **All students who take this course must take the AP Physics Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions.**

3145 MARINE SCIENCE - A (GR. 9-12) (sem) – (CP)

.5 credit semester course

This interdisciplinary course offers foundational knowledge on the fundamentals of marine science, oceanography, the maritime industry, and the seafaring industry. The rollout of content begins with basics in marine ecosystems and organisms through instruction, interactive labs, and industry professional guest speakers. From there, we will explore ocean chemistry and how this affects aquaculture, fisheries, and the maritime industry. This class will also explore social aspects of marine science as well as unique careers in the maritime and seafaring industries. Lastly, this course will end with student-independent research projects in which students will learn the scientific method and research design. At the end of the semester, students will have a basic understanding of the marine environment and be able to apply what they learned in real-world settings on the inshore waters of the island. This course will have support from Northeast Maritime Institute, the nation's first and only private accredited maritime college located in Fairhaven Mass, Egan Maritime Institute, Nantucket Harbormasters Office, and local community partners. (*Innovation Pathways Technical Course) **(*Innovation Pathways Technical Course)**

3146 MARINE SCIENCE - B (GR. 9-12) (sem) – (CP)

.5 credit semester course

This interdisciplinary course offers foundational knowledge on the fundamentals of maritime studies and nautical science (tides, currents, bottom types and weather). The rollout of content begins with the integration of oceanography and meteorology with the technical skills of basic navigation, chart reading and course plotting along with basic vessel terminology. In addition, we will explore the carbon cycle and its impact on climate. There will be regular labs or activities throughout this course in which students will be able to engage in hands-on learning, learn to work collaboratively with peers, and use critical thinking. You do not have to take Marine Science A in order to take Marine Science B. **(*Innovation Pathways Technical Course)**

SOCIAL STUDIES

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. “Government of the people, by the people, for the people” is not just a historical phrase from Lincoln’s *Gettysburg Address*. It is an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students’ development of knowledge, skills, and dispositions that will enable them to embrace democracy’s potential, while recognizing its challenges and inherent dilemmas.

An effective history and social science education teaches students about the legacy of democratic government, incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, and the infinite variety of personal experience.

An effective history and social science education also aims to teach students to think historically and to integrate knowledge from many fields of study. It aims to increase critical thinking skills, to increase each student’s ability to make logical arguments and each student’s ability to use data analysis and digital tools to understand our complex world.

Students are required to pass three (3) specific Social Studies courses in order to graduate from Nantucket High School. Students are encouraged to enroll in social studies electives throughout their high school years, as time & opportunity allow.

Summary of Courses Available: 2025-2026 School Year

Required to Graduate	Elective Offerings
<ul style="list-style-type: none">● World History I - Freshman year (College Prep or Honors*)● World History II - Sophomore year (College Prep or Honors*)● United States History - Junior year (College Prep, Honors*, or AP*)	<ul style="list-style-type: none">● US Government & Politics (Gr. 11/12) (*Honors or AP)● Latin American History● History Through Film and Media● Facing History: The Holocaust, Genocide & Human Behavior● Intro. to Psychology

* Honors and AP classes have more intense class and homework responsibilities and are a choice.

2210 WORLD HISTORY I – (CP)

1 credit

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. Topics covered include interactions among regions; the development and diffusion of religions and systems of beliefs; philosophy, science and technology, and the arts; global exploration, conquest, and colonization, and differing philosophies of government. They study these topics by researching and exploring guiding questions such as, “*How do ideas migrate across cultures?*” and “*What brings about change in societies?*” Questions are designed to help stimulate students’ own questions for discussion and research.

Most daily coursework in World History I is based upon the Schoology platform. Students in this class will complete several multimedia presentation projects, short-term, internet-based research projects, and group

presentation projects. Students will be expected to interpret information that is presented in a wide variety of formats—maps, charts, infographics, etc.—and they will also be expected to present complex information in a variety of traditional and digital formats. Coursework in World History I will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class can expect up to 30 minutes of homework per class session. Students will also be expected to complete some classwork outside of the classroom as needed.

2310 HONORS WORLD HISTORY I – (H)

1 credit

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. Topics covered include interactions among regions; the development and diffusion of religions and systems of beliefs; philosophy, science and technology, and the arts; global exploration, conquest, and colonization, and differing philosophies of government. They study these topics by researching and exploring guiding questions such as, “*How do ideas migrate across cultures?*” and “*What brings about change in societies?*” Questions are designed to help stimulate students’ own questions for discussion and research.

This is an honors level course, and as such, students are expected to display a high level of independence, initiative, and self-discipline. Most daily coursework in World History I is based upon the Schoology platform. In addition to a variety of traditional textbook-driven activities, students in this class will complete several multimedia presentation projects, short-term, internet-based research projects, and group presentation projects. Students will be expected to interpret information that is presented in a wide variety of formats—maps, charts, infographics, etc.—and they will also be expected to present complex information in a variety of traditional and digital formats. Coursework in World History I will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class should expect up to 45-60 minutes of homework per class session, including Journal Prompt assignments. Students will also be expected to complete classwork outside of the classroom as needed.

2200 WORLD HISTORY II – (CP)

1 credit

This is a college-preparatory level History class. The content of this course focuses on modern world history, including major events from the late 1700’s through the present. Students will learn about the causes and effects of the French Revolution, the Industrial Revolution, the modern age of Imperialism, the two World Wars, the Cold War, and the development of the political world of today. Coursework will also focus upon themes such as economics, social conflict and political geography as the driving forces of historic change.

Most daily coursework in World History II is based upon the Schoology learning management system platform. In addition to a variety of traditional textbook-driven activities, students in this class will complete several multimedia presentation projects, short-term, internet-based research projects, and group presentation projects. Students will be expected to interpret information that is presented in a wide variety of formats—maps, charts, infographics, etc.—and they will also be expected to present complex information in a variety of traditional and digital formats. Coursework in World History II will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class should expect up to 30 minutes of homework per class session, including Journal Prompt assignments. Students will also be expected to complete some classwork outside of the classroom as needed.

2300 HONORS WORLD HISTORY II – (H)

1 credit

This is an honors-level History class. The content of this course focuses on modern world history, including major events from the late 1700's through the present. Students will learn about the causes and effects of the French Revolution, the Industrial Revolution, the modern age of Imperialism, the two World Wars, the Cold War, and the development of the political world of today. Coursework will also focus upon themes such as economics, social conflict and political geography as the driving forces of historic change.

Most daily coursework in World History II is based upon the Schoology platform. In addition to a variety of traditional textbook-driven activities, students in this class will complete several multimedia presentation projects, short-term, internet-based research projects, and group presentation projects. Students will be expected to interpret information that is presented in a wide variety of formats—maps, charts, infographics, etc.—and they will also be expected to present complex information in a variety of traditional and digital formats. Coursework in World History II will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class should expect up to 45-60 minutes of homework per class session, including Journal Prompt assignments. Students will also be expected to complete classwork outside of the classroom as needed.

2211 FOUNDATIONS: WORLD HISTORY I – (CP)

1 credit

This is a mixed grade level class with the dual instructional goal of assisting ELL students to develop their academic language along with developing their understanding of World History concepts. The Foundations of World History covers Ancient Civilizations up to Enlightenment and Absolutism. Students leave the class ready for the second part of World History that starts with the French Revolution. This class is for Newcomer students enrolled in the ESL Newcomer course. It is a full year course which meets for four days a week for 57 minutes.

2231 FOUNDATIONS: US HISTORY – (CP)

1 credit

This is a mixed grade level class with a dual instructional goal: assisting ELL students in developing the academic language, as well as the concepts of U.S. History and Civics. It prepares students for success in subsequent high school history courses as well as active participation in US civic life. The course covers Geography (US regions and states), Nantucket History and the Whaling industry, and Citizenship and Government (Civics skills that they were never exposed to). After these units, the CP scope and sequence up to the era of Globalization is covered. This class is for Newcomer students enrolled in the ESL NEWCOMER course. It is a full year course which meets for four days a week for 57 minutes.

2221 UNITED STATES HISTORY – (CP)

1 credit

This course focuses on American History between 1820 and the present. Topics include the expansion of the territory of the US and the development of a national economy after 1820, social changes and conflicts leading to the Civil War in the 1860s, westward expansion and immigration, industrialization & urbanization in the late 1800's, and America's emergence as a world power in the early 20th Century. Topics of study will also include the events and far-reaching effects of World War I, the Great Depression, the Second World War and the Cold War, as well as the Civil Rights Movement, the Vietnam War, the fall of Communism, and the resurgence of Conservatism. The course closes with the events of the end of the twentieth and the start of the twenty-first century. The effects of domestic and international social, political and economic forces, as well as the imprint of individual personalities, ideas and inventions will be examined. Various texts and a variety of online resources

will be used as a framework for course content. Homework will be assigned on an as needed basis and may include either completing assignments that were started in class or separate homework assignments. Classwork will include lectures and discussions, analysis of primary sources, documentary video, and a wide variety of individual and group research and presentation projects. Effort and active class participation are keys to success in this course, and will affect each student's grade.

2321 HONORS UNITED STATES HISTORY – (H)

This course focuses on American History between 1820 and the present. Topics include the expansion of the territory of the US and the development of a national economy after 1820, social changes and conflicts leading to the Civil War in the 1860s, westward expansion and immigration, industrialization & urbanization in the late 1800's, and America's emergence as a world power in the early 20th Century. Topics of study will also include the events and effects of World War I, the Great Depression, the Second World War and the Cold War, as well as the Civil Rights Movement, the Vietnam War, the fall of Communism, and the resurgence of Conservatism. The course closes with the events of the end of the twentieth and the start of the twenty-first century. The effects of domestic and international social, political and economic forces, as well as the imprint of individual personalities, ideas and technologies will be examined. Various texts and a variety of online resources will be used as a framework for course content. Homework will be assigned for most class meetings and may include either completing assignments that were started in class or separate homework assignments. Students may be expected to complete significant reading & writing assignments outside of the classroom. Classwork will include lectures and discussions, analysis of primary sources, documentary video, and a wide variety of individual and group research and presentation projects. Effort and active class participation are keys to success in this course, and will affect each student's grade.

2451 ADVANCED PLACEMENT UNITED STATES HISTORY – (AP)

1 credit

This course is designed to be the equivalent of a survey college U.S. History course. Students will receive an overview of United States history, which will enable them to possess a deep and analytic understanding of our history. Reflecting the AP United States History Curriculum Framework, this course will place great emphasis on Historical Thinking Skills: chronological reasoning, comparison and contextualization, identifying evidence, interpretation, synthesis and historical argumentation. US History will be divided into nine key historical periods and the concepts and historical developments of each. Major thematic emphasis will be given to Identity, Work, Exchange and Technology, Peopling, Politics and Power, US in the World, Environment and Geography, and Ideas, Beliefs and Culture. In addition to exposing students to historical content, students will be trained to analyze primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Homework is required nightly and averages approximately 60 minutes. Writing, discussion, and note taking will be critical to success. Expectations for students are elevated to the college level and students and parents are required to sign a commitment to acknowledge that fact.

***All students who take this course must take the AP US History Examination in May, at their own expense, in order to receive credit for the course. After the AP exam, a civics project will complete the course.**

HISTORY ELECTIVES

2363 UNITED STATES GOVERNMENT AND POLITICS (GR 12) - (H)

2463 UNITED STATES GOVERNMENT AND POLITICS (GR 12) - (AP)

1 credit

This course will focus on the history, the basic structures, and the development of the American political system. The course will include an examination of the Declaration of Independence, the Constitution, and other

foundational documents as it examines the nature of American democracy. The course will explore questions such as: How do citizens ensure our freedom and the democratic process in today's world? How do citizens and democracies effectively function in an era of globalization and digital media? How can democracies deal with issues such as inequality, competing economic theories, and social conflict? Various texts and a variety of online resources will be used as a framework for course content. Homework will be assigned for most class meetings and may include either completing assignments that were started in class or separate homework assignments. Classwork will include lectures and discussions, analysis of primary sources, documentary video, and a wide variety of individual and group research and presentation projects. Effort and active class participation are keys to success in this course, and will affect each student's grade.

2248 INTRODUCTION TO PSYCHOLOGY (GR. 10-12) (sem) – (CP)

.5 credit semester course

This is a survey course that aims to introduce students to the social science of psychology. During this course students learn about the approaches to psychology, the life span, the workings of mind and body, learning and cognitive processes, personality and individuality, and adjustment and breakdown. This course employs a number of teaching strategies including lectures, readings, research, presentations, movies and documentaries, short papers, and quizzes and tests. Effort and active class participation are keys to success in this course.

2249 HISTORY THROUGH FILM AND MEDIA (GR. 9-12) (sem) – (CP)

.5 credit semester

History Through Film, Television, and Music, will delve into a topic of history that is usually seen as trivial or is rarely taught. But, these elements of society are of major importance. The course will both look into the history of these elements and critically examine if we can learn history through these aspects of media. The course will not focus on any one area or time period, but will try to look at topics and themes and issues that are more universal and important. The students in this course will watch films and television programs and listen to radio programs that try to show both historical events, people, and current events, as well as ones that are important in the development and growth of their particular history. Students will also listen to music that highlights events and issues throughout history and today, as well as being important in the history of music. Films will make up the largest portion of the class, with music taking up the next largest chunk of time. Television and radio programs will be used sparingly due to the nature of programs being less focused on history and more on pure entertainment. The course will not watch or listen to many documentaries or news programs, but will primarily focus on films and music that, while trying to be entertaining, use that entertainment factor to bring forth history and current events. Due to the nature of this course, we will be watching some films and listening to some music that may contain language, nudity, or violence that may offend some people. The purpose of this course is not to be controversial or intentionally offensive. But, in order to seriously examine these aspects of history, we will need to discuss important moments by viewing or listening to films and music that “pushed the boundaries” of their times.

2252 FACING HISTORY AND OURSELVES: The Holocaust, Genocide & Human Behavior (sem)– (CP)

.5 credit semester course

This Facing History course will follow the scope and sequence of Facing History and Ourselves using the resource book Holocaust and Human Behavior. It will lead students to an understanding of history as a sequence of events resulting from actions and decisions made by individuals instead of seeing history as a series of inevitable events. Students will examine their roles and responsibilities as global citizens and understand the diameters of their “universes of obligation” and the potential for a wide-reaching impact that each individual has on a daily basis. These themes will be examined through a series of readings, videos, activities, and reflections. The primary historical case study will be an examination of the Holocaust, followed by shorter units that examine genocides in the 20th and 21st centuries. Students will reflect on the universality of racism and social injustice, the importance of global awareness and the potential for each person to make a difference.

2254 LATIN AMERICAN HISTORY (GR. 9-12) (sem) – (CP)

.5 credit semester course

This semester-length course explores the rich and complex history of Latin America, from its pre-Columbian civilizations to the modern era. Students will begin with an overview of indigenous societies such as the Maya, Aztec, and Inca before examining the impact of European colonization, including the social, political, and economic structures imposed by Spain and Portugal. The course will then focus on the revolutionary movements that led to independence in the 19th century and the challenges faced by newly formed nations throughout the 1800s. Finally, students will analyze key events in modern Latin American history, including the political revolutions, social movements, and economic transformations of the 1900s. Through primary sources, discussions, and projects, students will develop a deeper understanding of the forces that have shaped the region and its people as they enter the 21st Century.

GENERAL COURSE REQUIREMENT

All graduates are required to complete a financial literacy course as they head off to college or career in the 21st century.

9006 PERSONAL FINANCIAL LITERACY (GR. 11-12) (sem) – (CP)

.5 credit semester course

Personal Financial Literacy is a general graduation credit for all students to be taken during the junior or senior years. It is a course designed to provide an overview of the financial planning and the investing process to help students understand the impact of individual choices on the social economy and future earnings potential. Students will examine personal income, the budget process, consumer financing, insurance of personal assets, and retirement planning. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students may also compare economic decisions and how those decisions impact an individual's own financial status as well as the economic growth of the community.

WORLD LANGUAGES

The Department of World Languages at Nantucket Public Schools is dedicated to providing a minimum of four consecutive years of study in at least three languages other than English. Our curricula adhere to National Proficiency Guidelines as well as State and National Standards, and of course the Mission Statement of the Nantucket Public Schools. We recognize the growing need for global education in this country and will continually strive to provide our students with the necessary skills and competency to meet the demands of an increasingly interdependent world economy.

The ability to communicate in a second language, in addition to being a marketable skill, also enhances awareness of one's own language and culture. Although foreign language is not a graduation requirement, four-year colleges require three or more years of high school language study and the ability to demonstrate knowledge in all four skill areas, as well as cultural understanding. Therefore, it is recommended that a student complete a minimum of three years of the same language in order to facilitate proficiency in that language.

4200 SPANISH I -- (CP)

PREQ: None or 1 year of CPS Spanish

1 credit

The primary objective of Spanish I is to help students develop linguistic proficiency and cultural sensitivity. By interweaving language and culture, the program seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students will continue with integrated video, listening activities, and group projects. They will watch film clips from the target culture, listen to authentic music, celebrate culturally specific holidays and participate in role-plays and research projects. This course is appropriate for students entering high school with little or no exposure to middle school Spanish and in some cases for those students coming from the middle school who are not ready for SPANISH II. Avancemos-I textbook (and supplements) will be utilized.

4202 SPANISH II – (CP)

PREQ: Spanish I

1 credit

This course will expand cultural themes from previous years. Key vocabulary and structures necessary for interpersonal communication are emphasized, as well as acquiring an appreciation of the breadth and variety of the Spanish-speaking world. Students will further develop linguistic proficiency and cultural sensitivity. The students will be asked to use previous knowledge as a base and context for acquiring new knowledge. They will review and strengthen skills in all four areas (reading, writing, speaking, and listening) with particular emphasis on celebrations, fine art, and narration of past events. Projects, role-plays, and web-based practice will be regular components of the course, as well as continued exposure to authentic and integrated media. This course is appropriate for the college bound student who has successfully completed Spanish I or Seventh and Eighth grade Spanish. Avancemos 2 textbook will be utilized.

4203 SPANISH III – (CP)

PREQ: Spanish II

1 credit

The primary objectives of Spanish III are to help students further develop their linguistic proficiency and cultural sensitivity. The students will be asked to use previous knowledge as a base and context for acquiring new knowledge and more sophisticated communication skills. They will review and strengthen skills in all four areas (reading, writing, speaking, and listening) as they are exposed to intermediate grammar points and increasingly advanced vocabulary. They will study diverse customs and traditions, monuments, historical significance and typical food. The goal of the program is to provide students with the confidence to express themselves in the Spanish language via writing and speaking in response to authentic and integrated media sources. Students will respond to writing prompts, write interactively with classmates, and have opportunities to write freely without specific parameters. They will be given situational speaking tasks and conversational scenarios almost daily. Interactive web-sites will be utilized to reinforce learning on the Chromebooks. This course is appropriate for the college-bound student who has successfully completed Spanish II. The Avancemos, book 2 textbook will be utilized as a base and a reference.

4304 HONORS SPANISH IV – (H)

PREQ: SPANISH III

1 credit

This course is designed to follow Spanish III. It will be conducted primarily in the target language. Students in this class will be expected to speak, listen, read, and write in Spanish daily. They will be immersed in the language through role-play, authentic media, film and literature, videos, interactive websites, projects, guest speakers, field trips and many other games and activities. The overall themes of instruction for the course are travel, food, and Immigration. In addition to daily formative assessments, nightly assignments, and traditional

written tests, several Performance Assessments will be utilized to evaluate language proficiency in all four skill areas. Students are expected to use the target language and to expand their knowledge of intermediate grammar topics and high-level vocabulary. The students will maintain a book of journal assignments, with more rigorous guidelines, increasingly advanced prompts and word minimums. This course is appropriate for the highly-motivated, college-bound student who has successfully completed Spanish IV. Excerpts from the following texts will be utilized: The second half of *Avancemos*, book 2 textbook will be utilized as a base of reference.

4305 HONORS SPANISH V – (H)

PREQ: Spanish IV

1 credit

This course is designed to follow Spanish IV. It will be conducted entirely in the target language. Students enrolled in this course are expected to assimilate high-level information in Spanish and respond appropriately in the target language. The four domains (reading, writing, listening, and speaking) will be embedded in cultural themes and explored via authentic film and literature. The curriculum will explore legends, fables, children's literature, the immigrant experience, ethics, superstition in Hispanic culture, the history and civilization of Spain, with an emphasis on language origins, fine art, and the Spanish Civil War (films to be watched and analyzed: *La lengua de la mariposa* and *El laberinto del fauno*). In addition to daily formative assessments, nightly assignments, and traditional written tests, several Performance Assessments will be utilized to evaluate language proficiency in all four skill areas. This course is appropriate for the highly-motivated, college-bound student who has successfully completed Spanish IV. Excerpts from the following texts will be utilized: Graded Spanish Reader; *Perspectivas*; *Civilización y Cultura*; *Conversación y Repaso*; *Cinema for Spanish Conversation*; *REPASO* (grammar review).

4224 SPANISH FOR SPANISH SPEAKERS I – (CP)

1 credit

This is a course recommended for native speakers of Spanish in the ELL program as well as those who are fluent in English but speak Spanish at home. Students should already demonstrate at least Intermediate-level literacy skills in a native language. This course will emphasize literacy skills such as grammar and spelling, reading and writing appropriate for native speakers. This heritage language course will include exposure to authentic literature, art, music, history and cultural comparisons. All classes would be conducted in Spanish.

4225 SPANISH FOR SPANISH SPEAKERS II – (CP)

PREQ: Spanish for Spanish Speakers I

1 credit

This course is a continuation of the prerequisite (Spanish for Spanish Speakers I). This heritage language course will explore similar themes to promote literacy via literature, art, social studies, grammar, communication, and civilization.

4210 LATIN I – (CP)

1 credit

This course will introduce the student to the language and culture of the ancient Romans. The course assumes no previous exposure to the study of Latin. Our text, *Ecce Romani I*, will immediately lead the student to read, write, and speak Latin. By following the story of a family living in Rome in the year 80 C. E., the student will acquire vocabulary and inductively learn the grammar and structure of the language. This will be supplemented by additional materials that reinforce understanding of the language and culture of ancient Rome. Today Latin impacts and influences our lives in many ways. Over sixty per cent of the English language is derived from Latin. The language of the ancient Romans is used extensively in the legal, medical, and scientific spheres. This course will expect the student to work hard and take the risks involved in speaking a new language aloud.

4211 LATIN II – (CP)

PREQ: Latin I

1 credit

This course continues the study of the language, history, and culture of ancient Rome. Our text, *Ecce Romani II*, also continues the story of the Cornelia family and provides opportunities to read original Latin stories including myths and historical accounts. This course expands the knowledge of grammar to prepare students for the future reading of authentic Latin literature. In addition to an emphasis on using multiple reading strategies and conversational Latin to acquire more and more vocabulary, there will be ample opportunity to compare Roman life to ours today, not only in daily living but culture, government, religion, and entertainment. A substantial overall understanding of the grammar of the Latin language should be acquired by the conclusion of this course. This course will expect the student to work in a thorough, consistent manner

4212 LATIN III – (CP)

PREQ: Latin II

1 credit

This course continues the study of the language of Rome and its culture and history. We will complete the *Ecce Romani II* text continuing the story of the Cornelia family, and begin work in *Ecce Romani III*. This course will continue to expand the knowledge of grammar and students will begin reading unadapted Latin poetry and prose. Opportunities to read extensive unadapted excerpts from Latin authors including Catullus, Caesar, Cicero, Eutropius, Ovid, Pliny, and others will conclude this year's study. In addition to an emphasis on the acquisition of vocabulary and exposure to literature, there will be an expanded opportunity to study the Roman history and politics so important in the creation of the governmental culture of the United States. Further, there will be an increasing opportunity to speak the language and discuss authentic authors and texts in Latin – a rewarding experience. The study of the grammar of the Latin language will be completed during this course, though there certainly will be ongoing review. As a student, you will be expected to work in a thorough, consistent, and well-organized manner.

4313 HONORS LATIN IV/V – (H)

PREQ: Latin III

1 credit

This course will introduce two literary genres, not invented, but certainly developed significantly by Roman authors. These are the genres of *epistolography* (letter writing) and love poetry. Layered into our discussions and class objectives will be the concepts of *fama*, *gloria*, and *aeternitas*. Some essential questions will be addressed throughout the course: What do these terms mean, and how do authors look to achieve them? Why do they attempt to achieve them? Are they successful? Students will read a significant amount of authentic Latin texts from a variety of authors. This course will also survey other authors of Latin literature from the Golden Age through the Middle Ages and the Renaissance Period.

WORLD LANGUAGE ELECTIVE

4233 AMERICAN SIGN LANGUAGE I AND DEAF CULTURE (GR. 9-12) (sem) – (CP)

.5 credit semester course

This introductory course provides students with the foundational skills to communicate in American Sign Language (ASL) while exploring the rich history and culture of the Deaf community. Students will develop basic ASL vocabulary, grammar, and conversational skills through interactive activities and practice. Emphasis will be placed on expressive and receptive signing, fingerspelling, and non-manual signals. Additionally, students will gain an understanding of Deaf culture, including its traditions, contributions, and the impact of Deaf history on the community today. This course fosters an appreciation for ASL as a unique language and promotes inclusive communication.

ENGLISH FOR MULTILINGUAL LEARNERS

The goal of the English for Multilingual Learners program is to provide culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote accelerated language acquisition so that Multilingual Learners can access and demonstrate academic success in all courses leading to college and career readiness.

In the Nantucket Public Schools the Sheltered English Immersion (SEI) model is followed in order to ensure Multilingual Learners rapidly develop the skills necessary to succeed. SEI consists of two instructional components necessary for effective instruction of Multilingual Learners: Sheltered Content Instruction taught by licensed content teachers who are SEI endorsed and English As a Second Language (ESL) taught by ESL licensed teachers. The language development of Multilingual Learners students is the responsibility of both ESL and general education (SEI) teachers. ESL teachers, in collaboration with other content teachers, should continue to develop an awareness of the language Multilingual Learners need to be able to process and produce in general education classes to reach high levels of performance. Likewise, general education teachers need to develop awareness and strategies to support the disciplinary language needs of Multilingual Learners.

The mission of the English for Multilingual Learners Program in the Nantucket Public Schools is to provide research-validated, systematic, explicit, and sustained language instruction to Multilingual Learners, designed to develop social, instructional, and academic language within the four language domains (speaking, listening, reading, and writing) in conjunction with subject matter content (language arts, mathematics, science, and social studies). ESL is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks and the WIDA Standards. Placement is based on ACCESS scores or WIDA Screener at the time of enrollment

4219B ESL NEWCOMER – (CP)

PREQ: ESL Department Recommendation

2 credits

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the language of Math, Science, ELA, Social Studies and Instructional language. This class is for newcomers who arrived to NHS in the second semester of an academic year, or later, and whose English Language Development (ELD) is level **1.0-1.9**, as indicated on the WIDA SCREENER or the ACCESS test.

4219BC ESL ENTERING - (CP)

PREQ: ESL Department Recommendation

2 credits

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the language of Math, Science, ELA, Social Studies and Instructional language. This class is for beginning students who have completed most, or all, of an academic year at NHS and whose English Language Development (ELD) is level **1.8-2.5**, as indicated on the WIDA SCREENER or the ACCESS test.

4219C ESL EMERGING – (CP)

PREQ: ESL Department Recommendation

2 credits

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading in the language of Math, Science, Social Studies, ELA and Instructional language. This class is for students whose English Language Development (ELD) is level **2.4-3.4**, as indicated on the ACCESS test or the WIDA Screener.

4220B ESL DEVELOPING – (CP)

PREQ: ESL Department Recommendation

2 credits

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading in the language of Math, Science, Social Studies, ELA and Instructional language. This class is for students whose English Language Development (ELD) is level **3.2-4.0**, as indicated on the ACCESS test or the WIDA Screener.

4221bb ESL EXPANDING – (CP)

PREQ: ESL Department Recommendation

1 credit

This transitional class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading in the language of ELA, Math, Science, Social Studies and Instructional language. This class is for students whose English Language Development (ELD) is level **3.8-4.2**, as indicated on the ACCESS test or WIDA Screener.

WELLNESS

The wellness curriculum at Nantucket High School is designed to provide students with the core concepts of the Massachusetts Health Curriculum Frameworks and the National Standards for Physical Education. Through the coordinated teaching of health and physical education, students will build the skills, knowledge and attitudes needed to achieve an active, healthy lifestyle and to accept responsibility for their own health and well-being.

During physical education class, students practice the knowledge and skills they have learned through physical activity (PA), which is defined as any bodily movement that results in energy expenditure. Physical education (PE) develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

Health-literate students are able to address their own health needs along with the needs of others. They are able to obtain and apply knowledge and skills to enhance their own health and the health of others — both now and in the future as their needs change throughout their lives.

Required to Graduate
<ul style="list-style-type: none">● Wellness I - Freshman Year (1 Credit)● Wellness II - Sophomore Year (.5 Credit)● Wellness Electives - 1 Junior Year (.5 Credit) and 1 Senior Year (.5 Credit)

5230 WELLNESS I (GR. 9) – (CP)

1 credit course

Wellness I is a full year health and physical education class that sets the foundation for the high school wellness curriculum. Students will learn why it is important to adopt a physically active lifestyle now and in later adulthood. Students will learn about the concepts, principles, and benefits of "health related fitness" through physical activity. Through the development of health literacy, self-management skills and health promotion, this course teaches fundamental health concepts and promotes habits and conduct that enhance health and wellness. Topics studied include: communication skills, decision-making, goal setting, nutrition, sex and family life education, mental and emotional health, relationships, substance free lifestyles and violence prevention.

5240 WELLNESS II (GR. 10) (sem) - (CP)

PREQ: Wellness I

.5 credit semester course

Wellness II is designed for 10th grade students. This class is a semester-long class that focuses on the mastery of wellness concepts necessary for a lifelong plan of healthy living. Students will be provided with opportunities to achieve and maintain a health-enhancing level of physical fitness through a wide variety of physical activities. Wellness II activities include: Aqua-fitness, Introduction to golf, Tennis, AHA Adult/child/infant CPR, Fitness, and Basketball.

JUNIOR/SENIOR WELLNESS ELECTIVES

Students in grade 11 and 12 will choose an elective class each year to complete their Wellness credit.

5362 RECREATIONAL ACTIVITIES FOR LIFE (GR 11-12) (Sem) – (CP)

PREQ: Wellness I and Wellness II

.5 credit semester course

Recreational Activities for Life provides students with an opportunity to incorporate physical activity and life-long leisure experiences into their lifestyle through game play and practice. Sample units may include but are not limited to, water games/aqua-fitness, ultimate frisbee, badminton, biking, golf, pickleball, spikeball, tennis, table tennis. Skills and common concepts of each lifelong activity will be presented and developed through practice and match play. Students of all skill and experience levels are encouraged to enroll in this course.

5263 TEAM SPORTS (GR 11-12) (Sem) – (CP)

PREQ: Wellness I and Wellness II

.5 credit semester course

The Team Sports course provides students the opportunity to experience a variety of team sports. Activities may include but are not limited to flag football, soccer, ultimate games, basketball, volleyball, water polo. Content includes a comparison of various field invasion games examining strategies, proper sportsmanship, refereeing, rules, and skills. This class is designed for the competitive student.

5264 PERSONAL FITNESS (GR 11-12) (Sem) – (CP)

PREQ: Wellness I and Wellness II

.5 credit semester course

Each student will design his or her own personal fitness program appropriate to their individual goals and needs. Students will become familiar with a variety of advanced methods of strength and cardiovascular conditioning and flexibility exercises. Students will self-assess their levels of physical fitness and work to improve those levels each day in class. This is a great off-season or in-season conditioning program that can be done during

school for many of our students with multiple after-school commitments. Any student wishing to improve their fitness levels would benefit from this course.

5265 CONTEMPORARY HEALTH (GR 11-12) (Sem) – (CP)

PREQ: Wellness I and Wellness II

.5 credit semester course

This classroom based course is designed to foster mature decision making as the course covers current information available on pertinent health issues facing young adults in today's society. Topics that may be covered are; stress resiliency, consent and relationship sexual assault, human sexuality, substance use/abuse, nutrition, depression and mental health.

5266 INTRO TO MEDITATION (GR 11-12) (Sem) – (E)

.5 credit semester course

Students will develop an understanding of meditation through the study of history, culture, theory, philosophy, literature, and science. Students will participate in lessons to deepen reading, writing, and analytical skills through exposure to a variety of texts, genres, and formal assignments. This class will help students establish a daily meditation practice that will be accessible and beneficial beyond the classroom.

LEARNING OUTCOMES:

- Understand the importance of mindfulness to health and emotional well-being.
- Learn through direct practice various modes of mindful meditation.
- Experience the difficulties in meditation and how to accommodate them.
- Explore how to bring various mindful practices to their professional situation
- Help create daily/weekly plan for mindfulness

5267 CONTEMPLATIVE STUDIES (GR 11-12) (Sem) – (CP)

.5 credit semester course

Balancing ancient teachings and the psychology of Emotional Intelligence (EQ) we dive into the theory of what is real and what is perceived. Developing an understanding of ourselves through Self Awareness, Self Management, Social Awareness, and Relationship Management we look at how to develop our EQ.

Students will look at the study of various sciences, engage in deep philosophical conversations, and ultimately develop their own sense of where they belong in today's ever changing world. Diving into the works of Daniel Goleman, Lao Tzu, Dr Joe Dispenza, Alan Watts, and Andrew Hunberman we will examine what it means to be a more complete community member, and global citizen.

ADAPTIVE PHYSICAL EDUCATION: PE Pals is a wellness class that provides our adaptive physical education students with peer tutors/"coaches" and role models. Social skills are integrated in all activities, and students are encouraged to maximize their abilities as they engage in a variety of modified activities. These are physical education classes which have been adapted or modified, so that it is as appropriate for all.

*Students wishing to participate in P.E. Pals must be in 11th or 12th grade and complete an application to the Wellness Department in order to "apply" for a position. Students are selected to participate in either class based upon their application, grades, attendance, and participation in Wellness I and Wellness II.

5110 PE PALS: (GR 11-12) (Sem) – (CP) (Semester 2 ONLY)

PREQ: Wellness I and Wellness II- Application Required

.5 credit semester course

This class is designed as a 3:1 focusing on sports (individual and team). The goal is to prepare the adaptive physical education student for participation in the Nantucket Special Olympics Day held at the end of the semester/ school year.

ARTS

The Art Department's offerings are designed to enhance a student's talent, dexterity, critical thinking and problem-solving skills and creative expression. A student will sharpen his/her powers of observation, gain confidence, and learn to think creatively and communicate freely. We believe EVERY student benefits from studying the arts!

6100 INTRODUCTION TO STUDIO ART 1 (sem) – (E)

.5 credit semester course

Introduction to Art - This fun introductory course is for any student who has either a passing interest in or a passion for art. Each student will receive a working foundation in the basics of art while exploring his/her own perspectives and expanding horizons. Students work with the fundamentals of drawing, design, and color, while developing their own style and creativity. They will work with a variety of media and styles through a combination of structured assignments and creative work designed with the Massachusetts State frameworks in mind. Occasional homework is assigned, although the majority of work is completed during class time. The concept of art as a wonderful form of self-expression is examined and encouraged. This course is the first step in our sequential program and must be completed in order to take the more advanced courses of Studio Art 2, Advanced Studio Art, etc.

***Sketchbooks are required and should be purchased before coming to class.**

6207 STUDIO ART 2 (sem) - (CP)

PREQ: Intro. to Studio Art 1

.5 credit semester course

Studio Art 2 is for the intermediate art student and builds upon the skills and knowledge acquired in Art 1. Assigned projects are structured around the state frameworks yet allow students more artistic freedom and personal creative expression. The goal for students in this course is to produce high quality finished artworks that express the creative intent of the artist while advancing the student's artistic skill and medium experience. Drawing, printing, painting, sculpture, crafts, and art history, may be covered. Participation in public art shows may be required.

***Sketchbooks are required and should be purchased before coming to class.**

6208 ADVANCED STUDIO ART 3 (sem) - (CP)

PREQ: Studio Art 2

.5 credit semester course

Advanced Studio Art 3 is for the more advanced art student who has a special interest in areas of art or plans on pursuing art or design as a possible career option. This class will allow the serious student to continue to further explore their creativity and personal expression through art. Curriculum will be tailored to students' areas of strength and interest.

***Sketchbooks are required and should be purchased before coming to class.**

6303 HONORS STUDIO ART/PORTFOLIO BUILDER (sem) - (H)

PREQ: Advanced Studio Art 3 or teacher approval.

.5 credit semester course

Honors Studio Art/Portfolio Builder is for advanced students that are planning on attending art or design school at the college level. Emphasis will be on building a diverse portfolio specifically for applying to art or design school. Curriculum will be personalized for each student according to their intended area of study.

***Sketchbooks are required and should be purchased before coming to class.**

6103 PRINTMAKING I (sem)– (CP)

PREQ Introduction to Studio Art 1

.5 credit semester course

In Printmaking 1 students will experiment with a variety of printmaking techniques. They will learn about block printing, stenciling, silkscreening, etching, and relief printing. Students will work with paint and inks to print onto paper, and there will be several opportunities for mixed medium prints. In the beginning of the course students will start with simple, one layer prints and develop their techniques to produce detailed, multi layered prints. Students will finish the course with familiarity with a range of printmaking methods.

***Sketchbooks are required and should be purchased before coming to class.**

6111 INTRO. TO GRAPHIC DESIGN 1 (sem) – (E)

.5 credit semester course

Students will learn graphic design principles and elements, color relationships, typography, page layout and digital image manipulation while exploring and learning Adobe Illustrator and Photoshop in the Mac Lab. This course will introduce the world of design around them through projects creating company logos, advertisements, posters, and album/book covers.

6209 GRAPHIC DESIGN 2 (sem) – (CP)

PREQ: Intro. to Graphic Design 1

.5 credit semester course

Graphic Design 2 is designed for those who have already completed Intro. to Graphic Design and wish to pursue graphic design further. This class will continue design techniques and theories to complete projects and learn about career opportunities.

6309 GRAPHIC DESIGN 3 (sem) – (CP)

PREQ: Intro. to Graphic Design 2

.5 credit semester course

This course is for those students who have a special interest in Graphic Design or plan on pursuing this subject as a possible career option. It is designed for students to hone their conceptual and technical design skills in a more independent environment. Prerequisites: Graphic Design 1 and 2.

6151 INTRO. TO DIGITAL PHOTOGRAPHY I (sem) – (E)

.5 credit semester course

This half credit, half-year course is open to any student who loves to take pictures but would like to learn to take better photographs. In this course, students will learn the functions of a digital SLR camera and how to set up a great composition. Students will also learn to download images onto a computer and learn the basics of photograph manipulation with Adobe Photoshop. While the concentration of this course will be focused on the fun of picture taking, the technical aspects of digital cameras and the basics of software editing, the artistic aspect of photography in general will also be discussed. Homework for this course is taking pictures.

***Students are encouraged to have their own DSLR cameras for this course as there are limited cameras available for loan.**

6252 DIGITAL PHOTOGRAPHY II (sem) – (CP)

PREQ: Digital Photography I

.5 credit semester course

This half credit, half year course provides a more in depth look at the fascinating world of digital photography. Short term projects will be combined with projects that are more long term in nature, and further understanding

of the multi-faceted layers of Adobe Photoshop will be explored. Students will begin to assemble portfolios of quality work based on themes and assignments geared to showcase the individual student's artistic vision. Along with accumulated technical skills, the student will examine the creative and artistic aspects of digital photography in general and color digital photography specifically. Homework for this course is taking pictures.

***Students are required to have their own digital SLR cameras for this course.**

6339 HONORS DIGITAL PHOTOGRAPHY III (sem) – (H)

PREQ: Digital Photography II

6340 HONORS DIGITAL PHOTOGRAPHY IV (sem) – (H)

PREQ: Digital Photography II

.5 credit semester course

These advanced sections of digital photography are for individual students who have a special interest in the subject or plan on pursuing this subject as a possible career option, and allow the serious student to continue to further explore their creativity and personal expression through this medium. Curriculum will be determined between the teacher and student based on individual needs and interests. As these students will most likely be mixed in with lower level digital photography classes, students taking these advanced sections of digital photography will need to be able to work independently.

***Students are required to have their own digital SLR cameras for this course.**

6101 CERAMICS/CLAY (sem) – (E)

.5 credit semester course

This course introduces students to the creativity of working with clay. Students will learn the processes of hand building clay objects, which will be made using the techniques of slab building, coiling, slump molding and pinching. Limited instruction on the throwing wheel will be available. Students will create both functional and decorative objects. Students will learn the basics of how clay works while becoming aware of the limits of the material through execution of various projects. Students will also become familiar with the different finishing techniques available and will learn firing requirements for clay.

6206 CERAMICS/CLAY II (sem) – (CP)

PREQ: Ceramics 1

.5 credit semester course

Ceramics 2 builds upon the prior knowledge and skills learned in ceramics 1. Students will learn new techniques of construction and decoration and will be introduced to new tools and materials. Projects will have an emphasis on the elements and principles of design in addition to historic and global cultural traditions in clay. While the emphasis of this class is on hand building, the throwing wheels will also be available for use.

6335 HONORS CERAMICS/CLAY III (sem) – (H)

PREQ: Ceramics II

.5 credit semester course

Honors Ceramics 3 is for students who have a dedicated interest in pursuing and furthering their knowledge and skill in ceramics. Projects take on more scope and complexity. Further exploration of building techniques and surface decoration are the focus of this class in addition to research of historic ceramic artists, methods and styles. Students at this level should be independently motivated.

***Sketchbooks are required and should be purchased before coming to class.**

MUSIC

The study of music provides the individual with a foundation for understanding the vital connections the musical arts foster in the world, both culturally and historically. Students will become better musicians, capable of a fuller range of artistic expression through participation in the courses offered at Nantucket High School. By the end of senior year, students who have chosen to take courses in music will have studied and performed a comprehensive variety of musical repertoire representing cultures from around the world and will also develop music literacy.

In order to develop into a first-rate musician, a student should consistently practice on his/her instrument and participate in performing ensembles throughout their high school years. This is the best way to ensure growth as an instrumentalist and/or vocalist.

6233 INSTRUMENTAL ENSEMBLE – (CP)

1 credit

High school Instrumental Ensemble builds on fundamentals learned in previous instrumental instruction. Prerequisites include previous year's instruction on instrument or permission of the instructor. Increased instrumental proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Literature will be chosen over a wide musical spectrum. Concert participation, sectional rehearsal attendance, and outside individual practice are course requirements.

6233A INSTRUMENTAL ENSEMBLE (sem) – (CP)

.5 credit semester course

High school Instrumental Ensemble builds on fundamentals learned in previous instrumental instruction. Prerequisites include previous year's instruction on instrument or permission of the instructor. Increased instrumental proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Literature will be chosen over a wide musical spectrum. Concert participation, sectional rehearsal attendance, and outside individual practice are course requirements.

6122 CHORUS – (E)

1 credit

High school chorus develops musical, reading, performing, and singing skills. The NHS chorus prepares concerts throughout the school year which cover a wide variety of music styles, including popular, folk, and classical. In addition to learning music, chorus members also learn much about multicultural appreciation, world history, and languages. Opportunities are offered to audition for off-island music festivals and select singing groups. Increased vocal proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Concert participation, rehearsal attendance, and outside individual practice are course requirements.

6123 CHORUS (sem) – (E)

.5 credit semester course

High school chorus develops music, reading, performing, and singing skills. The NHS chorus prepares concerts throughout the school year which cover a wide variety of music styles, including popular, folk, and classical. In addition to learning music, chorus members also learn much about multicultural appreciation, world history, and languages. Opportunities are offered to audition for off-island music festivals and select singing groups. Increased vocal proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Concert participation, rehearsal attendance, and outside individual practice are course requirements.

6222 SELECT CHORUS – (CP)

1 credit

Select Chorus is only for students who have auditioned for and have been chosen for Select Chorus (the Accidentals and the Naturals). Students must take a full year of chorus to be considered for the Select group. This class will continue with the development of singing and music reading skills; however, much more repertoire will be covered in this course and many more performances will be required. Reading skills and oral recall are essential. Students should expect additional weekly evening rehearsals.

6127 GUITAR STUDIES – (E)

1 credit

This course is designed for students who are year-long guitar students. Students will continue to study the elements of music theory, including extended scales and extended chords. In addition to developing their music reading skills, students will study songwriting and basic music composition. Performances and outside individual practice are course requirements.

6129 GUITAR (sem) – (E)

.5 credit semester course

This course is designed to take the beginning guitar student through to an intermediate level of playing. Students will study basic elements of music theory, including note values, time signatures, scales and chords. Students will also study the history, styles, and artists that represent the finest aspects of guitar playing. Performances and outside individual practice are course requirements.

6104 INTRODUCTION TO DRAMA (sem) – (E)

.5 credit semester course

This is a practical foundation course for those who wish to become proficient in the use of theatre skills. Theatre exercises in diction, articulation, projection, interpretation and movement are used to promote physical, mental and focusing skills. Students are coached through a series of performances: monologues, dialogues and scenes. Activities also include improvisation, character study, and scene study.

6109 KEYBOARDING (sem) – (E)

.5 credit semester course

This course focuses on the technique of playing the piano and learning to read piano music. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. The student will gain confidence through performance, have an appreciation for the difficulty of musical proficiency, and develop strategies for comprehending the language of music. **NO PIANO EXPERIENCE IS NECESSARY TO DO WELL IN THIS COURSE!!!**

6128A ROCK LEGENDS: THE HISTORY OF ROCK MUSIC (sem) – (E)

.5 credit semester course

This class focuses on the creation and development of Rock music throughout the 20th and 21st centuries. Students will learn about influential musicians through the decades and listen to their music. Students will analyze the components of rock compositions, performance techniques, and how each musician influenced the next. The musicians studied go as far back as Muddy Waters, Chuck Berry, and Elvis Presely and as recently as Linkin Park, Green Day, and One Direction.

6218 MUSIC IN FILM (sem) – (E)

.5 credit semester course

In this class, students will watch a variety of movies and analyze the music and sound effects and how the music can differ from one genre to the next. They will study how to create an effective and creative film score and/or soundtrack and understand how the music creates emotional connections from the characters to the audience. After learning to analyze, students will create and execute their own videos and add music to create a proper emotional response.

6219 ROCK BAND (sem) – (E)

.5 credit semester course

This is a performance based class featuring students that wish to focus on performing rock music on guitar, bass guitar, vocals, percussion or keyboard. They would study the history of rock and learn influential names of the rock genre. They will have an opportunity to learn how to perform the music in an ensemble setting. Students will work together to provide a repertoire that ranges from many sub-genres of rock and complete a comprehensive study of the chosen songs.

6235 EXHIBITIONS IN MUSIC (GR. 11-12) (sem) – (CP)

.5 credit semester course

Exhibitions in Music is a half-year course supervised directly by the music staff and is intended for students who have demonstrated prior musical study. Interested students should propose projects that will carry them through a semester of independent study with the music staff as mentors. Successful projects in the past have included song-writing, college audition preparations, music videos and soundtracks.

6236 EXHIBITIONS IN MUSIC (GR. 11-12) – (CP)

1 credit

Exhibitions in Music are full-year courses supervised directly by the music staff and are intended for students who have demonstrated prior musical study. Interested students should propose projects that will carry them through a full year of independent study with the music staff as mentors. Successful projects in the past have included song-writing, college audition preparations, music videos and soundtracks.

VOCATIONAL AND TECHNICAL EDUCATION

WOOD TECHNOLOGY PROGRAM

7109 WOOD TECHNOLOGY I (sem) – (E)

.5 credit semester course

This course is the first half of Wood Technology. Students will learn to measure accurately to 1/16 of an inch. Individual design and fabrication will be expected and nurtured along with an understanding of the woodshop and tool safety. This course will serve as an introduction to woodworking machines, wood species and basic joinery. Student grades are based primarily on participation due to the hands-on format of this course.

7210 WOOD TECHNOLOGY II – (CP)

PREQ: Wood Technology I

1 credit

This course is the next level of Wood Technology I with more sophisticated techniques put into practice. Individual design and fabrication will be expected and nurtured along with a more complete understanding of the woodshop using jigs and more complex joinery. Students will work on required projects in units like primitive woodworking and woodturning. Student grades are based primarily on participation due to the hands-on format of this course.

7132 CARPENTRY (GR. 11-12) – (CP)

PREQ: Wood Technology I

1 credit

This Carpentry course will expose students to real life experiences that are essential to future careers in the building trades. Activities will include in-school instruction and demonstrations so that students can apply them in shed building throughout the school year. Students will refine their skills from a wide range of techniques using hand and power tools. The course will include guest demonstrations along with occasional visits to active building sites around Nantucket. Students considering a lucrative position in any of the building trades or continuing on to the construction management field should strongly consider this course. This course is only available to Junior and Senior students. It is a solid experience for students who wish to consider a possible School-to-Career option in their Senior year. Applicants must be able to tolerate working outside in all weather conditions. **Applicants must be able to tolerate working outside in all weather conditions.** Student grades are based primarily on participation due to the hands-on format of this course.

AUTOMOTIVE TECHNOLOGY PROGRAM

7108 INTRODUCTION AUTO TECHNOLOGY (GR. 10-12) (sem) – (E)

.5 credit semester course

This semester course is designed to allow the student to explore automotive technology at a beginner's level. It will lay the foundation for basic mechanical maintenance, design concepts, and safety features incorporated into today's vehicles. Topics covered include basic four-cycle theory, drive fluid service, brake systems, basic suspension, and general maintenance. Proper workshop/automotive attire with closed toed shoes are required to successfully participate in this class. Grades are based on participation, behavior, and paper tests given in class.

***Students must maintain a minimum grade of 80 to be eligible for Advanced Auto Technology**

7231 ADVANCED AUTO TECHNOLOGY (GR. 11-12) – (CP)

PREQ: Introduction to Auto Technology with a minimum grade of 80%

1 credit

This course is designed to allow the student to explore automotive technology at a deeper level. It is a one-year course that in the first semester reviews and builds upon the Introductory class material covered previously. Students will be working with advanced brake systems, suspension repair/alignment, basic electrical circuits, and utilize computer diagnostic equipment to diagnose fuel injection and emission control systems. The second semester will include rebuilding small gas engines, basic metal fabrication and welding, and independent student project vehicles. This course is designed for the student considering automotive work as a possible career or personal interest. Proper workshop/automotive attire with closed toed shoes are required to successfully participate in this class. Grades are based on participation, behavior, and paper tests given in class.

CULINARY ARTS PROGRAM

Culinary Arts is a two-year, three credit course developed by the Educational Foundation of the National Restaurant Association. Students will learn the basic fundamentals of cooking as well as developing an appreciation and understanding of classic and advanced food preparations. The Culinary Arts program will introduce students to the possibilities of advancing their studies to include college and the many career opportunities that the food service industry has to offer.

7170 NUTRITION (sem) – (E)

.5 credit semester course

This course covers basic health and nutrition and serves as an introduction into the culinary program, the instructor, the culinary space and the basic daily routines upon entering the classroom. Students will learn about healthy eating and food choices, examining and understanding food labels, good hygiene practices, and weight management. This course will also cover the dangers of unhealthy eating habits as well as drugs and certain social behaviors.

7267 CULINARY ARTS I (GR. 11) – (CP)

1 credit

The first year course content available for Junior students includes a brief history of cuisine origins, safe food handling, preparing and serving hot food, preventing accidents and injuries, basic knife cuts and cooking techniques. Also covered in this course will be the importance of teamwork, preparation of breakfast foods, sandwiches, fruits and vegetables, and controlling foodservice costs. Students will be encouraged to participate in weekend and after-school functions representing their school.

7268A CULINARY ARTS II (GR. 12) – (CP)

PREQ: Culinary Arts I, application, and interview

1 credit

During the course of the year, the following topics will be covered in detail. The history of food service, critical and creative thinking, menu planning, cultural diversity and various ethnic dishes, the fabrication and cooking of poultry, fish and meat, stocks, soups, and basic as well as classic sauces. Students will be introduced to local purveyors, fishermen and restaurant chefs and owners. Students will be encouraged to participate in out-of-school catering projects that will have a community service designation.

VOCATIONAL EDUCATION ELECTIVES

7101 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (GR 11-12) (sem) – (E)

.5 credit semester course

This course is designed for students with an interest in or a career goal in the Criminal Justice System. Specialists from the Nantucket Police Department, Nantucket District Court and the Barnstable County Sheriff's Office provide demonstration and instruction in the practices of today's law enforcement roles, court functions and correctional positions. Topics include the duties of a patrol officer, various methods of policing, Massachusetts' State Laws, issues regarding juvenile laws, Nantucket District Court roles and responsibilities and the inner workings of the Barnstable County Correctional Facility. Relevant current events are discussed as they pertain to the course topics

7125 INTRODUCTION TO SUSTAINABLE ENVIRONMENTAL DESIGN (GR 9-12) (sem) – (E)

.5 credit semester course

This course will explore sustainable and environmental approaches to furniture design, interior design and landscape design. The course will start by covering basic hand drafting skills which will then be transferred over digitally as students learn CAD. Students will also learn the difference between environmental and sustainable design, and how both concepts work together. Students will have hands-on experience with all three practices. We will cover career opportunities, client interactions as well as client and colleague presentations. Students will also have the opportunity to use their landscape design skills developed outside on campus.

7114 BOAT OPERATIONS (GR. 11-12) – (CP)

.5 credit semester course

This course will begin with a full Massachusetts boating safety course in which students will gain their safe boating license from the state and be able to independently operate a vessel in Nantucket's inshore waters. This course will go into depth around the relationship between weather/meteorology and navigation as well as the physics and engineering of vessel construction and hydrodynamics. Students will have the opportunity for on water instruction in real world applications using the harbor masters vessels. This is an incredibly unique offering in which students will be able to explore science within the maritime industry sector. Students will move from novices to well trained mariners with the skills to have jobs right away on the waters of Nantucket and will explore higher levels of licensure in the future. (***Innovation Pathways Technical Course**)

7230 INTRODUCTION TO NURSING AND ALLIED HEALTH (sem) – (CP)

.5 credit semester course

This course is designed to introduce and explore concepts in nursing, processes in nursing care, and select topics related to promotion of careers in the allied health field. Students acquire an overview of allied health professions through exposure to various guest speakers and field trips and are provided information relating to health maintenance and the identification, evaluation, prevention, and treatment of diseases or conditions. Nursing concepts include health and wellness, the health care delivery system, community-based nursing practice, legal principles in nursing, ethics, and evidence-based practice. Processes in nursing care encompass critical thinking, nursing process, informatics and documentation, communication, patient education, and managing patient care. Students will also learn basic clinical skills, such as physical assessment, and vital signs. (***Innovation Pathway Technical Course**)

7232 NURSING AND ALLIED HEALTH II (GR. 11-12) – (CP)

PREQ: Introduction to Nursing and Allied Health

1 credit

This course is designed to extend concepts learned in Introduction to Nursing and Allied Health, including nursing, processes in nursing care, and select topics related to promotion of careers in the allied health field. This experiential course will include guest speakers, field trips, simulations and clinical. To take part in clinical, students must be over 16 years old and fully vaccinated, have a CORI background check, a tuberculosis skin test, and sign a HIPPA privacy agreement with the institution where the clinical takes place. The course instructor will provide students with a packet to complete prior to clinicals. At a minimum, students will have 75 hours of classroom instruction, 16 Hours in the Simulation Lab, and 21 hours of clinical.

(*Innovation Pathway Technical Course)

7236 NURSING AND ALLIED HEALTH III (GR. 11-12) – (CP)

PREQ: Introduction to Nursing and Allied Health and Nursing and Allied Health II

1 credit

Diseases, disorders and treatments for each body system. Disease prevention & health promotion. Students will study the following body systems: Nervous system, Skeletal system, Muscular system, Integumentary system, Cardiovascular system, Respiratory system, Digestive system, Urinary system, Endocrine system, Lymphatic system, and Reproductive system. Strategies used in class will include but are not limited to lecture, analyzing case studies, presenting treatment plans, and project based learning.

(*Innovation Pathway Technical Course)

7237 MEDICAL TERMINOLOGY (GR. 10-12) – (CP)

PREQ: Introduction to Nursing and Allied Health

1 credit

This course examines medical terminology and vocabulary used by a variety of professionals in the healthcare field utilizing online components. The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic body systems with added emphasis placed on those terms pertaining to diagnosis and pathophysiology. The bases of medical terms will be examined – such as prefixes, suffixes, roots, combined forms. Pertinent acronyms and abbreviations will also be included. The primary objective of the course is to read and understand the language of medicine.

(*Innovation Pathway Technical Course)

OTHER EDUCATIONAL OPPORTUNITIES

Innovation Pathways are designed to give students coursework and experience in specific high-demand industries. Our goal is to connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy, and guide students to relevant post-secondary education and training. Participation in this kind of pathway contextualizes student learning, engages students in their high school experience, and can lead students to opportunities for meaningful careers in the relevant industry sector upon their completion of needed postsecondary education and training. **Nantucket High School offers two pathways: 1) Health Care and Social Assistance and 2) Environmental and Life Sciences.**

Students will take 2.0 credits in technical courses, 2.0 credits in college level courses (e.g., PLTW, dual enrollment, AP), complete a 100 hour internship, and learn about industry-recognized credentials. Students who complete the requirements will receive a seal on their diploma.

9294 INNOVATION PATHWAY CAREER & COLLEGE EXPLORATION SEMINAR I (GR. 9-10) (CP)

.5 credit semester course

The Career Awareness Seminar will provide students the opportunity to work with a teacher/advisor to understand their learning style, complete interest inventories and explore career fields through an employer speaker series, and site visits to partner organizations. Students will refine areas of interest and participate in field trips to employers and begin to build their resume, and work on interviewing and job readiness skills. Students will focus on a specific career path to research and explore--looking at both local employers and the educational requirements in the field. Students will be guided in college research.

9294A INNOVATION PATHWAY CAREER & COLLEGE EXPLORATION SEMINAR II (GR. 11-12) (CP)

.5 credit semester course

Students will choose a specific to research and explore--looking at both local employers and the educational requirements in the field. Students will be guided in college research. Students will continue to work on their resume and work on networking and interviewing skills. Students will work on their individual learning plan, or MYCAP. As a precursor to a 100-hour internship, students will continue research on occupations in the field as well as relevant post-secondary education. They will receive coaching and guidance on applying to college programs and leveraging experience gained during the internship.

SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 9-12) – (CP)

School to Career and the Innovation Pathway Internship is an elective designed to provide students with an opportunity to learn first-hand about a career or field of study they are interested in learning about for the future. The program enables students to learn about career fields in depth before they decide whether or not to pursue them. Students assume full responsibility for finding community sites and mentors with whom they will train. An extensive application process and an interview are required before the student is accepted into the program. Students interested in this course should obtain a School to Career/Innovations Pathway Handbook from the School Counseling Office.

9266A SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 9-12) – (CP) 1 credit

9266 SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 11-12) – (CP) 2 credits

9267 SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 11 -12) – (CP) 3 credits

8014/ 8015/8016 BASIC LIFE SKILLS – (B)

PREQ: Special Services Recommendation

1 credit/ 2 credits/ 3 credits

This Specialized Life Skills course is designed to help students develop the academic and daily living skills they need to succeed in school, the work place, and within the community. Upon graduation, transition to independent living can be a challenge. Through hands-on activities and simulations, emphasis is placed on personal, career, and life management. The curriculum is relevant to the real-world orientation of young adults today. Student eligibility for this class is determined by testing administered by the Special Services Dept.

8013 STUDY SKILLS (sem) – (B)

PREQ: Special Services Recommendation

.5 semester credit

Specialized Study Skills is a course designed to help special education students develop organizational and study skills necessary to become independent learners. Students will also receive assistance with academics. In order to be eligible for this course, a student must be recommended by the Special Services Department or Administration.

8012 STUDY SKILLS – (B)

PREQ: Special Services Recommendation

1 credit

Specialized Study Skills is a course designed to help special education students develop organizational and study skills necessary to become independent learners. Students will also receive assistance with academics. In order to be eligible for this course, a student must be recommended by the Special Services Department or Administration.

8019C SOCIAL SKILLS – (B)

PREQ: Special Services Recommendation

.5 semester credit

This course is designed to assist students in developing and improving relationships with peers and adults, self-advocacy strategies, and appropriate verbal and non-verbal skills. The Social Skills class is structured using aspects of the “Think Social” curriculum designed by Michelle Garcia Winner and is tailored to student’s personal pragmatic language goals. In order to be eligible for this course, a student must be recommended by the Special Services Department.

9000 VOCATIONAL SKILLS PROGRAM – (B)

PREQ: Special Services Recommendation

9001 VOCATIONAL AWARENESS – (B)

PREQ: Special Services Recommendation

.5 semester credit

This course will offer ample support for students who are transitioning to the post-graduate workplace. Students will identify their vocational interests, attributes, and abilities. Self-determination skills such as decision-making, autonomy, and self-advocacy will be strengthened. Students will develop work-readiness skills that will enable them to search for a job, complete applications, compose a resume, and successfully interview. Also, included is social communication and soft skills, both of which are essential to post-high school employment. Students will learn how to manage conflict and stress on the job. Community-based job opportunities will be explored using community resources and volunteer opportunities.

9261c EXHIBITIONS: Yearbook – (CP)

PREQ: Photo 1 OR Graphic Design 1

1 credit

This course is designed to develop students’ skills in yearbook production by providing experiences in selected aspects of yearbook publication. Students learn basic principles of yearbook production and develop skills that include captions and headlines, digital photography, desktop publishing and using appropriate technology tools for media production. This class will design, edit, and produce the senior class yearbook. This class only has four openings and spots are chosen by the current editor and advisor. Juniors are welcome however they should consider committing to taking the yearbook class again as a senior.

9264 EXHIBITIONS: Veritas – (CP)

1 credit

9264a EXHIBITIONS: Veritas (sem) – (CP)

.5 semester credit

Exhibitions-Veritas is for Veritas editors ONLY. Students wishing to sign-up for an Exhibitions-Veritas must have prior approval of the Veritas Advisor.

9262 IMAGINE EDGENUITY – (CP)

1 credit

9263 IMAGINE EDGENUITY (sem) – (CP)

.5 semester credit

9362 HONORS IMAGINE EDGENUITY – (H)

1 credit

9363 HONORS IMAGINE EDGENUITY (sem) – (H)

.5 semester credit

9462 ADVANCED PLACEMENT IMAGINE EDGENUITY – (AP)

1 credit

Imagine Edgenuity offers a wide range of course offerings. The course meets entirely on-line and requires at least one period a day logged onto the website. A familiarity with computers, a strong sense of discipline, and an inquiring mind are required. Sample course offerings are listed below. MOST Imagine Edgenuity courses are semester long. [Imagine Edgenuity Massachusetts Course List](#)

9464 DUAL ENROLLMENT – (AP)

1 credit

Independent and motivated students may enroll in a live-streamed course at NHS through Cape Cod Community College. Upon satisfactory completion, students will be awarded appropriate college credits for the course. These college credits can likely be transferred to colleges of your choice. Each course will meet entirely on-line and attendance is monitored by the CCCC professor. A familiarity with computers, a strong sense of discipline, and an inquiring mind are required. Students may register for two courses – one per semester - Please see your School Counselor for additional information and course offerings.

Non-Discrimination Statement

The Nantucket Public Schools does not discriminate on the basis of race, color, ethnicity, religion, national origin, gender, sexual orientation, gender identity, age, homelessness, citizenship, or disability in programs, activities or employment.

(603 CMR 26.00; M.G.L. c. 76, § 5.: Access to Equal Education Opportunity)

www.doe.mass.edu/lawsregs