Newton Public Schools
NEWTON SOUTH HIGH SCHOOL
140 Brandeis Road
Newton Centre, MA 02459

Dear Students:

We are pleased to present to you the Newton South *Program of Studies* for the 2009-10 academic year. Our faculty and staff are especially happy to welcome the Class of 2013 into the Newton South family. We continually evaluate our school for changes and improvements, while working in conjunction with the New England Association of Schools and Colleges (N.E.A.S.C.). We are continually working to enhance faculty-student connections, to build upon our positive school climate, and to enrich our teaching methods to prepare students for a global society.

This course catalogue reflects the heart and soul of our educational mission. Take the time to look carefully through the many course offerings and their respective curriculum levels and sequences. As always, the elective offerings in our award-winning Art and Music Departments will be very popular. As well our Business, Technology, and Family & Consumer Science Departments offer attractive course options. And, finally, study carefully our new interdisciplinary "CONNECT" courses These Smaller Learning Community options offer exciting opportunities for deeper connections and reflection. Be certain to look through everything in the *Program of Studies* before making your final decisions.

Please make sure to consult with your counselor, your parent(s), and your teachers to plan for graduation and future opportunities. Graduation requirements are detailed in the front of this catalogue. All freshmen and sophomores must maintain the equivalent of at least 24 class blocks per week in each semester. Juniors and seniors may maintain a minimum of only 22 class blocks per semester if they have significant extra curricular responsibilities and counselor approval. Consider carefully not only the level and rigor of each individual subject you select, but also the overall course load. Balancing the demands of academics and adolescence is a challenging task. The degree to which you succeed in school will have a tremendous impact on your future economic and social well-being.

Students will begin making course selections for next year during late February and March. While we have a wide array of courses, some may not be offered if funding is unavailable or enrollments are too low. For this reason it is important to provide alternative selections on your registration sheet.

Planning for the future is very stimulating. Reflect on your past struggles and successes. Make sure to challenge yourself, but leave some time in your schedule for relaxation and fun.

Sincerely,

Brian L. Salzer, Principal

SMALLER LEARNING COMMUNITIES AT NEWTON SOUTH

In 2003 Newton South received a Smaller Learning Communities (SLCs) federal grant, to begin initiatives that would help our rapidly growing school to feel smaller. Our aim is to help students and faculty feel more connected to one-another, and in so doing improve teaching and learning at our school for all students. The four SLC initiatives now up and running are: Advisories, ninth grade clusters for all freshmen, interdisciplinary upper grade SLCs called CONNECT, and Critical Friends Groups.

Advisories are groups of approximately fifteen to eighteen students that meet several times a week to get to know one-another and a teacher in a non-academic setting. These groups, which stay together for all four years of high school, provide support for one-another through the transitions that are part of high school, work on improving the school climate through community service projects, do activities that foster respect for human differences, and last, but not least, have fun together by playing games and relaxing.

Critical Friends Groups (CFGs) consist of 10 - 12 faculty members who meet regularly with a trained CFG coach. This professional development is focused entirely on improving teaching and learning at NSHS. Teachers use specific strategies in order to acquire the knowledge, skills and perspectives needed to address questions about their practice.

9th grade Clusters A majority of 9th graders are assigned to a Cluster as staffing permits. Teacher Teams from the English, History, Science and Special Education Departments share the students in each Cluster and meet weekly to discuss student progress as well as the curriculum. This consistent communication and collaboration enables teachers to focus on the transition to 9th grade for all students. Teachers also strive to coordinate major assignments and to share effective teaching strategies.

CONNECT: Newton South's Interdisciplinary Smaller Learning Communities
This year, we are proud to continue with CONNECT. Designed for the upper grades, these linked sets of interdisciplinary courses create small learning communities of students and teachers who work together as a team. Through CONNECT, students study several subject areas in depth, meet with experts in the field, and engage in collaborative projects that integrate knowledge from the different disciplines. By exploring interrelationships between fields, students will better understand each subject and its relevance and applications in the real world. Whichever program you choose, the goal of CONNECT is synergy: what you are learning in one class will enrich understanding in the other.

• **Anatomy and Art** (Grade 12)
Intrigued by the human body? Experience a Renaissance-like meeting of science and art in the CONNECT program, *Anatomy and Art*. We will explore the merging of observation and expression in understanding how the body works.
Students taking **Anatomy and Physiology**, course # 881 (see page 56 for description) may choose one of the following Art or Media Arts courses
Media Arts: **3D Animation and the Human Body**, Course # 096.
Art: **Art, Mind and Body: Artistic Approaches to Human Anatomy,** Course # 024.

• **Modern Global Communities** (a three year program beginning in Grade 10)
Curious about what happens when cultures come together? Find out how that blending affects global culture, economics, politics and the environment in the CONNECT program called *Modern Global Communities: Co-existence and Conflict*. Beginning in grade 10, students will participate in a "linked" history and English class. Our focus will be on global literature and history, while at the same time covering the main topics of non-linked courses.

• **Physics & Music** (grades 11 & 12) Course # 839/ 840, see description on page 55.
Physics & Music is a linked course with one period per week devoted to electronic music. The course includes the study of traditional physics topics with an extra emphasis on the study of simple harmonic motion and waves. Students develop an understanding of the physics behind sound with the goal of completing original music projects.

• **Songwriting** (Grade 12) Course # 253/254/255, see description on page 22.
Songwriting is an exciting new course for students who want to develop the craft of songwriting through combining the study of music theory with participation in a writer's workshop. This course is offered at the Honors, Curriculum I and Curriculum II levels.

General Information

College Admission Process……..7
Requirements for Graduation……4
Selecting a program…….. 4
Services……5

Course Offerings by Departments

All School Opportunities…….57
Art…….…… 8
Business & Technology…….. 13
Career and Technical Education @ NNHS……64
Career and Technical Education @ NSHS……38
Computer Programming…… 45
ELL: English Language Learners …….……15
English……17
Family and Consumer Sciences…….…37
History and Social Science……..32
Library Service…….. 58
Mathematics……41
Media Arts.……..12
Music…….…… 46
Science…… 53
Smaller Learning Communities…… 2
Special Education Courses and Programs…….. 60
Technical Education……39
Theatre…….……23
Wellness…… 50
World Language……..… 25

Cover Artist: Jessica Behhofer '09
Art Coordinator: Ms. Megan Crist
Cover Graphics: Rose Hopkins '10
Hannah Robinson '11

GENERAL INFORMATION

REQUIREMENTS FOR GRADUATION

Requirements for graduation at Newton North and Newton South High Schools are set by the Newton School Committee. Currently, to receive a diploma, students must earn a minimum of 100 credits. Credits are assigned to courses depending on the frequency of meeting and preparation required. The norm for major courses, which have four meetings per week (240 minutes) for a full school year, is five credits. Classes meeting four times a week all year are considered majors and those meeting four times a week for a semester or twice a week all year are considered minors.
Students are required to take a minimum of 24 blocks, although in June 2004, the Newton School Committee approved a two-year trial for juniors and seniors who are committed to extra curricular activities to be allowed to enroll in a minimum of 22 blocks. These activities must be supervised by faculty/staff, be connected to the curriculum, and have a definite product or concluding performance. Examples of such activities include interscholastic school sports, school publications, theater (directing, acting or tech crew), science/math teams, Model UN, Mock Trial, speech team, school supervised community service, school supervised tutoring, and summer school. For more information, and/or permission to take 22 blocks, students should see their guidance counselor.

SUBJECTS REQUIRED FOR GRADUATION

Following are subjects required for graduation. In addition to the subjects listed below, students, especially those planning to continue their formal education after high school, are strongly advised to study foreign languages.

- English, 20 credits
- Science, 10 credits (5 in biological science and 5 in physical science)
- History and Social Science, 15 credits (including United States history)
- Mathematics, 10 credits
- Fine, Performing and Technical Arts (Art, Business, Family and Consumer Science, Media Arts, Music, Drama, Speech, Computer Programming, Journalism, and Technical Education), 5 credits (✯ symbol on classes)
- Wellness, 7 credits

In addition to the requirements set by the Newton School Committee, the Commonwealth of Massachusetts requires that students receive passing grades in the Mathematics and English Language Arts portions of the MCAS tests in order to receive a high school diploma. The tests are given each year to sophomores. Students who do not pass the tests in their sophomore year have several opportunities in their junior and senior years to retake the tests.

SELECTING A PROGRAM

We recommend that students plan their program for the four years of high school. A good program is one that provides appropriate challenge and balance. While each course may be individually appropriate, the whole program may be too demanding or not challenging enough. It is important to have balance among courses in different subjects and to select courses in areas of established interest and in new areas that broaden students' horizons.

It is best to start with a basic program which includes subjects/courses required for graduation and which prepare for students' plans after graduation. However, please pay careful attention in planning for electives.

Course Offerings

The course offerings described in this *Program of Studies* specify the course number, the meeting times per week, the number of credits to be earned, and the weighting/curriculum level of the course. There is also a brief description of the course content and expectations. Unless otherwise specified, where courses are described as being offered both the first and second half of the year, students may elect the course for one semester, but not both.

Courses for ninth graders are offered at different curriculum levels, but grades earned in courses taken during ninth grade are not included in grade point averages. Courses for tenth, eleventh and twelfth grades are offered at one of three levels: Honors, Curriculum I and Curriculum II and are included in weighted and unweighted grade point averages. Courses that are offered as Pass/Fail are not included in grade point averages. When more than one level of a course is offered, whether in the same or separate sections, the expectations differ for those students electing different levels. A student's level in a course is determined by the recommendation of the subject teacher from the previous year. If, after conferring with the teacher, the student and parent disagree with a teacher's recommendation, they may appeal to the appropriate department head.

Not all courses listed in this Program of Studies will be taught during the 2009-20010 academic year. Registration requests must be sufficient to justify scheduling a course. Students should select alternate choices for each course other than the core courses. In scheduling elective courses, preference is given to upperclassmen who may need to fulfill graduation requirements.

Due to scheduling constraints, students may have to choose between courses that are offered at the same time. In cases where conflicts exist, students need to prioritize their course selections by working closely with their guidance counselor.

Work-Study Program

Newton South offers opportunities to a limited number of students to supplement their academic experiences by incorporating employment into the learning process. Programs are available in art, photography, offset printing, stage, maintenance, business, and childcare. For more detailed information, students should refer to the specific subject areas, and the appropriate department chairperson.

Technical-Vocational Program at Newton North High School

Students interested in training in technical-vocational education may elect a Chapter 74 technical-vocational education major program at Newton North High School. They may earn a Certificate of Completion along with the high school diploma. While subject to enrollment limitations and scheduling restrictions, such students usually attend the program at North in the morning and return to Newton South for other class work in the afternoon. In some instances, Newton South students may have to enroll in one or two other courses at Newton North in order to complete their schedules. Interested students should review the sections on the programs at Newton North High School on page 64 in this *Program of Studies*. More information and a complete list of technical-vocational courses available at Newton North can be found at **www.newton.k12.ma.us/nnhs/dept/careertech/Courses.html**

SERVICES

Counseling

Before entering the ninth grade, each student is assigned a guidance counselor for the entire four-year period. Counselors help students and parents with concerns they may have about a student's academic, social, or family life. They also help students learn about themselves - their interests, aptitudes, and talents. The department's goal is to assist every student with the normal developmental tasks that all adolescents undertake. Planning for the future is an important aspect of counseling. This is done in a variety of ways and includes examining available options and helping students on their way to becoming independent, self-confident adults. Career and college planning constitutes a major focus of the department; a detailed program with written guidelines is in place to assist students in this important process.

College and Career Center

The College and Career Center (Room 7132) is located within the Student Center. It is staffed by a professional college /career counselor and graduate school guidance interns. The hours of operation are 7:40 a.m. to 3:20 p.m. Monday, Wednesday and Thursday, and 7:40 a.m. to 2:00 p.m. Tuesday and Friday. A great variety of reference materials are housed here, including computers with internet access, reference books, scholarship information, SAT and ACT registration information, some college applications, catalogues, summer program information, and the Newton South College Study. The Newton South College Study is an annual compilation of where students (anonymously) from the previous graduating class have applied, their statistical profile (SAT scores and GPAs) and the action taken by the college. Also located in this room are career–related, armed services and gap year information to help all students think about and plan for life after high school.

Athletics, Clubs, and other Activities

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

Newton Summer School

Students may take courses on a full-credit basis at Newton Summer School. Information available online at www.newtonsummerschool.com includes an updated course catalog that details offerings, fees, and start dates for summer courses You may also register online or call 617-559-6263. Most courses taken in summer school count for academic credit and appear on the student's transcript. See your counselor for specific details. Courses are usually offered in the following areas:

Biology	Keyboarding	Spanish
Chemistry	Photography	French
Physics	Recreation-Fitness	Writing
Math	U.S. History	Study Skills

In addition to the above courses, the summer school provides a wide selection of courses designed to provide enrichment and to help students improve academic foundations or to retake a course previously failed. Registration for summer work takes place in June.

LIBRARY

The Newton South High School Library is a state-of-the-art information center designed to support the academic goals of the school. Under the guidance of the Library's professional staff, South students become effective users of a wide variety of curriculum related resources that empower them to become well-informed citizens. Through the process of locating and analyzing appropriate resources, they acquire critical thinking skills.

Resources available to students through the Library's online catalog system include:

- Over 30,000 books, maps, compact discs, and audio books
- Over 25 magazine subscriptions and several daily newspapers
- Direct links to subscription databases, such as JSTOR, ABC-Clio Social Studies, CQ Researcher, Science Resource Center and others available through the Minuteman and Metrowest Library Networks, all with remote access (see librarians for username and passwords).
- A growing collection of ebooks, electronic versions of print reference books, all with access from home computers.
- Up-to-date young adult fiction collection, which includes a developing collection of graphic novels.

In addition, students have access to the Internet, word processors, CD burners, printers, and a photocopier. The library displays new books and arranges timely exhibits.

Each fall, the ninth grade students participate in an orientation through their English and World History classes.

COLLEGE ADMISSION PROCESS

Units for College Admission

A student earns a unit for college admission with each yearlong academic subject (English, history and social science, science, mathematics, and world language) taken in grades nine, ten, eleven and twelve. Colleges expect applicants to have taken as strong and varied a program as possible, commensurate with their aptitudes and abilities.

Reports To Colleges

With the signed request of students or parents, Newton South High School sends to colleges the following information: courses taken beginning with grade nine, final grades, course credits, weighted GPA and unweighted GPA, College Board test results, and the counselor's statement (an expansion and interpretation of the transcript in terms of personal dimensions). All the information supplied to colleges is available to students for their review. In response to the general college requirement for a report of mid-year status, copies of the second term report card and new GPAs are forwarded *automatically* to those colleges to which application for admission has been made.

GPAs

Newton South High School reports both unweighted and weighted Grade Point Averages to colleges. Both are computed twice: at the end of the junior year from the final marks for grades ten and eleven and after the first semester of grade twelve from adding proportionally the marks for the first two terms of the senior year to the average for grades ten and eleven. The unweighted system is based on an A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, .7; and F, 0. To determine the weighted GPA, courses are placed in one of three groups. Each grade in each group is assigned a point value, is multiplied by the appropriate course credits, is added and then is averaged by dividing that sum by the total credits attempted. That number is the student's weighted GPA. Neither GPA includes the ninth grade year, any course taken pass-fail, Wellness, and independent study. The points assigned to the three groups are as follows:

Honors		Curriculum I		Curriculum II	
A	5.0	A	4.5	A	4.0
A-	4.7	A-	4.2	A-	3.7
B+	4.3	B+	3.8	B+	3.3
B	4.0	B	3.5	B	3.0
B-	3.7	B-	3.2	B-	2.7
C+	3.3	C+	2.8	C+	2.3
C	3.0	C	2.5	C	2.0
C-	2.7	C-	2.2	C-	1.7
D+	2.3	D+	1.8	D+	1.3
D	2.0	D	1.5	D	1.0
D-	1.7	D-	1.2	D-	0.7
F	0.0	F	0.0	F	0.0
* N	0.0	N	0.0	N	0.0
** WF	0.0	WF	0.0	WF	0.0

In the course listings of the *Program of Studies,* the weighting group for each course is indicated. Students in their senior year are given a copy of their record on which both weighted and unweighted GPA are indicated.

* The grade of N indicates failure due to a pattern of attendance inadequate to meet the requirements of the course.
** The grade of WF indicates failure due to withdrawal from course after date set by school policy.

ART

The Art Department offers a variety of comprehensive and specialized courses in studio art (drawing-design-painting), sculpture, mixed media, ceramics, photography, and film making in which students use the materials and design concepts appropriate to each discipline. All classes with ✯ count towards Fine, Performing and Technical Arts credit.

Studio Art

021 **Introduction to Art and Design**
✯ Periods per week: 2 Full year Credits: 2½ Weighting: I
❾ **Introduction to Art and Design** is a studio-based course that explores the principles of art and language of design. This class balances the fundamental drawing techniques of shading and perspective along with expressive use of materials to allow students to develop their artistic voice. Color theory, printmaking, and mixed media will also be explored in a creative atmosphere.

022 **Media and Methods Minor** (Prerequisite: **Introduction to Art & Design**)
✯ Periods per week: 2 Full year Credits: 2½ Weighting: I
023 **Media and Methods Major** (Prerequisite: **Introduction to Art & Design**)
✯ Periods per week: 4 Full year Credits: 5 Weighting: I
Media and Methods applies the concepts developed in Introduction to Art and Design to a broader range of media. Painting and bookmaking are introduced as well as a more in depth study of drawing, design, and printmaking. Specific art styles along with cultural influences are explored in this course to enable students to better develop their artistic voice.

024 **Art, Mind and Body: Artistic Approaches to Human Anatomy** (Grades 11-12)
Periods per week: 2 Full year Credits: 2½ Weighting: P-F
✯ **Art, Mind and Body** offers juniors and seniors an encouraging environment in which they can explore and expand their imaginative thinking skills as well as their artistic talents. Whether already accomplished, or just getting started, this course will elevate the ability of all students to more accurately represent what is thought, felt or imagined while simultaneously providing them with a deeper understanding of who they are or wish to become. This course is graded A-P-F.

025 **Advanced Art** (Prerequisite: **Media and Methods**)
Periods per week: 4 Full year Credits: 5 Weighting: H
✯ **Advanced Art** is a perfect course for students who are interested in refining their drawing and painting skills, while focusing on the figure. In-depth material investigations and a supportive environment enable students to express emotions, opinions and complex ideas using visual language. The use of arts terminology and critiques are also employed by students to discuss and improve their work.

026 **AP Studio Art: Drawing** (Prerequisite: Permission of the Instructor)
Periods per week: 4 Full year Credits: 5 Weighting: H
✯ **AP Studio Art** is a challenging course intended for students who wish to prepare a portfolio of artwork to submit with college applications, and for students with an ongoing interest in art. The focus of this course is on the creation of a portfolio that reflects excellence in a breadth of media. At the heart of this portfolio will be the exploration of a topic of personal interest to each student. While working in a supportive studio atmosphere students hear presentations for leading college art programs, learn how to take slides, as well as how to organize and hang an exhibition of student artwork.

Independent Study in 2-D Art

Independent Study in Art
027 Periods per week: + First half Credits: 1¼ Weighting: P-F
028 Periods per week: + Second half Credits: 1¼ Weighting: P-F
✯ **Independent Study in Art** is for seniors only and election is subject to the approval of instructor and department head. This course is graded A-P-F.

+ = To be arranged by the department.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

Sculpture

041 **Sculpture 1 – Intro to Sculpture**
✯ Periods per week: 2 Full year Credit: 2½ Weighting: I
❾ **Introduction to Sculpture** explores the language of three-dimensional design and begins to develop an awareness of its technical foundations. Students have the opportunity to develop creative and problem solving skills while making sculptural forms using; cardboard, wire, wood, plaster, clay, aluminum foil and found objects. Each term students have the challenge to explore methods and materials, research artists and create contemporary sculpture. Beyond techniques students will learn the quality of sculptural observation and how to perceive sculpture.

Mixed Media

051 ❾ **Mixed Media 1**
052 **Mixed Media 2** (Prerequisite: **Mixed Media 1**)
Periods per week: 2 Full year Credit: 2½ Weighting: I
✯ **Mixed Media** gives students the opportunity to explore art in various mediums such as metal, glass, clay, and fiber. These courses help develop the creative thinking process in all areas of three-dimensional art and help students understand techniques, processes, tools, and materials.

Mixed Media Assistant

Mixed Media Assistant
055 Periods per week: + First half Credits: 1¼ Weighting: P-F
056 Periods per week: + Second half Credits: 1¼ Weighting: P-F
Mixed Media Assistant is for seniors only and election is subject to the approval of instructor and department head. This course is graded A-P-F.

+ = To be arranged by the department.

Ceramics

Ceramics begins with an introduction to clay exploring its innate properties. We begin working with hand-building techniques making simple forms using; pinch, coil, and slab methods. Both functional and nonfunctional forms are equally stressed and delved into. New tools, equipment and techniques are introduced and new projects posted each term. Projects throughout the term build upon one another to convey core construction methods. Guest potters and artists are invited each semester to demonstrate and talk about their work, style and philosophy. Once hand-building techniques are mastered, wheel throwing is introduced. Students quickly learn more advanced techniques including surface texture, glaze and slip techniques, kiln firing and studio maintenance. After students have mastered all areas of clay studio and discovered their connection with the medium, open studio projects are discussed and contracted. Independent and group work with open studio time encourages students to visualize, sketch, communicate and create their own expression in clay. Each student has the space to discover his/her connection and ability, working on craftsmanship and developing aesthetic awareness of three-dimensional work through the medium of clay. All students are graded on an individual basis, base on attendance, commitment, completed projects, craftsmanship and community participation.

061 **Ceramics 1 Intro to Ceramics**
❾ Periods per week: 2 Full Year Credit: 2½ Weighting: I
✯ **Intro to Ceramics** is designed to introduce the students to clay techniques in hand-building and wheel throwing. The main focus of the course is to have students develop an aesthetic awareness of three-dimensional artwork and explore their connection with the clay. Demonstrations and assigned projects will be given each term. Intro to Ceramics is a good foundation for Mixed Media.

062 ✯ **Ceramics 2** (Prerequisite: **Ceramics 1**)
063 ✯ **Ceramics 3** (Prerequisite: **Ceramics 2**)
064 ✯ **Ceramics 4** (Prerequisite: **Ceramics 3**)
Periods per week: 2 Full Year Credit: 2½ Weighting: I

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

067 **Wheel Throwing** (Prerequisite: **Ceramics 1**)

Periods per week: 2 | Full Year | Credit: 2½ | Weighting: I

✯ **Wheel Throwing** is designed to learn how to "throw" on the wheel and begin to understand wheel throwing as a craft and an art form. Students will learn the basic techniques of centering clay and throwing simple forms. Students will discover the excitement of transforming a cylinder into more developed forms such as mugs, bowls, vases and planters. Students may also explore multiple thrown shapes to assemble as a sculpture. Demos will include: throwing off the hump, (bowls and small teacups), throwing lids and spouts, pulling handles and trimming pots. Exposure to historical, cultural and contemporary ceramics will be part of the curriculum.

Ceramics Assistant

Ceramics Assistant

069 Periods per week: + | First half | Credits: 1¼ | Weighting: P-F

070 Periods per week: + | Second half | Credits: 1¼ | Weighting: P-F

Ceramics Assistant is for seniors only and election is subject to the approval of instructor and department head.

Work-Study in Ceramics

Work-Study in Ceramics

071 Periods per week: + | First half | Credits: 2½ | Weighting: P-F

072 Periods per week: + | Second half | Credits: 2½ | Weighting: P-F

Work-Study in Ceramics provides students with on-the-job supervision in the ceramics studio. Students must have taken or be taking a ceramics course. Selection is only with the approval of the ceramics teacher.

Independent Study in Ceramics

Independent Study in Ceramics

073 Periods per week: + | First half | Credits: 1¼ | Weighting: P-F

074 Periods per week: + | Second half | Credits: 1¼ | Weighting: P-F

✯ **Independent Study in Ceramics** is for seniors only and election is subject to the approval of instructor and department head.

+ = To be arranged by the department.

Glass

075 **Introduction to Hot and Cold Glass Techniques** (Prerequisite: **Mixed Media 1**)

Periods per week: 2 | Full year | Credit: 2½ | Weighting: I

✯ This class is an introduction to many techniques used by glass artists in the field today. Stained glass is the basis that leads into glass painting, drilling, gluing, sandblasting and etching. Hot glass starts with glass slumping and melting and moves into a glass blowing demonstration. Enrollment is limited and requires permission of the instructor.

076 **Advanced Glass** (Prerequisite: **Introduction to Hot and Cold Glass Techniques**)

Periods per week: 2 | Full year | Credit: 2½ | Weighting: I

✯ This course is a continuation of Introduction to Hot and Cold Glass Techniques with a focus on self-expression in 2-D and 3-D glass. Students design and construct a Tiffany style lampshade along with other advanced projects and applications.

Independent Study in Glass

Independent Study in Glass

077 Periods per week: + | First half | Credits: 1¼ | Weighting: P-F

078 Periods per week: + | Second half | Credits: 1¼ | Weighting: P-F

✯ **Independent Study in Glass** is for seniors only and election is subject to the approval of instructor and department head. This course is graded A-P-F.

+ = To be arranged by the department.

Photography

081 **Photography Minor 1**

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Photography Minor 1** is designed to establish a fundamental knowledge of camera operation and the basic techniques for developing and printing black and white materials. **Photography Minor 1** is also devoted to building an appreciation for how the camera "views" the world in ways different from our ordinary vision and how these distinctions can help create more personal and compelling images. Students are at a disadvantage if they do not have access to a 35mm film camera with manual controls.*

***NSHS has a limited number of 35mm film cameras to loan to students who do not have access to one.**

082 **Photography Minor 2** (Prerequisite: **Photography Minor 1**)

Periods per week: 2 Full year Credits: 2½ Weighting: I

✯ **Photography Minor 2** is oriented toward increasing each student's awareness of the medium as a means of self-discovery and personal expression. Participants are taken through a series of assignments that strengthen their mastery of the technical, conceptual, and aesthetic components of this discipline. Students use 35mm film camera with manual controls.

083 **Advanced Photography** (Prerequisite: **Photography Minor 2**)

Periods per week: 2 Full year Credits: 2½ Weighting: I

✯ **Advanced Photography** is dedicated to mastering advanced shooting, printing and processing techniques, strengthening each student's ability to blend external reality and internal vision in their selection and creation of subject matter, and to assembling a portfolio of exhibition quality prints.

084 **Senior Projects in Photography** (Prerequisite: **Advanced Photography**)

Periods per week: 2 Full year Credits: 2½ Weighting: P-F

✯ **Senior Projects in Photography** focuses on the preparation of a professional portfolio, exhibition of student work, further exploration of alternative photographic processes, and participation in the Photography Program as a peer-educator.

Work-Study in Photography

Work-Study in Photography

085 Periods per week: + First half Credits: 2½ Weighting: P-F

086 Periods per week: + Second half Credits: 2½ Weighting: P-F

Work-Study in Photography provides students with on-the-job supervision in the photo lab. Students must have taken or be taking photography. Selection is only with the approval of the photography teacher.

Independent Study in Photography

Independent Study in Photography

087 Periods per week: + First half Credits: 1¼ Weighting: P-F

088 Periods per week: + Second half Credits: 1¼ Weighting: P-F

✯ **Independent Study in Photography** is for seniors only and election is subject to the approval of both instructor and department head. Students given the opportunity to participate in this course will be expected to make a substantial and clear commitment to the program through the production of new work and active participation as a peer-educator.

+ = To be arranged by the department.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

MEDIA ARTS

Media Lab courses emphasize visual and computer literacy, creative problem-solving, and math, science and other interdisciplinary connections. The courses are open to students in Grades 9 – 12 and count towards the Fine, Performing, and Technical Arts graduation requirement.

091 **Digital Imagery**
✯ Periods per week: 4 First half Credits: 2½ Weighting: I
❾ Digital Imagery is a studio course in which students work primarily with Adobe Photoshop to learn visual expression and communication skills. Projects include manipulating visual reality, storytelling, and having fun with popular culture icons. In addition, students use Final Cut Pro to create animated images that explore the elements of time and motion.

092 **Web Animation**
✯ Periods per week: 4 Second half Credits: 2½ Weighting: I
❾ **Web Animation** is a studio course in which students explore the power of 2D animation using Flash animation software. Projects emphasize learning how to create a clear and compelling message through line, shape, color, text, rhythm, sound, and motion. Students learn how to integrate a Flash animation into a webpage using *Dreamweaver*.

093 **3D Computer Imaging**
✯ Periods per week: 4 First half Credits: 2½ Weighting: I
❾ **3D Computer Imaging** enables students to create still three-dimensional scenes using the program Cinema 4D. Students learn how to visualize 3D space, model 3D objects, compose surfaces and environments, and manipulate lighting and camera perspectives. Students also work with actual 3D materials to explore spatial organization and design. The emphasis is on creative problem solving in the three-dimensional realm.

094 **3D Computer Animation**
Periods per week: 4 Second half Credits: 2½ Weighting: I
❾ **3D Computer Animation** makes full use of the animation capabilities of the 3D program Cinema 4D. Students learn basic principles of animation such as squash-and-stretch, anticipation, and exaggeration. Students also explore ways to make a 3D object convey personality and emotion.

095 **Computer Special Effects: The Magic of Movies**
✯ Periods per week: 2 Full year Credits: 2½ Weighting: I
❾ Students work with Cinema 4D, Final Cut Pro, and Photoshop to explore the world of special effects. Projects involve the
New! integration of live-action video with computer-generated imagery. Students experiment with motion, light, color, and texture to create realistic and imaginary environments. Themes include visual illusion, radiance & light waves, time travel, and collisions.

096 **3D Animation and The Human Body**
✯ Periods per week: 2 Full year Credits: 2½ Weighting: I
❾ **3D Animation and The Human Body** brings the excitement of 3D computer modeling and animation to the study of the human body. Students examine the structure and movement of the human form in order to make their animations come to life. The goal is to investigate who we are beneath the skin. In projects such as "alien biology" and character animation students use both factual and imaginative approaches to exploring the human body. This course may also be taken as Pass/Fail or at the Honors level.

098 **Media Studio Minor**
❾ Periods per week: 2 Full year Credits: 2½ Weighting: I
099 **Media Lab Studio Major**
❾ Periods per week: 4 Full year Credits: 5 Weighting: I
✯ **Media Studio** enables students to investigate a wide range of new media including 3D animation, 2D Flash animation, digital video, Photoshop, and web design. Students work on individual and/or group projects using the media of their choice. The course emphasizes ways that different media can be creatively combined and manipulated.

101 **Media Assistant/Projection Manager**
Periods per week: 4 Full year Credits: 5 Weighting: I
❾ **Media Assistant** offers students the opportunity to assist the instructor in media classes or run the Projection screen in the Student Center. The assistant helps students with technical skills and assists with managing the computer equipment. Permission of the instructor is required. This course may also be taken at the Honors Level.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

BUSINESS AND TECHNOLOGY

Course offerings in the Business and Technology Department are designed to (1) provide students with the opportunity to learn business and computer literacy skills basic to personal, school, and career activities, (2) prepare students for courses taken at the college level and (3) develop the students' understanding of current business events and how they relate to everyday adult life.

Introduction to Business

109 **Introduction to Business** (Grades 9 - 12)
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
❾ **Introduction to Business** introduces students to the world of business and provides insights into how businesses operate. This course explores how businesses are organized and managed. Students will develop an understanding of the economic theory of supply and demand. Students will also investigate the production, marketing, and finance decisions of the business manager. Students will use a marketplace simulation program to test their business theories. It is encouraged that students take this course before enrolling in specialized business courses.

Business Law

110 **Business Law** (Grades 10 - 12)
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
New! **Business Law** provides students with a basic understanding of the legal requirements of business ownership. Students will learn the principles of contract, consumer, and agency law. Connections to real-world business situations will help students understand the relevance and importance of legal issues in business. Students will identify ethical questions in business, consider resolutions, and choose and defend a course of action. This course provides background information for those who are entering business careers and serves as a foundation course for advanced study. At the conclusion of the course, students will be required to participate in a mock trial.

***** Business Law is offered every other year.***

Principles of Marketing

112 **Principles of Marketing** (Grades 10 - 12)
Periods per week: 4 First or Second half Credits: 2½ Weighting: I
✯ **Principles of Marketing** teaches students how to become a more intelligent consumer of marketed products and services. Students will learn how companies develop target markets through extensive marketing research methods. Students will explore product design, pricing, distribution, and promotion strategies utilized by today's successful businesses. Through a "hands-on" approach used with various projects and the exploration of current events, students gain an understanding of how to make effective marketing decisions. This course provides an excellent background for those who plan to enroll in a business school in college. Individual and collaborative projects and presentations constitute a significant part of the course work.

Entrepreneurship

113 **Entrepreneurship** (Grades 10 - 12)
Periods per week: 4 First or Second half Credits: 2½ Weighting: I
✯ **Entrepreneurship** explores the process of creating a real business venture. Students will study the characteristics and strategies of the entrepreneur. Students will debate various ethical issues in business, and will examine the legal requirements of business ownership. Students will work in a group setting to develop business ideas, research market opportunities, and develop marketing and financial plans. Students will use basic accounting reports to track their business's progress and to assist in the decision-making process. Groups will prepare a formal presentation to market their business idea to the class and to the instructor. Individual and collaborative projects and presentations constitute a significant part of the course work.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

Personal Finance

115 **Personal Finance** (Grades 9 - 12)

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Personal Finance** focuses on the personal financial planning decisions facing young adults today, including the opening of a bank account, obtaining and maintaining good credit, investment options, tax management, and retirement planning. Students will learn about basic accounting principles and create personal financial statements such as balance sheets, cash flow statements, and budgets. Students will gain a broad overview of financial analysis principles, including the study of stocks, bonds, risk management, and the time value of money. This *important* course prepares young adults to face the "real-life" financial responsibilities of the modern world.

Principles of Economics

121 **Principles of Economics** (Grades 10 - 12)

✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I

Principles of Economics examines the characteristics of the American economy and its various industries. Students will learn how economic models such as supply and demand assist our understanding of economic issues and affect our government's public policy. Students will use these economic models to understand the benefits of specialization and the potential gains of trade. Students will study *macroeconomic* principles such as inflation, unemployment, and the measurement of the nation's income and growth. Students will examine the *microeconomic* organization of competitive markets, including the study of how monopolies are formed. Students will use current events to connect economic principles with existing industry issues.

Computer Applications

123 **Computer Applications** (Grades 9 - 12)

✯ Periods per week: 2 First or Second half Credits: 1¼ Weighting: P-F

❾ **Computer Applications** provides students with the opportunity to master computer keyboarding skills and productivity software applications. This class emphasizes the development of correct keyboarding techniques, including speed and accuracy, proofreading and other important communication skills. Students will become proficient in Microsoft Word (word processing), Excel (spreadsheet), and PowerPoint (presentation) software. Computer Applications provides an excellent foundation for future computer course use at home, school, college, and work.

Web Page Design

131 **Web Design** (Grades 9 - 12)

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Web Design** provides students with an introduction to HTML and with instruction in the professional software *Dreamweaver* and *Photoshop*. Students work in a collaborative environment to learn visual communication skills, creative problem-solving, troubleshooting, and project management. Projects include the development of multi-page Web sites with text, images, sounds, animations, and movies. This course is offered jointly through the Business and Media Departments.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

ELL classes provide content-based instruction in listening, speaking, reading, and writing for non-native speakers of English. Placement is determined by interview and testing by the ELL Department. Students need to register at the ELL Office in the Education Center prior to enrolling at Newton South. All ELL English and History classes are aligned with the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO) as well as the English and History Curriculum Frameworks and can therefore be taken in place of a course offered by the English and History Departments. Native language support for academic classes may be available when requested. Current course offerings and class sections depend on student enrollment numbers and may be subject to change.

English

151 **Sheltered English 1: English Communication Skills**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **English Communication Skills** is a literacy-based English course for students who are still developing skills in basic interpersonal and written communication. Students practice speaking, listening, reading, and writing skills in the context of content-based texts at their individual reading level. Basic research, presentation, and computer skills are also part of the curriculum.

153 **Sheltered English 2**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Sheltered English 2** is a literacy-based English course for students with well-developed social English skills. The course focuses on improving academic listening, speaking, reading, and writing skills through a variety of content-based materials and student-centered activities. Basic research, presentation, and computer skills are also part of the curriculum.

155 **Sheltered English 3**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Sheltered English 3** is a literacy-based advanced English course for students with excellent social English skills and well-developed academic literacy skills in their native language. Students refine writing skills, increase reading ability, and improve grammar skills through a variety of content-based materials that are aligned with the mainstream curriculum. Emphasis is placed on reading comprehension, literary analysis, and studying the conventions of English writing through both personal as well as analytic essays. Word processing software is used for all writing assignments.

157 **ELL Power English**

Periods per week: 2 Full year Credits: 2½ Weighting: P-F

ELL Power English is an elective English MCAS preparation class for beginning to intermediate 10th, 11th, and 12th grade ELL students. This course provides additional practice for ELL students to improve their academic literacy as well as their test-taking skills.

159 **ELL English Pronunciation**

Periods per week: 2 Full year Credits: 2½ Weighting: P-F

❾ **English Pronunciation** is an elective for ELL students at any level who want to improve their pronunciation skills. Students will learn pronunciation techniques in class and practice them in the language lab.

History

161 **Sheltered World History**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Sheltered World History** is a course for intermediate 9th and 10th grade ELL students. It follows the mainstream 9th grade World History curriculum and focuses on developing academic literacy skills through world history texts and materials that are chosen based on the students' reading level and background knowledge.

162 **Sheltered United States History**

Periods per week: 4 Full year Credits: 5 Weighting: I

Sheltered United States History is a course for intermediate 11th and 12th grade ELL students. The course follows the mainstream 11th grade U.S. History curriculum and focuses on developing academic literacy skills through U.S. history texts and materials that are chosen based on the students' reading level and background knowledge.

Other Offerings

163 Tackling the College Application

Periods per week: 2 First half Credits: 1 1/4 Weighting: P-F

This course is designed for ELL seniors who are beginning the college application process. Classes will provide support for filling out applications, preparing for interviews, writing and revising college essays, and applying for financial aid. There will also be opportunities to speak with present college students and hear from guest speakers.

164 Writing with a Purpose

Periods per week: 2 Second Semester Credits: 1 1/4 Weighting: P-F

This course will focus on various types of writing with practical future value including formal letters, summaries, reports in specific content areas, as well as job or college applications. Writing will be done in class, and students will have the opportunity to discuss their work with the teacher and their peers. Some revising and discussion will be conducted on line through Moodle.

Academic Support

ELL Academic Support

165 Periods per week: 2 First half Credits: 1 1/4 Weighting: P-F

166 Periods per week: 2 Second half Credits: 1 1/4 Weighting: P-F

❾ **ELL Academic Support** is open to all ELL students. Students receive individual and small group support for any academic subject and improve their academic and literacy strategies through guided learning. If requested, native language support can be provided. Course numbers are assigned based on class size and native language support needs.

Bilingual Peer Education

Bilingual Academic Peer Education (Grades 11 - 12)

917 Periods per week: 2 First half Credits: 1 1/4 Weighting: P-F

918 Periods per week: 2 Second half Credits: 1 1/4 Weighting: P-F

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

ENGLISH

All full-time students are required to take an English course each semester of attendance and must earn at least 20 credits in English before graduation. All students complete the summer reading requirements before entering in the fall. They may elect an additional yearlong or semester course if space is available. The English Department curriculum consists of yearlong courses in the first three years and two half-year courses in the senior year. Honors students may take yearlong courses in their sophomore, junior, and senior years. In the ninth, tenth, and eleventh grades, there are options that link the study of English with the study of history. These courses **must** be taken along with their history equivalents. Not all students who request these courses will necessarily be placed in them, as sections are limited. Students who enter the courses must make a serious commitment to remain in these courses, since if either the English or the history is later changed, the linked class must also be changed.

Ninth-Grade English

Students entering grade nine take one of the following courses according to placement suggested in grade eight. Students study *Of Mice and Men, Romeo and Juliet*, mythology, the book of *Genesis* in the Bible, writing skills and vocabulary in each course. During the summer preceding ninth grade, students will fulfill the outside reading requirements from our summer reading list. In addition, students will read at least one outside reading book per term. Students will be recommended for sophomore English courses on the basis of their writing and reading ability, a disciplined work ethic, and their response to an essay prompt.

211 **Ninth-Grade English**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Ninth-Grade English 211** is a course for students who read rapidly and accurately, and who write fluently. Their writing should contain well-structured paragraphs, complete sentences, varied sentence patterns, and correct spelling. They should be able to read with insight approximately thirty pages per night of such novels as *The Lord of the Flies, Catcher in the Rye,* and *House on Mango Street*. Readings in the course include *Romeo and Juliet*, short stories, poetry, and essays. In the Writing Workshop, students study expository and creative writing, sentence composing, vocabulary, mechanics and usage, spelling, and speaking, listening, and study skills. All students will complete a major analytical paper.

210 **Literature and World History** (this course must be taken with History 410)

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Literature and World History** is a survey that covers all the elements of English 211, but places added emphasis on world myths. The course relates *Romeo and Juliet* to the Renaissance and other issues in history units to more modern works of literature such as *The Catcher in the Rye* and *Of Mice and Men*. Throughout the year, students will work on interdisciplinary projects that combine historical analysis with usage and composition skills. Intended for students with good reading and writing skills, the course utilizes works of literature, textbooks, and supplementary sources. Students will write at least two major research papers, one for World History and one for Literature, following similar research, writing, and revision procedures.

Ninth-Grade English

221 Periods per week: 4 Full year Credits: 5 Weighting: II

224 Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **Ninth-Grade English 221/224** is a course for students who wish to increase the fluency and control of their reading and writing. Class size is somewhat smaller than 211. Students will read at least fifteen pages a night from such works as *Of Mice and Men* and *House on Mango Street,* as well as other books of high interest and appropriate reading level. They will also study *Romeo and Juliet,* poetry, and short stories. Students will write clearly organized, well-documented essays, creative and narrative papers, and persuasive arguments. This course will focus on mechanics, usage, spelling, sentence composing, vocabulary development, and speaking, listening, and study skills with an emphasis on organization and study strategies. Students in English 224 receive additional support. Placement in 224 is by recommendation only.

Ninth-Grade English SAM

225 Periods per week: 4 Full year Credits: 5 Weighting: II

❾ If you are considering signing up for Curriculum II English and think you would benefit from the challenge of a mixed level Curriculum I and II class, please speak to your counselor about signing up for the SAM program. In these English sections teachers use the following strategies: incorporating a variety of teaching methods, creating and maintaining a portfolio of student work, promoting regular self-reflection, and at times providing multiple paths to demonstrate understanding. These strategies enable teachers to both support students who are working toward mastery of key academic skills and understandings as well as to provide a "challenge" curriculum for those students who are academically ready to progress. The goal of this course is for students to Stretch intellectually, Aim for excellence and Make progress (SAM).

Sophomore English

Students entering grade ten take one of the following yearlong recommended courses according to the placement suggested in grade nine. All sophomores complete a unit on Shakespeare, the Bible as literature and a unit in public speaking during which they prepare and deliver a 4-6 minute speech. In addition, students will read at least one outside reading book per term. All students will be prepared to take the MCAS.

202 **Sophomore English Honors**

Periods per week: 4 Full year Credits: 5 Weighting: H

Sophomore English Honors is a course for students who have considerable skill in reading and writing, who read widely and deeply, and who have demonstrated a substantial interest and talent in English. Students write frequently in and out of class, study sentence composing, grammar, usage, and mechanics, and learn vocabulary. Students develop a background for the further study of literature through readings in *The Bible*, and develop analytical tools for discovering themes in literature by examining a variety of genres, from *Antigone* to Shakespeare, from *A Tale of Two Cities* to poetry. Students are placed in honors by the recommendation of their teacher and the evaluation of a department writing test.

212 **Sophomore English I**

Periods per week: 4 Full year Credits: 5 Weighting: I

Sophomore English I is a course for students who want to increase their fundamental skills in reading and writing, and who read for pleasure out of school. The course concentrates on the basic competencies of English: the ability to write effective sentences and paragraphs, the ability to spell and punctuate correctly. Students do considerable work in sentence composing, grammar, usage, and vocabulary. They read from a variety of genres, study important background sources, and complete outside reading requirements. Representative texts include *The Bible, A Midsummer Night's Dream, Antigone, Things Fall Apart,* selected poetic works, and short stories.

215 **Modern World Literature and History** (**must** be take with History 425)

Periods a week: 4 Full year Credits: 5 Weighting: I

Modern World Literature and History is a course that connects themes in history and literature through an interdisciplinary study of the nineteenth and twentieth centuries. In English, students will learn all the required competencies of English 212 including a Shakespeare play, public speaking and the Bible as Literature. In addition, students will read representative texts in world literature such as *Things Fall Apart, 1984*, and other novels, short stories and poetry. In history, students will connect their study of world literature to a study of the industrial revolution in Europe, Africa, Asia, and the Americans: imperialism and its consequences; global wars; and a changing, more independent world.

Modern Global Communities: Co-existence and Conflict* - English (**must** be taken with History 406, 416 or 426)

206 Periods per week: 4 Full year Credits: 5 Weighting: H
216 Periods per week: 4 Full year Credits: 5 Weighting: I
226 Periods per week: 4 Full year Credits: 5 Weighting: II

What happens when cultures come together? From ancient empires, to European colonialism, to modern globalization, such cultural interactions have presented both promise and peril for the peoples involved. This smaller learning community seeks to help students examine this interaction through the study of world history, literature, ecology, and a world language. Students who join the smaller learning community should expect to learn the skills and content common in the subject area classes, but they will also be asked to connect the history, literature, ecology, and world languages to better understand the global community.

*This is one of the CONNECT courses offered as part of Newton South's interdisciplinary Smaller Learning Communities. For a complete description of this program please see page 2.

222 **Sophomore Power English**

Periods per week: 6 Full year Credits: 7½ Weighting: II

Sophomore English II is a course for students who need more intensive practice in developing their reading and writing skills. The course emphasizes the study of sentence composing, grammar, usage and mechanics, regular vocabulary and spelling practice. Students will read such works as *This Boy's Life, A Midsummer Night's Dream*, stories from *The Bible,* and a variety of poems and short stories. All students in the course will receive two extra periods per week of small group support in reading, writing, organizational strategies as well as extra preparation for the MCAS test.

Junior English

Students entering grade eleven take one of the following yearlong courses according to the placement recommended in grade ten. Every junior English course emphasizes reading in American literature to complement American history courses that students also take in grade eleven. Students will read a Shakespeare play and will complete a major creative writing piece. In addition, students will read at least one outside reading book per term.

203 **Junior English Honors**

Periods per week: 4 Full year Credits: 5 Weighting: H

Junior English Honors is a course for juniors recommended to continue studying English at the honors level. Work on grammar, usage, and mechanics begun in the sophomore year continues at an advanced level. Writing concentrates on the development of longer (700-1500 word) analytical and critical essays based on in-class and out-of-class reading. Students study literature from several time periods, with an emphasis on American literature. Representative titles include *Hamlet, Crime and Punishment, The Scarlet Letter, Their Eyes Were Watching God, The Great Gatsby, Invisible Man,* and *The Things They Carried*.

213 **Junior English I**

Periods per week: 4 Full year Credits: 5 Weighting: I

Junior English I is a course for juniors who wish to continue the kind of work done in **Sophomore English I** (212). **Junior English I** builds upon principles of sentence composing, grammar, mechanics, and usage introduced in the sophomore year and introduces more sophisticated principles. Students acquire increased skill in longer analytical and comparative essays and the thematic treatment of literature and a Shakespeare play. Students study vocabulary from specific vocabulary texts or from literature covered in class. The core of Junior English 1 is an exploration of American Literature and the nature of the American experience. Texts typically include works by Emerson, Hawthorne, Poe, Dickinson, Whitman, Kate Chopin, Fitzgerald, Zora Neale Hurston, Arthur Miller, Malcolm X, and Tim O'Brien.

219 **United States Literature and History** (this course must be taken with History 449)

Periods per week: 4 Full year Credits: 5 Weighting: I

United States Literature and History is a course that connects themes in history and literature through an interdisciplinary study of the United States from the eighteenth through the twentieth century. In English class, students will learn the required competencies of English 213, including a Shakespeare play. In addition, students will read representative texts in American literature such as *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby, In Our Time, Their Eyes Were Watching God*, and *The Things They Carried*, as well as selections from American poetry, short stories, and drama. In history, students will connect their study of American literature to a chronological survey of the American past, emphasizing the time period from the Civil war to the present.

American Literature: **Modern Global Communities** (must be taken with History 407, 417 or 427)

207 Periods per week: 4 Full year Credits: 5 Weighting: H
217 Periods per week: 4 Full year Credits: 5 Weighting: I
227 Periods per week: 4 Full year Credits: 5 Weighting: II

This course is one of the CONNECT courses offered as part of Newton South's interdisciplinary Smaller Learning Communities. It is a continuation of 206/216/226, the tenth grade CONNECT course and is open to other students on a space available basis.

223 **Junior English II**

Periods per week: 4 Full year Credits: 5 Weighting: II

Junior English II is a course for juniors who wish to continue the kind of work done in **Sophomore English II** (222). Students write papers of two to three pages and correct them with the aim of improving organizational and mechanical skills. Study of grammar, usage, vocabulary, and spelling plays a major role in the course. Students work with such literary terms as conflict, setting, and theme in fiction, simile, metaphor, and personification in poetry. Fiction and non-fiction will focus on American literature such as *The Great Gatsby, The Things They Carried* and will include a Shakespeare play and other selections such as *The Curious Incident of the Dog in the Nighttime*

229 **Junior English SAM**

Periods Per Week: 4 Full Year Credits5 Weighting: I

If you are considering signing up for Curriculum II English, but feel you would benefit from the challenge of a mixed level Curriculum I and II class, this **Junior English SAM** class might be for you. Students will practice strategies to help them work toward mastery of key academic skills and understandings as well as to provide a "challenge" curriculum for those students who are academically ready to progress. Those students wishing to take this course for Curriculum I credit will have to complete a variety of challenge assignments as well as doing extra outside reading every term. Texts will include *The Curious Incident of the Dog in the Night Time*, *The Great Gatsby*, *The Things They Carried*, poetry, a contemporary novel, and a Shakespeare play.

Senior English

Students entering grade twelve may fulfill their requirement by choosing from the following course options. All Senior English classes require the reading of a Shakespeare play and personal essay writing for the college essay in the first semester and the completion of both a major creative piece and a ten-page senior reflection by the end of the second semester.

204 **AP English Literature and Composition**

Periods per week: 4 Full year Credits: 5 Weighting: H

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

205 **AP English Language and Composition**

Periods per week: 4 Full year Credits: 5 Weighting: H

AP English Language and Composition is a course for students recommended to study English at the honors level. Students study advanced composition and analysis of language at a level equivalent to an introductory college course, with a focus on non-fiction and journalism. In the process of refining their awareness of language and the writer's craft, students will write publishable works and read established writers from a variety of eras and fields, including John Hersey, Rick Bragg, Susan Orlean and Jonathan Swift. The rigor of the course is designed to prepare students for the Advanced Placement examination in English Language and Composition; all enrolled students are encouraged to take that exam. Juniors may enroll on a space available basis.

First Semester Senior English Electives

230 **Survey of British Literature 1590-1830**

Periods per week: 4 First half Credits: 2½ Weighting: H

This rigorous course will focus on exploring the ideas and styles of literary movements in these centuries. Primary texts are likely to be a Shakespeare, *Gulliver's Travels*, and *Frankenstein*. Students will read other plays, poetry, essays and novel excerpts representative of the period from the Elizabethan era, the Age of Reason and the Romantic period. Reading and writing personal essays will support work on college essays.

231 **Senior English I**

Periods per week: 4 First half Credits: 2½ Weighting: I

This elective continues the work done in **Sophomore English I** and **Junior English I**. Students read *Hamlet* and such books as *Great Expectations*, *Frankenstein* and other demanding texts. Their work includes poetry, style and usage, and vocabulary as well as extensive expository and creative writing. During the first term, students practice writing personal essays of the sort often required in college application. Courses 231 and 241 are designed so that students may take both or combine either with another elective.

232 **Dramatic Literature**

Periods per week: 4 First half Credits: 2½ Weighting: I

This course is designed for the student who is seriously interested in the literature of theatre as well as performance. Rather than the craft of acting, students study plays, playwrights, and their historical contexts. Students will explore six to eight plays, while completing two performance projects and two writing projects per term.

The Study of Religion in Literature

233 Periods per week: 4 First half Credits: 2½ Weighting: I

234 Periods per week: 4 First half Credits: 2½ Weighting: II

New! Through short stories, essays, poetry, novels, and drama, this course will examine the impact and relevance of religion in the literature of different cultures. The class will begin with a brief introduction to the study of religion as a basis for studying various texts, including *Candide, Hamlet* and a number of other contemporary works of fiction and non-fiction. Student will work on personal essays, as well as analytical writings. The course will be available for credit as a Curriculum I or Curriculum II course, with different corresponding requirements.

Essay Writing

235 Periods per week: 4 First half Credits: 2½ Weighting: I
236 Periods per week: 4 First half Credits: 2½ Weighting: II

Essay Writing is a course for students who want to improve their organizational and mechanical skills in composition, and who want to write clearer, more precise, and interesting prose. The course includes some reading of essays, *The Lively Art of Writing,* and from general collections, but it emphasizes writing. Students discuss the preparation of essays with practical future value, such as college and job applications and business letters. Students study grammar, usage, spelling, and vocabulary through revision of papers and exercises from a text. In the first term students write essays in response to non-literary cues, e.g. personal essays, descriptive essays, film reviews, and articles of opinion. In the second term, students focus more on expository writing in response to short literary works.

African-American Literature

263 Periods per week: 4 First half Credits: 2½ Weighting: I
264 Periods per week: 4 First half Credits: 2½ Weighting: II

New! This course will explore the rich contributions of African American authors to American literature. We will read such prose writers as James Baldwin, Amiri Baraka, W.E.B. Du Bois, Nella Larsen, Paule Marshall, Toni Morrison and Anne Petry, and poets such as Paul Laurence Dunbar, Robert Hayden, Audre Lorde, Ishmael Reed, and Phillis Wheatley. Students will write both creatively and analytically in response to these authors' works. Students signed up at the Curriculum One level will be required to fulfill certain challenge assignments, including additional outside reading.

Modern Global Communities English: Senior Year Shakespeare in the World

237 Periods per week: 4 First half Credits: 5 Weighting: H
238 Periods per week: 4 First half Credits: 5 Weighting: I
239 Periods per week: 4 First half Credits: 5 Weighting: II

We will look at Shakespeare through time and around the world, and we will ponder why his plays appeal to so many people. We will read *Hamlet* and a variety of other works by and about Shakespeare. No stage or acting experience is required, but a willingness to get up and take a few risks is encouraged. While one does not have to have been a student in Global Communities for tenth and eleventh grades, preference will be given to those students who have participated in the program for the past two years.

Second Semester Senior English Electives

240 **Survey of British Literature 1830-1950**

Periods per week: 4 Second half Credits: 2½ Weighting: H

See description of course # 230. The course will continue to explore the ideas and styles of literary movements in these centuries with readings in 19th century realism, the literature of the "Great War", early modernism, and into the variety of mid-20th styles. Authors may include Bronte, Maugham, Joyce, Pound and Orwell.

241 **Senior English I**

Periods per week: 4 Second half Credits: 2½ Weighting: I

See **Senior English I** (231). This elective continues the work done in 231 with an emphasis on the 20th Century. Representative texts include *Siddhartha, Brave New World*, and *The Sun Also Rises*.

243 **Introduction to Political Philosophy**

Periods per week: 4 Second half Credit: 2½ Weighting: I

Introduction to Political Philosophy will explore the most famous writings of major western political philosophers such as Plato, Hobbes and Locke. Students will apply the readings to current political events and issues such as justice, power, social bonds and democracy. Students will practice formal analytical writing as well as journal reflections.

244 **Film Studies**

Periods per week: 4 Second half Credits: 2½ Weighting: I

Film Studies covers the history and analysis of the 20th century's most important visual medium. The study of film provides an alternative history of the last century as well as a challenging investigation of the ways in which we make sense of our own world and our own identities. During the course, we will examine the elements of film production and the techniques of "reading" films. We will also explore the history of film, covering major artistic movements in Hollywood and world cinema, film genres, and the work of major directors from the earliest days of cinema to the present. Students will be expected to watch a number of films each week, keep a film journal and will compose a final paper, focusing on the work of one director.

Our Voices, Our Eyes

245 Periods per week: 4 Second half Credits: 2½ Weighting: I
246 Periods per week: 4 Second half Credits: 2½ Weighting: II

Our Voices, Our Eyes explores literature and film that represent a range of cultural experiences. The sharing of diverse perspectives, and the honest exploration of prejudices, stereotypes, and personal biases enrich classroom discussions of readings which include *The Color of Water* by James McBride, *The Kitchen God's Wife* by Amy Tan, *Breath, Eyes, Memory* by Edwidge Danticat, *The Kite Runner* by Khaled Hosseini, and various short stories and personal narratives by authors such as James Baldwin, Julia Alvarez, Jhumpa Lahriri, Sherman Alexie, and John Papernick. Similar to **Race, Class and Gender,** the goal of the course is for students to openly explore and to gain new perspectives and understanding of others and themselves.

Creative Writing

247 Periods per week: 4 Second half Credits: 2½ Weighting: I
248 Periods per week: 4 Second half Credits: 2½ Weighting: II

Creative Writing assumes that we all have the urge to create and that a need for self-expression lies at the heart of this urge. In this course students can give direction to their need for self-expression. The course begins with short exercises and builds to more sophisticated forms, including short stories and poetry. A creative journal may supplement course work. Students spend some time on the mechanics of good writing and revising their work. Teachers encourage students to submit their work to school publications.

249 **Horror Fiction from 1800 to the Present**

Periods per week: 4 Second half Credit: 2½ Weighting: I

Horror fiction at its best knows no genre. Like all great literature, it holds a mirror up to us, in order for us to see ourselves more clearly. These works contain powerful warnings and moral messages. In this class, we will read a broad spectrum of horror literature, from Edgar Allan Poe to H.P. Lovecraft, to Joyce Carol Oates, Clive Baker and Stephen King. We will look at the horror genre through film as well. Students will write a major research paper on a subject of their own choosing, as well as one well-developed short story.

Contemporary Issues in Literature

251 Periods per week: 4 Second half Credits: 2½ Weighting: I
252 Periods per week: 4 Second half Credits: 2½ Weighting: II

The contemporary literature of sports, politics and society raise issue as old as the ancient Greeks and as recent as the last Patriots game. Writers explore basic human impulses and aspirations, dreams of achievement and great victories, and experiences of failure and terrible defeats. In this course we see the films and read the books, essays and articles, considering, among others, Roger Angell and John Updike, *Boys of Summer* and *Go Up for Glory*. Students will keep a journal, try their hand at writing and broadcasting, and conclude with their own contemporary issues project.

Songwriting

253 Periods per week: 4 Second half Credits: 2½ Weighting: H
254 Periods per week: 4 Second half Credits: 2½ Weighting: I
255 Periods per week: 4 Second half Credits: 2½ Weighting: II

This CONNECT course is for aspiring songwriters (who may or may not also be musicians) who want to develop the craft of songwriting through combining the study of music theory with participation in a writer's workshop. The coursework will lead to an eventual recital of student compositions and a compilation of recorded work on a CD. The English course envisions students reading both essays on the songwriting craft (possible required text: *Songwriters on Song Writing*, by Paul Zollo) and also texts of well-known and important songs. Areas of poetic study may involve the use of meter, rhyme, figurative language, and also poetic forms. In addition, students will be expected to produce new or revised songs weekly and participate conscientiously in writing workshops. The writing component may include, in addition to original songs, critical essays on the work of a chosen songwriter, as well as personal or critical reflections on the process of the student's own writing (with students using the model essays from the text).

Modern Global Communities English: Senior Year Literature of the World

257 Periods per week: 4 Second half Credits: 5 Weighting: H
258 Periods per week: 4 Second half Credits: 5 Weighting: I
259 Periods per week: 4 Second half Credits: 5 Weighting: II

We will explore questions of "What makes art great? Who is making great art?" Aside from the literature that NSHS has deemed essential reading, what else is out there? Designed to complete the conversation started in the Shakespeare course, this class examines writers like Kafka and Marquez and asks what makes a great work of literature. The final project in this class will be to find a living writer and explore her or his body of work and why it does or does not belong in the high school classroom. While one does not have to have been a student in Global Communities for tenth and eleventh grades, preference will be given to those students who have participated in the program for the past two years.

Supplemental Courses

The English Department offers the following supplemental courses, which can be taken only in addition to a regular English course.

Journalism

261 **Introduction to Publications**

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Intro to Publications** is an introduction to communications as well as media. It is intended for students of all ability levels and will provide journalism skills, especially to those students interested in participating in the publication of the school newspapers, the yearbook, and the literary magazine. Students learn some of the history of journalism and write features, news, sports, and opinions pieces. The course introduces principles of media design, graphics, paste-up, the organization of newspapers, desktop publishing, and business. Students discuss and analyze local and international current events each week. Readings include local and national papers and magazines, *Gideon's Trumpet,* and *All the Presidents Men*.

Theatre

Entry into Honors sections requires the signature of the Director of Theatre. Honors sections require students to complete one significant independent project per semester beyond regular course requirements.

271 **Introduction to Acting and Speech** (Grades 9 – 10)

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ This course explores the basic skills of improvisation, scripted scene work, and interpretive speech. No experience is necessary but a willingness to participate in improv games, acting exercises and scenes is required. Some writing and memorization is necessary, but most work consists of in-class exercises and performance. One performance outside of class is required.

Intermediate Acting - (Prerequisite: 271 or equivalent)

272 Periods per week: 2 Full year Credits: 2½ Weighting: I

273 Periods per week: 2 Full year Credits: 2½ Weighting: H

✯ This course offers students the tools to analyze text and develop unique performances independently of a director. Students read full length plays as a basis for acting projects, and use stage combat and stage dialects to expand their sills. Required public performance occurs once per semester. Homework includes reading, memorization, and some writing.

Acting and Directing - (Prerequisite: 272/ 273 or equivalent)

274 Periods per week: 2 Full year Credits: 2½ Weighting I

275 Periods per week: 2 Full year Credits: 2½ Weighting H

✯ This course is designed for actors interested in putting their skills to work in short plays and budding directors interested in learning the basics. Students will learn directing skills including script analysis, concept development, staging, rehearsal management, and designer collaboration. Significant preparation outside of class is necessary. One workshop performance per semester is required.

Advanced Acting (Prerequisite: 274/275 or equivalent)

276 Periods per week: 2 Full year Credits: 2½ Weighting: I

277 Periods per week: 2 Full year Credits: 2½ Weighting: H

✯ This course is designed for senior actors who want to polish their skills for future training or performance. During the first semester, actors will prepare monologues and strengthen audition skills. During the second semester, actors will explore non-realistic performance styles. A strong foundation in acting and disciplined vocal and physical work are required to explore period acting styles such as Ancient Greek, Elizabethan, and Neo-Classical. One workshop performance per semester is required.

279 **Technical Theatre** (Grades 9 – 12)

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ This course is a survey of basic technical theatre techniques in scene design, set construction, light design, and make up design and application. Students learn various technical theatre skills by working on practical projects in support of South Stage productions such as building and painting sets, hanging and focusing lights, and programming the light board. No experience is necessary but a willingness to use power tools is required.

❾ = course is open to ninth graders.

✯ = counts toward Fine, Performing, and Technical Arts credit.

Competitive Public Speaking

280 Periods per week: 2 Full year Credits: 2½ Weighting: H
281 Periods per week: 2 Full year Credits: 2½ Weighting: I
✯ Students in this course will select, cut, write and prepare performance material for use in public speaking competitions. Examples of competitive events include declamation, original oratory, extemporaneous speaking, prose, poetry and play reading, dramatic, humorous and duo interpretation, and impromptu, among many others. Because this course is specifically intended to help students prepare for speech competition, students must be (or become) members of the Newton South Speech Team and will be required to attend a minimum of 6 all-day Saturday tournaments. The tournament schedule will be distributed to students on the first day of class. In order to register for the honors option, students must be varsity members of the speech team and must obtain permission from Mrs. Honeyman.

791 **Dance from Video, Broadway, and Beyond** (Beginner, no experience necessary)
✯ Periods per week: 2 First half Credits: 1 Weighting: P-F
792 **Dance from Video, Broadway, and Beyond** (Intermediate/Advanced-department approval required)
✯ Periods per week: 2 Second half Credits: 1 Weighting: P-F
(792 Prerequisite: Minimum 3 years of dance training or department approval required)
❾ Dance from Video, Broadway, and Beyond will explore many styles of dance from freestyle to Broadway shows and everything in between. Come learn, create, and have fun! This course is open to Grades 9 - 12 and counts as Wellness credit for Grades 11-12.

Other Offerings

295 **English Assistant** (Grades 11 – 12)
Periods per week: 2 Full year Credits: 2½ Weighting: P-F
English Assistant offers juniors and seniors an opportunity to lead small group discussions and assist teachers in selected English courses, or to work with foreign language-speaking students on an individual basis. Students may also work as tutors twice a week in the Writing Center. **Teacher recommendation is required.**

296 **Writing Center Assistant** (Grades 11 – 12)
Periods per week: 2 Full year Credits: 2½ Weighting; P-F
Writing Center Assistant students, under the supervision of an English teacher, will work with students who come to the Writing Center for help with any writing problem, from brainstorming a topic to organizing an essay, to revising and proof-reading a creative piece. Students will receive training before each semester and are expected, above all, to maintain student confidentiality. **Teacher recommendation is required.**

Independent Study in English (Grades 11 – 12)
297 Periods per week: + First half Credits: 2½ Weighting: P-F
298 Periods per week: + Second half Credits: 2½ Weighting: P-F
Independent Study in English enables a limited number of students to create projects with specific teachers, with the approval of the department head. Examples are a reading or writing tutorial or an interdepartmental project. **Students and the participating teacher must submit their proposal to the department head.**

+ = To be arranged by the department.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

World Language

The World Language Department offers programs in Chinese, French, Latin, Russsian, and Spanish. The richness and variety of these offerings encourage many students to study more than one language. The ultimate purpose of all language courses is communicative proficiency, a goal requiring commitment over time. **To this end, the department recommends that students pursue the study of at least one world language through the upper levels, including level 5, where it is offered.**

The World Language courses are sequential and geared to students who take them as a second or third language. **Native speakers of Chinese, French, Russian and Spanish must submit a writing sample for placement purposes, to determine if they can benefit from World Language courses in their first language.** See guidance counselors (Oak Hill, Brown or NSHS) for the placement form before the registration deadline and return the form to the counselor or contact the World Language Department Head at NSHS, email: suzanne_derobert@newton.k12.ma.us.

Ninth Grade World Language Courses

A. CONTINUING COURSES (also described in "Courses for Grades Ten, Eleven and Twelve")

312 **French 2**
382 **Spanish 2**
Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **French 2** (312) and **Spanish 2** (382) are available to students who have demonstrated good linguistic ability through success in their eighth-grade French or Spanish classes. Emphasis is placed on developing proficiency in each of the four skills (listening, speaking, reading, and writing) as well as learning about French-speaking or Hispanic cultures around the world. Reinforcement and enrichment are provided by frequent use of the computer, audio and video labs. Most students in 312 / 382 take French 313 / Spanish 383 in tenth grade; some are recommended for honors French 303 / Spanish 373.

322 **French 2**
392 **Spanish 2**
Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **French 2** (322) and **Spanish 2** (392) are courses for students who have also completed eighth-grade French or Spanish but who would benefit from a slower pace, intensive reinforcement of vocabulary topics and grammatical concepts, and greater focus on study skills. Proficiency in the four language skills is emphasized with a parallel goal of developing awareness of French-speaking or Hispanic cultures around the world. Additional practice and enrichment are provided by frequent use of the computer, audio and video labs.

387 **Spanish 2 SAM**
❾ Periods per week: 4 Full year Credits: 5 Weighting: II

Spanish 2 SAM takes place in the 382 Spanish 2 classroom. If you are considering enrolling in Curriculum II Spanish but feel you would benefit from the challenge of a mixed level Curriculum I and II class, please speak to your counselor about signing up for the SAM program. In these sections, teachers incorporate a variety of instructional strategies to support students in accessing the content of the curriculum I course, while assessing student levels of mastery in manners consistent with their skill sets.

342 **Chinese 2**
Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Chinese 2** is available for students who have completed the middle-school sequence of first-year Chinese. Students increase oral proficiency to a level at which they can converse in Chinese using basic, everyday language. Students who successfully complete **Chinese 2** will know approximately 650 characters, enabling them to read simple written Chinese. This is a textbook-based course with selected authentic materials.

352 **Latin 2**
Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Latin 2** (352) is available to students who have completed the 7-8 Latin program and builds on the skills and concepts acquired in the middle school. It provides students with a thorough foundation in the structural elements of Latin, stressing grammatical concepts applicable to English and vocabulary building through derivation. Contributions of Roman civilization to the modern Western world are also discussed, often through authentic readings.

B. BEGINNING COURSES

Incoming ninth-graders wishing to begin the study of a world language or start a second one may elect one of the following courses. The appropriate selections should be made with the assistance of a guidance counselor. **Course descriptions are listed under the World Language courses for grades 10, 11 and 12**.

311 **French 1**
341 **Chinese 1**
361 **Russian 1**
365 **Russian 1** (2 periods/week)
381 **Spanish 1**
351 **Latin 1**
391 **Spanish 1**

World Language Courses for Grades Ten, Eleven, and Twelve

Chinese

Chinese (Mandarin) classes are taught with an emphasis on communication in cultural contexts. Students are involved in various activities such as role-playing, games and small group work. Students have the opportunity in class to interact with exchange students and teachers from China. A balance of assessment activities combines proficiency testing and achievement testing throughout the year.

Heritage/native speakers of Chinese who have not taken Chinese at Newton South must submit a writing sample for their placement in Chinese, to determine if they can benefit from World Language courses in their native language. See guidance counselor during registration for the placement form and return the completed form to the counselor or World Language Department Head at NSHS.

341 **Chinese 1**
Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Chinese 1** provides students the opportunity to learn the fundamentals of Chinese conversation in the standard Mandarin dialect, including 400 Chinese characters. Classes are taught in a cultural context, increasing understanding of the Chinese people, their history, and civilization. This is a textbook-based course with cultural activities.

342 **Chinese 2**
Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Chinese 2** reviews first-year Chinese, adding to the basic structures previously learned. Students increase oral proficiency to a level at which they can converse in Chinese using basic, everyday language. Students who successfully complete **Chinese 2** will know approximately 650 characters, enabling them to read simple written Chinese. This is a textbook-based course with selected authentic materials.

Chinese 3
343 Periods per week: 4 Full year Credits: 5 Weighting: I
347 Periods per week: 4 Full year Credits: 5 Weighting: H

Chinese 3 is a continuation of **Chinese 2**. Emphasis is placed on improving conversational skills while expanding vocabulary and character recognition and knowledge of Chinese culture. This is a textbook-based course with authentic reading materials. **Election of Chinese 3H (347) requires teacher recommendation and department head approval.**

Chinese 4
344 Periods per week: 4 Full year Credits: 5 Weighting: I
348 Periods per week: 4 Full year Credits: 5 Weighting: H

Chinese 4 is a continuation of **Chinese 3**. This is a textbook-based course with authentic reading materials. Students reach an advanced level of proficiency in speaking, reading and writing. **Election of Chinese 4H (348) requires teacher recommendation and department head approval.**

Chinese 5
345 Periods per week: 4 Full year Credits: 5 Weighting: I

Chinese 5 is the senior course and the culmination of the sequence. Cultural topics and contemporary issues related to China are explored through authentic readings and videos. Literature (short stories and poetry) and films are woven into the course content. Individual and group projects constitute a major emphasis throughout the year.

AP Chinese Language and Culture

349 Periods per week: 4 Full year Credits: 5 Weighting: H

AP Chinese Language and Culture prepares students for the new Advanced Placement examination in language and culture and for upper-level college courses in Chinese. Students hone their language skills across communicative modes, developing knowledge in pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. In addition to textbooks, students make use of authentic materials, including newspapers, fiction and nonfiction texts, poetry, and films. **Election of AP Chinese (349) requires teacher recommendation.**

French

Placement for honors, curriculum I, and curriculum II French classes is by teacher recommendation. In all French classes, a balance of assessment activities combines proficiency testing and traditional testing throughout the year. Students take integrated performance finals in June to demonstrate their ability to understand, speak, read and write French in a thematic context.

The **303-305 honors** sequence is an intensive program for highly motivated students who have demonstrated strong linguistic ability. This sequence develops proficiency in all aspects of language learning in cultural and literary contexts through oral and written expression. It also provides a systematic refinement of linguistic structure.

303 **French 3H**

Periods per week: 4 Full year Credits: 5 Weighting: H

French 3H uses a variety of authentic audio, video and literary materials in French, as well as a grammar text.

304 **French 4H**

Periods per week: 4 Full year Credits: 5 Weighting: H

305 **AP French Language**

Periods per week: 4 Full year Credits: 5 Weighting: H

French 4H and **AP French Language** prepare students for the Advanced Placement examination in language and for upper-level college courses in French. Students should expect to do significant preparation for each class; additionally, independent computer and language laboratory assignments may be required. Students make use of a variety of audio, video and written materials from authentic sources, including original works of literature, as well as supplementary grammar text(s).

The **311-315 curriculum I** program emphasizes proficiency-based instruction and uses textbooks, readers and authentic materials, including audio, video and software, to develop communication skills in French and to investigate the cultures of the French-speaking world. Students have many opportunities to speak and write French in small groups with their classmates, as well as with the teacher. They interview each other, do role-plays, write original stories, and create and perform skits in real-life situations. The difficulty of the communicative tasks increases as students acquire skills and competency. The sequence incorporates all the elements of language study: listening comprehension, speaking, reading, writing, grammar and vocabulary building. It is an appropriate choice for students who may elect to take the College Board SAT II.

311 **French 1**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **French 1** is a textbook-based course.

312 **French 2**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **French 2** is a textbook-based course.

313 **French 3**

Periods per week: 4 Full year Credits: 5 Weighting: I

French 3 is a textbook-based course with supplementary reading.

314 **French 4**

Periods per week: 4 Full year Credits: 5 Weighting: I

French 4 is a textbook-based course with authentic reading selections.

315 **French 5**

Periods per week: 4 Full year Credits: 5 Weighting: I

French 5 (315) is the senior course and the culmination of the sequence. Cultural topics and contemporary issues related to France and francophone countries are explored through newspaper articles, news broadcasts and videos. Literature (short stories, poetry and plays) and films are thematically woven into the course content. Individual and group projects constitute a major emphasis throughout the year. Grammar is taught in context and discussions are in French.The **322-325 curriculum II** sequence emphasizes real-life communication skills in French in a cultural context and utilizes a variety of materials, including texts, audio, video, software and internet resources. Students have many opportunities to speak and write French in smaller classes. The sequence is intended for students who benefit from deliberately paced instruction while developing the four language skills.

322 **French 2**

❾ Periods per week: 4 Full year Credits: 5 Weighting: II

323 **French 3**

Periods per week: 4 Full year Credits: 5 Weighting: II

324 **French 4**

Periods per week: 4 Full year Credits: 5 Weighting: II

325 **French 5 Language and Culture**

Periods per week: 4 Full year Credits: 5 Weighting: II

French 5 uses a communicative approach to further develop the students' linguistic independence and cultural sensitivity. Through the use of contemporary media, including cinema, internet, modern literature and music, the students will explore cultural themes and current issues in the French-speaking world. Projects and class discussion will encourage students to make connections to their own lives. *Please note: course offering contingent upon enrollment.*

Latin

The sequence **351-357** provides students with a thorough foundation in Latin grammar and vocabulary. Throughout the sequence, the relevance of Latin to the English language and to our Western culture is emphasized. Students develop reading skills through authentic selections from Roman authors such as Caesar, Cicero, Sallust, Vergil, Catullus, and Horace.

351 **Latin 1**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Latin 1** is a course designed for any student who wishes to acquire a basic grounding in elementary Latin grammar and vocabulary. The curriculum is approximately equivalent to the curriculum for the combination of grades seven and eight in the middle school.

352 **Latin 2**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Latin 2** is for students who have completed Latin 1 or the 7 & 8 grade sequence of Latin in middle school. It provides students with a grounding in Latin grammar and enables them to read some simplified texts.

353 **Latin 3**

Periods per week: 4 Full year Credits: 5 Weighting: I

Latin 3 is for students who have successfully completed Latin 2. In addition to learning some complex grammar, students read simplified texts.

356 **Latin 3H**

Periods per week: 4 Full year Credits: 5 Weighting: H

Latin 3H is for students who have completed Latin 2 with extraordinary success, and requires teacher recommendation. Latin 3H students learn sophisticated Latin grammar and vocabulary and read stories from Ovid's *Metamorphoses*.

357 **Latin 4H**

Periods per week: 4 Full year Credits: 5 Weighting: H

Latin 4H is for students who have successfully completed Latin 3H. Latin 4H students read selections from Books I, IV, and VI of Virgil's *Aeneid*, the Roman epic.

Russian

The 361-369 courses are sequential and geared to students who take Russian as a second or third language. **Heritage speakers of Russian who have not taken a course at NSHS must submit a writing sample for their placement in Russian, to determine if they can benefit from World Language courses in their native language.** See guidance counselor for the placement form before the registration deadline and return the completed form to the counselor or World Language Department Head at NSHS.

The Russian program emphasizes grammatical competence combined with oral and written communication. Using authentic readings, video, and songs, students are exposed to the culture, literature and history of Russia and the former Soviet Union. Beginning Russian and Russian 1 are offered for students who are completely new to the language and are not options for heritage, native, or home speakers of Russian.

360 **Beginning Russian**

Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Beginning Russian** is designed for students taking Russian as a foreign language. This course provides the minimum prerequisite material for entry into Russian 2. Students who hear or speak Russian at home but cannot read or write it should enroll in 362 (Russian 2).

361 **Russian 1**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Russian 1** is designed for students taking Russian as a foreign language. This course provides a solid foundation in reading, writing, listening, and speaking, in addition to geography and poetry. Students will move confidently from this class into Russian 2. Students who hear or speak Russian at home but cannot read or write it should enroll in 362 (Russian 2).

362 **Russian 2**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Russian 2** emphasizes oral and written proficiency with an expanding grammar base. This is the appropriate class for students who hear or speak Russian at home but cannot read or write it.

Russian 3

363 Periods per week: 4 Full year Credits: 5 Weighting: I

Russian 3 uses authentic reading selections with a grammar text. This class is designed for students who have completed Russian 2. For students who read and write Russian, placement is contingent upon a writing sample submitted to the Russian teacher.

364 **Russian 4**

Periods per week: 4 Full year Credits: 5 Weighting: I

Russian 4 uses authentic reading selections and supplementary grammar texts. This course is designed for students who have successfully completed Russian 3. For students who read and write Russian, placement is contingent upon a writing sample submitted to the Russian teacher.

369 **Prototype AP Russian Language and Culture**

Periods per week: 4 Full year Credits: 5 Weighting: H

Russian Language and Culture is designed for students who will take the Prototype AP Russian Language and Culture examination in May. The online portion of the curriculum requires responsible use of school computer resources. Supplementary grammar and culture discussions take place as needed, and students will make regular presentations to the class based on current events and topics relevant to the curriculum. Election of Prototype AP Russian (369) requires teacher recommendation.

Spanish

Placement for honors, curriculum I, and curriculum II Spanish classes is by teacher recommendation. In all Spanish classes, a range of assessment activities combines proficiency testing and traditional testing throughout the year. Students take integrated performance finals in June to demonstrate their ability to understand, speak, read and write Spanish in a thematic context.

The **373-375 honors** sequence, available by recommendation, is an intensive program for highly motivated students who have demonstrated strong linguistic ability. This sequence develops proficiency in all aspects of language learning in cultural and literary contexts through oral and written expression. It also provides a systematic refinement of linguistic structure.

373 **Spanish 3H**
Periods per week: 4 Full year Credits: 5 Weighting: H
Spanish 3H is a textbook-based course with authentic literary selections.

374 **Spanish 4H**
Periods per week: 4 Full year Credits: 5 Weighting: H

375 **AP Spanish Language**
Periods per week: 4 Full year Credits: 5 Weighting: H
Spanish 4H and **AP Spanish Language** prepare students for the Advanced Placement examination in language and for upper-level college courses in Spanish. Students should expect to do significant preparation for each class; in addition, computer and language laboratory assignments may be required. Students make use of a variety of audio, video and written materials from authentic sources as well as supplementary grammar text(s).

The **381-385 curriculum I** program emphasizes proficiency-based instruction and uses textbooks, readers and authentic materials, including audio, video and software, to develop communication skills in Spanish and to investigate the cultures of the Hispanic world. Students have many opportunities to speak and write Spanish in small groups with their classmates, as well as with the teacher. They interview each other, do role-plays, write original stories, and create and perform skits in real-life situations. The difficulty of the communicative tasks increases as students acquire skills and competency. The sequence incorporates all the elements of language study: listening comprehension, speaking, reading, writing, grammar and vocabulary building. It is an appropriate choice for students who may elect to take the College Board SAT II.

381 **Spanish 1**
Periods per week: 4 Full year Credits: 5 Weighting: I
❾ **Spanish 381** is a textbook-based course.

382 **Spanish 2**
Periods per week: 4 Full year Credits: 5 Weighting: I
❾ **Spanish 2** is a textbook-based course.

383 **Spanish 3**
Periods per week: 4 Full year Credits: 5 Weighting: I
Spanish 3 is a textbook-based course with short supplementary readings.

384 **Spanish 4**
Periods per week: 4 Full year Credits: 5 Weighting: I
Spanish 4 is a textbook-based course supplemented with a play or short story.

385 **Spanish 5**
Periods per week: 4 Full year Credits: 5 Weighting: I
Spanish 5 (385) is the senior course and the culmination of the sequence. Cultural topics and contemporary issues related to Spanish-speaking countries are explored through newspaper articles, news broadcasts and videos. Literature (short stories, poetry and plays) and films are woven into the course content. Individual and group projects constitute a major emphasis throughout the year. Grammar is taught in context and discussions are in Spanish.

387 **Spanish 2 SAM**
❾ Periods per week: 4 Full year Credits: 5 Weighting: II

Spanish 2 SAM takes place in the 382 Spanish 2 classroom. If you are considering enrolling in Curriculum II Spanish but feel you would benefit from the challenge of a mixed level Curriculum I and II class, please speak to your counselor about signing up for the SAM program. In these sections, teachers incorporate a variety of instructional strategies to support students in accessing the content of the curriculum I course, while assessing student levels of mastery in manners consistent with their skill sets.

The **391-395 curriculum II** sequence emphasizes real-life communication skills in Spanish in a cultural context and incorporates a variety of materials, including texts, audio, video and software, into classroom instruction. Classes are interactive and students have many opportunities to speak and write Spanish in small groups with their classmates, as well as with the teacher. The sequence is intended for students who benefit from smaller class size, a slower pace, more practice overall, and a greater focus on study skills, while developing listening, speaking, reading and writing skills in Spanish.

391 **Spanish 1**
❾ Periods per week: 4 Full year Credits: 5 Weighting: II

392 **Spanish 2**
❾ Periods per week: 4 Full year Credits: 5 Weighting: II

393 **Spanish 3**
Periods per week: 4 Full year Credits: 5 Weighting: II

394 **Spanish 4**
Periods per week: 4 Full year Credits: 5 Weighting: II

395 **Spanish 5**
Periods per week: 4 Full year Credits: 5 Weighting: II

Other Offerings

396 **World Language Assistants**
Periods per week: 2 Full year Credits: 2½ Weighting: P-F

World Language Assistants offers seniors an opportunity to lead small group discussions and assist teachers in selected World Language courses. Teacher recommendation is required. **The interested student must submit a proposal in writing to the department head, signed by the participating teacher.**

Independent Study in World Language

Independent Study in World Language
397 Periods per week: + First half Credits: 2½ Weighting: P-F
398 Periods per week: + Second half Credits: 2½ Weighting: P-F

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

HISTORY AND SOCIAL SCIENCE

In the ninth, tenth, and eleventh grades there are options that link the study of history with the study of English. These courses are: 410 for the ninth grade, 425 for the tenth grade, and 449 for the eleventh grade along with Modern Global Communities courses in the tenth and eleventh grades. Note that these courses, if elected, **must** be taken along with their English equivalents. If either the English course or the history course is changed at a later date, the linked class must also be changed. Not all students electing these courses will necessarily be placed in them, as space is limited. Therefore it is important that alternate choices be listed for these courses.

Ninth-Grade History and Social Science

401 **World History 300 C.E. to 1775**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **World History 300 C.E. to 1775** is a survey of world history in which students study history from the golden ages of empires in Europe, Asia, Africa, and the Americas to the dawning of the industrial age. Intended for students with good reading and writing skills, the course utilizes both textbooks and supplementary sources. Students also have the opportunity to conduct research and to work on geography and essay writing skills. They complete a major research paper under close supervision.

410 **World History and Literature** (this course **must** be taken with English **210**)

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **World History and Literature** is a survey that covers all the elements of English 211 and covers the same period of history as that covered by History 401, but places an added emphasis on world myths. The course relates *Romeo and Juliet* to the Renaissance and other issues in history units to more modern works of literature such as *The Catcher in the Rye* and *Of Mice and Men*. Throughout the year, students will work on interdisciplinary projects that will combine historical analysis with usage and composition skills. Intended for students with good reading and writing skills, the course utilizes works of literature, textbooks, and supplementary sources. Students will write at least two major research papers, one for World History and one for Literature, following similar research, writing, and revision procedures.

World History 300 C.E. to 1775

402 Periods per week: 4 Full year Credits: 5 Weighting: II

404 Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **World History 300 C.E. to 1775** is a survey of world history that covers the same period of history as that covered by 401. In addition to the reading of a textbook and some outside sources, students work on developing note-taking, writing, and geography skills. They complete a research project under close supervision. Students in 404 receive additional support. Placement in 404 is by recommendation only.

World History 300 C.E. to 1775 SAM

405 Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **World History 300 C.E. to 1775** is a survey of world history that covers the same period of history as that covered by 401. If you are considering signing up for Curriculum II History and think you would benefit from the challenge of a Curriculum I class, please speak to your counselor about signing up for the SAM program. In these History sections teachers use the following strategies: incorporating a variety of teaching methods, creating and maintaining a portfolio of student work, promoting regular self-reflection, and at times providing multiple paths to demonstrate understanding. These strategies enable teachers to both support students who are working toward mastery of key academic skills and understandings as well as to provide a "challenge" curriculum for those students who are academically ready to progress. The goal of this course is for students to Stretch intellectually, Aim for excellence and Make progress (SAM).

Tenth-Grade History and Social Science

411 **World History 1775 to Present**

Periods per week: 4 Full year Credits: 5 Weighting: H

World History 1775 to Present covers the same period of history as 421. In addition to their work in world history, students also revisit important themes in early American history such as the American Revolution seen from a more global perspective and the evolution of constitutional government. Students are also responsible for material from their ninth-grade world history course. They read sources beyond the textbook, both primary and secondary, and write research papers and analytical essays. Extensive reading and other coursework are required.

421 **World History 1775 to Present**

Periods per week: 4 Full year Credits: 5 Weighting: I

World History 1775 to Present covers the period of time from the American and French Revolutions through the twentieth century into today's world. Students look at the development of constitutional government in the United States and France, the industrial revolution in Europe, North America, and Japan; the spread of nationalism in Europe, Africa, Asia, and the Americas; imperialism and its consequences; revolutions; global wars; and a changing and more interdependent world economy. America will be dealt with from a global perspective with particular emphasis placed on a comparative study of the American and French revolutionary periods. The course utilizes both textbooks and primary and secondary sources. Students also conduct research and work on geography and essay writing skills.

425 **Modern World History and Literature** (this course **must** be taken with English **215**)

Periods per week: 4 Full year Credits: 5 Weighting: I

Modern World History and Literature is a course that connects themes in history and literature through an interdisciplinary study of the nineteenth and twentieth centuries. In English class, students will learn the required tenth grade competencies of English, including writing, grammar, vocabulary, and a unit on the Bible as literature. In addition, students will read representative texts in world literature, such as *Antigone, Things Fall Apart*, short stories from India, Mexico, and China, and a play by William Shakespeare. In history, students will connect their study of world literature to a study of the industrial revolution in Europe, Africa, Asia, and the Americas; imperialism and its consequences; global wars; and a changing, more independent world.

Modern Global Communities: World History (**must** be taken with 206, 216 or 226)

406 Periods per week: 4 Full year Credits: 5 Weighting: H
416 Periods per week: 4 Full year Credits: 5 Weighting: I
426 Periods per week: 4 Full year Credits: 5 Weighting: II

What happens when cultures come together? From imperialism to modern globalization, cultural interactions have presented both promise and peril for the peoples involved. This Smaller Learning Community seeks to help students examine this interaction through the study of world history, literature, and ecology. Students who join this Smaller Learning Community should expect to learn the skills and content common in the subject area classes, but they will also be asked to connect the history, literature, and ecology to better understand the global community. This course is one of the CONNECT courses offered as part of Newton South's interdisciplinary Smaller Learning Communities. For a complete description of this program please see page 2.

World History 1775 to Present

422 Periods per week: 4 Full year Credits: 5 Weighting: II
424 Periods per week: 4 Full year Credits: 5 Weighting: II

World History 1775 to Present covers the same period of history covered by 421. America will be dealt with from a global perspective. Though the course is based on a text, students work with historical sources, learning to make appropriate inferences from pictorial and documentary evidence. Students in 424 receive additional support. Placement in 424 is by recommendation only.

Eleventh-Grade History and Social Science

441 **AP United States History**

Periods per week: 4 Full year Credits: 5 Weighting: H

AP United States History is a demanding course that explores the political, economic, and social history of the United States from the birth of the Federal Constitution to the present and prepares students in the content covered by the Advanced Placement test in United States history. The course will include an intensive review of early American history. Students read sources beyond the text, both primary and secondary, and often engage in seminar-like classes. Students are encouraged to form study groups on their own time to aid their conceptualization of difficult material. There is emphasis on the writing of historical essays (including those using documents) in preparation for the Advanced Placement examination. The final examination for the course will be an Advanced Placement U. S. History examination.

443 **United States History, Civil War to Present**

Periods per week: 4 Full year Credits: 5 Weighting: I

United States History focuses on the development of American institutions and culture throughout the nineteenth and twentieth centuries. There will be a brief review of American history prior to the Civil War. Students study significant individuals and time periods and develop an appreciation of the diversity of the American experience in terms of race, gender, ethnicity, and social class. In addition to the reading of a text, students read selected original sources and write short, analytical essays. The teacher may opt to give a research assignment in lieu of the analytical essays.

449 **United States History and Literature** (this course **must** be taken with English **219**)

Periods per week: 4 Full year Credits: 5 Weighting: I

United States History and Literature is a course that connects themes in history and literature through an interdisciplinary study of the United States from the eighteenth through the twentieth century. In English class, students will learn the required competencies of English 213. In addition, students will read representative texts in American literature, such as *The Adventures of Huckleberry Finn, The Great Gatsby, Their Eyes Were Watching God, and The Things They Carried*. Selections from American poetry, short stories, and drama will also be included. In history, students will connect their study of American literature to a chronological survey of the American past with a brief review of early American history, but emphasizing the time period from the Civil War to the present.

Modern Global Communities: American History

(**must** be taken with English 207, 217 or 227)

407 Periods per week: 4 Full year Credits: 5 Weighting: H
417 Periods per week: 4 Full year Credits: 5 Weighting: I
427 Periods per week: 4 Full year Credits: 5 Weighting: II

This course is one of the CONNECT courses offered as part of Newton South's interdisciplinary Smaller Learning Communities. This course is a continuation of 406/416/426 and is open to students who were not in the 10th grade program on a space available basis. For a complete description of this program please see page 2.

United States History, Civil War to Present

444 Periods per week: 4 Full year Credits: 5 Weighting: II
446 Periods per week: 4 Full year Credits: 5 Weighting: II

United States History, Civil War to Present begins with a brief review of American history prior to the Civil War. The course includes the study of the development of American institutions and culture, the roles of ethnic groups in that development, the industrialization and urbanization of the nation, and the emergence of the United States as a world power. Students read the text along with some outside sources. There is a major focus on the development of analytical skills in both reading and writing. Students in 446 receive additional support. Placement in 446 is by recommendation only.

Twelfth-Grade History and Social Science Electives

The following courses are open to seniors only. They will be offered, depending on student demand, staffing availability, and scheduling considerations. **Students electing these courses must also select an alternate choice.**

451 **AP European History**

Periods per week: 4 | Full year | Credits: 5 | Weighting: H

AP European History is a survey of European history from the fourteenth century to the present. The course examines the economic, political, social, ideological, and cultural strands of European history and how they interact. The course provides in-depth examination of significant primary sources and the writing of analytical essays and research papers. In addition, time will be spent on practice document based questions (DBQs) in preparation for the AP exam.

Sustaining Global Communities

408	Periods per week: 4	Full year	Credits: 5	Weighting: H
418	Periods per week: 4	Full year	Credits: 5	Weighting: I
428	Periods per week: 4	Full year	Credits: 5	Weighting: II

Sustaining Global Communities is the senior capstone to the CONNECT series on Modern Global Communities. In this course, students will consider the many questions facing our world in the 21st century. Students will address how to sustain our environment and population, while at the same time developing economically. Issues such as population growth, disease, peace & conflict, poverty, and global warming will be addressed. Using different types of media, including films, current events articles, as well as a text, students will be able to analyze the world's resources and how changes to these resources affect human interactions. At the end of the course, students will work on group projects that employ their new knowledge and skills. While one does not have to be a student in Global Communities in tenth and eleventh grades in order to sign up for this course, preference will be given to those students who have participated in the program for the past two years.

Race, Class, and Gender

460	Periods per week: 4	Full year	Credits: 5	Weighting: H
461	Periods per week: 4	Full year	Credits: 5	Weighting: I
462	Periods per week: 4	Full year	Credits: 5	Weighting: II

Race, Class, and Gender explores everyday life and current events that reveal the diversity of experiences in the United States. Topics may include affirmative action, gay and lesbian marriage, and the gap between rich and poor. Race, class and gender at Newton South will also be analyzed. Classes are typically run as seminars where student involvement is emphasized. Readings will include articles of interest from current magazines and newspapers. The course will also explore contemporary television programs, movies, and music. Students electing the honors section will be required to prepare additional essays and/or projects.

Art History: Episodes in the History of Art

465	Periods per week: 4	Full year	Credits: 5	Weighting: I
466	Periods per week: 4	Full year	Credits: 5	Weighting: II

Episodes in the History of Art is a course that covers a number of topics, or *episodes*, that demonstrate key concepts in understanding art and its historical context. Key concepts include understanding the *process* of art, appreciating *beauty* in a variety of cultural contexts, the impact of *politics* on art and architecture, understanding the distinctions drawn between "high art" and "arts and crafts," and ideas behind *viewing* art that affect our understanding of it. The course will focus on projects and case studies that will be in part driven by students' personal interests. It will be offered either as a semester-long course or a full-year course.

Current Events and Media Analysis

467	Periods per week: 4	First half	Credits: 2½	Weighting: I
468	Periods per week: 4	Second half	Credits: 2½	Weighting: II
469	Periods per week: 4	Second half	Credits: 2½	Weighting: I

Current Events and Media Analysis is a semester-long course that will allow students to examine and discuss current event topics in both the United States and the rest of the world through interpreting several different forms of media. Students will use newspaper articles, editorials and political cartoons, Web sites, television news programs, documentaries and other forms of popular entertainment to analyze how the media reports on important world issues. Students will work on skills for developing media literacy and political analysis, and will have the opportunity to create their own media projects based on their specific current event interests.

471 **AP Psychology**

Periods per week: 4 | Full year | Credits: 5 | Weighting: H

Advanced Placement Psychology is a yearlong course that focuses on a few basic topics and at the same time offers an overview of the field and prepares students for the AP exam. The course emphasizes the contrasting perspectives of the behaviorists and cognitive, developmental and clinical psychologists. The approach is analytical and conceptual, and requires considerable skill and focus.

Psychology

473 Periods per week: 4 | Full year | Credits: 5 | Weighting: I

474 Periods per week: 4 | Full year | Credits: 5 | Weighting: II

Psychology is a yearlong course that explores human behavior by studying topics in developmental, behavioral, social and clinical psychology. Case studies are examined and related to psychological theories. Outside readings are required.

480 **AP U.S. Government & Politics**

Periods per week: 4 | Full year | Credits: 5 | Weighting: H

AP U.S. Government & Politics is a year-long course that is intended for students who wish to complete the equivalent of a college introductory course in American government or politics. Major topics will include the constitutional basis of American government, political beliefs and behavior, political parties and interest groups, the operation of the federal government, the formation of public policy, and the development of civil liberties. Students will read a wide range of primary and secondary sources and will engage in a variety of analytical projects designed to develop a critical perspective on American political institutions and current affairs and to prepare for the AP examination.

Government and Law

481 Periods per week: 4 | First or Second half | Credits: 2½ | Weighting: I

482 Periods per week: 4 | First or Second half | Credits: 2½ | Weighting: II

Government and Law is a social science course that is designed to introduce students to a variety of relevant topics relating to the American legal and political system. Topics may include issues such as student rights, sexual harassment, civil liberties, criminal procedures, the legislative process, and the workings of the court system. Students will use a variety of sources and individual and collaborative projects will make up a significant part of the course work. The course is offered in both the fall and the spring semesters.

The Environment

489 Periods per week: 4 | First or Second half | Credits: 2½ | Weighting: I

The Environment is an interdisciplinary science and social science course that examines issues raised by present environmental crises. The course involves the careful analysis and evaluation of scientific evidence and political and social issues. Emphasis is on case studies concerning threats to the atmosphere, water supply, land regions, and wildlife. A number of speakers and several field trips will address these and other issues. Students undertake a culminating project that may include environmental action in the school or community.

Other Offerings

History Assistant: (Grades 11-12)

493 Periods per week: + | First half | Credits: + | Weighting: P-F

494 Periods per week: + | Second half | Credits: + | Weighting: P-F

History Assistant offers juniors and seniors an opportunity to lead small group discussions and assist teachers in selected History and Social Science courses. Under the supervision of a teacher, the history assistant will work with foreign language-speaking students on an individual basis, and/or help other students who want or need additional support. *Teacher recommendation is required.*

Independent Study in History and Social Science

497 Periods per week: + | First half | Credits: 2½ | Weighting: P-F

498 Periods per week: + | Second half | Credits: 2½ | Weighting: P-F

Independent Study in History and Social Science offers serious students with a special interest in a particular topic an opportunity to work on their own under the general supervision of a member of the History and Social Science Department. This course is open only to seniors.

+ = To be arranged by the department.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences Department offers a variety of courses that meet the Arts requirement for graduation and are rooted in the Sciences, Arts and Humanities. These integrative courses teach a variety of strategies to help students develop the knowledge and skills needed to maximize their potential in personal and work life. Courses are open to all students unless specifically stated otherwise. **All courses in the department are also available on a Pass-Fail basis with the approval of the department head.**

Nutrition and Foods

501 **Nutrition and Foods 1**
502 **Nutrition and Foods 2**
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
❾ **Nutrition and Foods** emphasizes nutritional guidelines for people of all ages, as well as the relationship between nutrition and health. Laboratory experience focuses on basic food preparation techniques as students prepare a variety of nutritious and cultural recipes. A combination of food labs, class discussion, projects and interpretation of current nutrition information enhances the students' comprehension. Students may take Nutrition and Foods 2 after successfully completing Nutrition and Foods 1 with Department Chair approval. Students taking Nutrition and Foods 2 will be expected to act as mentors in foods lab, as well as meet additional course requirements.

507 **International Cuisine of Asia, Africa, Australia & Europe** (No pre-requisite required)
New! Periods per week: 2 First or Second half Credits: 1 ¼ Weighting: 1
✯ Students study ingredients grown in specific regions to learn how they determine the basis for foods consumed by the people in these areas. Eating rituals and holiday feasts are also explored. Cultures and cuisines covered are Israel, India, Morocco, China, Japan, Korea, Indonesia, Australia, New Zealand, Hungary, and Russia. Discussion of local Boston area specialty markets and food demonstrations by the Newton South community native to the countries studied are part of this course.

508 **International Cuisine of Europe & the Americas** (No pre-requisite required)
New! Periods per week: 2 First or Second half Credits: 1¼ Weighting: I
❾ **International Cuisine** students learn about the cuisines of several cultures in **North America, Central America, South**
✯ **America, and Europe.** Students study the ingredients grown in specific regions to learn how they determine the basis for foods consumed by the people in these areas. Eating rituals and holiday feasts are also explored. Cultures and cuisines covered are Canada, Caribbean countries, Colombia, Peru, United Kingdom, France, Scandinavian Countries, Spain, Italy, Greece, Germany and Hungary. Discussion of local Boston area specialty markets and food demonstrations by the Newton South community native to the countries studied are part of this course.

509 **Sports Nutrition**
✯ Periods per week: 2 First or Second half Credits: 1¼ Weighting: I
❾ **Sports Nutrition** explores nutrition and its link to physical fitness, sports performance, and health promotion. Emphasis is on examining how much foods and fluids active people require, what types of food to eat and when. Students learn through class discussion, projects and interpretation of current nutrition information. Laboratory experience focuses on the preparation of nutritious meals and snacks that are specific to meeting the nutritional needs of active people. This course is offered jointly through the Family & Consumer Science and Wellness departments. It is open to students in all grades but may be taken for Wellness credit in Grades 11 and 12.

Fashion and Clothing Design

511 **Fashion and Clothing Design 1**
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
❾ **Fashion and Clothing Design 1** provides students with design and sewing skills needed to create unique garments while learning about careers in the fashion industry. This hands-on class focuses on constructing clothing from commercial patterns as well as drafting original patterns. There will be an emphasis on sewing machine and serger use as well as hand sewing techniques to achieve goals. Students will progress at their own level of challenge and expertise.

514 **Fashion and Clothing Design 2**
✯ Periods per week: 4 Second half Credits: 2½ Weighting: I
❾ **Fashion and Clothing Design 2** is a second level design course that focuses on creating original clothing from students' personalized patterns and the application of advanced sewing techniques. Students will study the history of clothing and well-known designers' styles. There will be continued emphasis on career opportunities in the fashion industry. Prerequisite: Fashion and Clothing Design 1.

Fashion & Clothing Teaching Assistant

517	Periods per week: +	First half	Credits: +	Weighting: P-F
518	Periods per week: +	Second half	Credits: +	Weighting: P-F

Fashion & Clothing Teaching Assistant is by approval of instructor and department head.

Independent Study in Fashion & Clothing

519	Periods per week: +	First half	Credits: +	Weighting: P-F
520	Periods per week: +	Second half	Credits: +	Weighting: P-F

✯ **Independent Study in Fashion & Clothing** is by approval of instructor and department head.

+ = To be arranged by the department.

Human Development

521 **Child Development**

✯ Periods per week: 4 | First or Second half | Credits: 2½ | Weighting: I

❾ **Child Development** focuses on the conditions that influence human growth and development from before birth to age five. Observations in the Newton South preschool and visits to class by parents with infants and toddlers help students to analyze the social, emotional, physical and cognitive development of the young child. Current issues affecting children in American society are presented, and students will learn about career opportunities in child-related fields. Students interested in Early Childhood Education are encouraged to take this class as a pre-requisite.

524 **Intro to Sociology**

✯ Periods per week: 2 | Second half | Credits: 1¼ | Weighting: I

❾ **Intro to Sociology** explores the impact of society on individuals and families. Historical and cultural perspectives will be studied. Skills needed to succeed on your own will be presented. These include the principles of money management (checking accounts, credit card costs, investments,) renting an apartment, interviewing for a job, or preparing a resume. Lots of opportunities for practical learning are available.

Early Childhood Education Exploratory (Grades 10 – 12 Only)

532	Periods per week: 2	Full year	Credits: 2½	Weighting: I
533	Periods per week: 3	Full year	Credits: 3¾	Weighting: I
534	Periods per week: 4	Full year	Credits: 5	Weighting: I

✯ **Early Childhood Education Exploratory** is designed for students who would like to explore the principles of early childhood education and how young children learn. Students have the opportunity to work with preschool children in a classroom lab school setting. This course includes the reading and discussion of theories of human development along with practical work experience with preschool children in the Newton South Preschool Program. These students will act as interns in the preschool as well as meet additional course requirements.

539 **Early Childhood Advanced Independent Study** (Prerequisite: Early Childhood Education Exploratory)

✯ Periods per week: + | Full year | Credits: + | Weighting: I

Early Childhood Advanced Independent Study is by approval of department head. Students continue to act as interns 2 to 4 times per week in the Newton South Preschool. Students research topics relevant to early childhood education and complete a term research paper.

Career and Technical Education
AT NEWTON SOUTH HIGH SCHOOL

540 **Early Childhood Education Major** (Grade 12 Only)

✯ Periods per week: 12 | Full year | Credits: 15 | Weighting: I

New! The **Early Childhood Education Major** combines academic and practical work experience in the Newton South Preschool Program to provide a step-by-step approach to the everyday care and teaching of young children. Students apply the knowledge of child development to evaluate early childhood programs, better understand and guide young children, create safe and healthy environments, and plan developmentally appropriate curriculum. The Department of Early Education and Care Teacher License (formerly OCCS) is available to students achieving a grade of B or better. **These students must also successfully complete 521 Child Development and 534 Early Childhood Education Exploratory and all graduation requirements.**

❾ = course is open to ninth graders.

✯ = counts toward Fine, Performing, and Technical Arts credit.

TECHNICAL EDUCATION & ENGINEERING

Drafting

549 **Introduction to Architecture**
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
❾ **Introduction to Architecture** introduces the fundamentals of residential design and building techniques from house framing to electrical work. Students familiarize themselves with CAD drafting software and manual drafting instruments to complete a set of working blueprints. If time permits, a scale model of their projects will be created.

550 **Architecture 2** (Prerequisite: Introduction to Architecture)
✯ Periods per week: 4 Second half Credits: 2 ½ Weighting: I
❾ **Architecture 2** is a continuation of skills learned in Intro to Architecture. The student draws a complete set of working plans for a residential addition: plans, elevations, sections, details, 2-point perspective, and a complete set of framing plans. A scaled model of a drawn house is constructed and students conclude the course by designing and drawing a house.

551 **Technical Drafting**
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
❾ **Technical Drafting** is taught as a language that is essential for students considering technical careers. This course consists of technical graphic designs constructed in both two and three dimensions. Each student spends a major portion of the time acquiring proficiency in the computer-assisted design software.

Engineering Technology

563 **Alternate Energy Systems**
✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I
❾ This class will explore and discuss the new technologies being developed to address rising global energy consumption. Students will build a solar ipod charger and a mini wind generator while class discussions will focus on the worldwide relationships of the Ecology/Energy & Economy. Areas to be examined include solar, wind, hydroelectric and various petroleum substitutes. This is primarily a hands-on course.

564 **Engineering Technology**
✯ Periods per week: 4 Second half Credits: 2 ½ Weighting: I
❾ Students are introduced to **Engineering Design** through hands on learning activities. Students will use 3-dimensional
New! CAD, 2-dimensional CAD and MS Office software to document there projects. **Construction Technologies** are introduced through design documentation, structural analysis, project management, construction methods and material selection as well as constructing a scale model. **Electrical Systems** are covered by designing an electrical distribution system, testing components and constructing multiple circuits. **Manufacturing Technologies** are covered through design documentation, process design & sequence, flow charts schedules and costs as well as fabricating a product.

565 **Robotics**
✯ Periods per week: 4 First half Credits: 2 ½ Weighting: I
❾ Students are introduced to **Robotics** through hands on learning activities and lectures. Students will use 2 & 3
New! dimensional CAD to design prototype robots. Students will design, build and test (Drive, Mechanical, Pneumatic and Electronic Control Systems). Discussions will be held on programming, degrees of freedom in movement, power distribution, material selection, methods of fastening, project management and scheduling. This course will help prepare students who are interested in participating on the Robotics Team

810 **Physics and Technology** See page 53 for description.

Graphic Communications

570 **Graphic Design 1**
✯ Periods per week: 2 Full year Credits: 2½ Weighting: I
❾ **Graphic Design 1** covers all aspects of graphic design. Students will use design software along with manual talents to learn all areas of graphic design. Students also produce multi-color designs on paper, cloth, or plastics to create posters, t-shirts, bumper stickers, or decals.

572 **Graphic Design 2**

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

A continuation of Graphic Design 1, this studio based class concentrates on desktop publishing using Adobe Illustrator, PhotoShop, advanced direct screen-printing techniques and various darkroom work.

Woodworking

580 **Introductory Woodworking**

✯ Periods per week: 4 First or Second half Credits: 2½ Weighting: I

❾ **Introductory Woodworking** is an activity-centered program in which students construct and finish various projects. Emphasis is placed on the use of machines, precise measurement, working with a partner, following written instructions, and internalizing safety considerations with every activity.

584 **General Woodworking 1**

✯ Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **General Woodworking 1** is an activity-centered program in which students select, construct, and finish pieces of furniture. Emphasis is placed on the students' acquiring proficiency in the set-up, maintenance, and safe use of the most frequently used machines. Students are trained to work with a partner while constructing their own project. They are also expected to work from written plans and written instructions, to consider safety prior to any act, and to gain an appreciation of wood in everyday life.

586 **General Woodworking 2**

✯ Periods per week: 4 Full year Credits: 5 Weighting: I

General Woodworking 2 is a continuation of the skills learned in General Woodworking 1 or Intro to Woods while constructing and finishing pieces of furniture. In addition, students will develop their design using AutoCad and hand drawn methods, plan the fabrication method and estimate cost of producing their project. **Election of this course is subject to the approval of the instructor and department head.**

Work-Study and Independent Study

592 **Graphics Work-Study**

Periods per week: 4 Full year Credits: 5 Weighting: P-F

Graphics Work-Study offers students an opportunity to learn all the production capabilities available in the graphics area. Students are employed to produce school projects ranging from *The Orange Lion* to graduation programs**.**

595 **Maintenance Work-Study**

Periods per week: 5 Full year Credits: 5 Weighting: P-F

Maintenance Work-Study is a program of a minimum of five hours of work per week in a construction-related or maintenance-related job. Students taking, or who have satisfactorily completed a course in **Woodworking** are eligible for this program. Election to this course is subject to the approval of the instructor and department head.

Independent Study in Technical Education

597 Periods per week: + First half Credits: 2½ Weighting: P-F

598 Periods per week: + Second half Credits: 2½ Weighting: P-F

✯ Election of **Independent Study in Technical Education** is subject to the approval of the instructor and department head.

❾ = course is open to ninth graders.

✯= counts toward Fine, Performing, and Technical Arts credit.

MATHEMATICS

Honors and AP Courses

601 **Math 1 Honors**

Periods per week: 4 Full year Credits: 5 Weighting: H

❾ **Math 1** is for students who have completed a full course of Algebra 1 in the eighth grade at the honors level. It includes topics from Algebra 2 and Geometry. Topics include sets, fields and algebraic proof, linear functions, points, lines, planes, angles, triangle congruence, systems of linear equations and inequalities, quadratic equations and functions, perpendicular and parallel lines and planes, quadratic relations and systems, coordinate geometry, and exponential functions.

602 **Math 2 Honors**

Periods per week: 4 Full year Credits: 5 Weighting: H

Math 2 completes the study of Geometry and Algebra 2 started in **Math 601** and begins a detailed study of Trigonometry. Topics include similarity, study of circles, area and volume, rational, exponential, logarithmic and trigonometric expressions and functions, geometric proof, the real and complex number system, 2-dimensional vector algebra and geometry, and finite and infinite sequences and series.

603 **Precalculus Honors**

Periods per week: 4 Full year Credits: 5 Weighting: H

Precalculus Honors extends the study of Trigonometry begun in **Math 602**, covers topics in Precalculus and begins the study of Differential Calculus. Topics include trigonometric functions and applications, parametric functions, polar equations, probability, 3-dimensional vectors, series, iteration, induction, limits of functions, continuity, and derivatives and their applications. Graphing calculators are used extensively in this course.

604 **AP Calculus BC*** (Prerequisite: Successful Completion of **603**)

Periods per week: 4 Full year Credits: 5 Weighting: H

AP Calculus BC begins with a brief review of functions, limits, continuity and a brief extension of derivatives and their applications and continues with integration. Topics include the calculus of polynomial, rational, exponential, trigonometric, polar, and parametric functions; the calculus of vectors; infinite series; and an introduction to differential equations. Students successfully completing this course will be prepared to take the Advanced Placement Calculus BC exam offered in May. Graphing calculators are used extensively in this course.

608 **AP Calculus AB*** (Prerequisite: Successful completion of **614** or **603**)

Periods per week: 4 Full year Credits: 5 Weighting: H

AP Calculus AB begins the study of calculus and covers functions, limits, continuity, derivatives and integration and their applications. Topics include the calculus of polynomial, rational, exponential and trigonometric functions; and an introduction to differential equations and slope fields. Students who successfully complete this course will be prepared to take the Advanced Placement Calculus AB exam offered in May. Graphing calculators are used extensively in this course.

*N.B. Calculus BC is an extension of Calculus AB rather than an enhancement. Both courses are intended to be equally challenging and demanding.

605 **AP Statistics** (Prerequisite: Successful completion of **602** or **614**)

Periods per week: 4 Full year Credits: 5 Weighting: H

AP Statistics is equivalent to a one semester, non-calculus based college level statistics course. The syllabus is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Major topics include: descriptive statistics, correlation and regression, causation, experimental design, statistical inference, basic concepts of probability, sampling distributions, confidence intervals, tests of significance, hypothesis testing, and analysis of variance. Students who successfully complete the course will be prepared to take the AP Statistics exam offered in May. Students will need a TI-83 or TI-84 calculator. Students completing **613** may take **605** and **614** concurrently with Department Head approval.

Curriculum I

There are three possible paths in Curriculum I: Math 611-614, Math 621-624 and Math 681-684. **Math 611-614** emphasizes a quicker pacing with a more abstract approach to mathematical concepts while **621-624** proceeds at a slightly slower pace with less abstraction. **Math 681-684 (SIMMS-Integrated Mathematics)** emphasizes traditional mathematical topics within a collaborative group model of learning. Students who would have been recommended for 611-614 OR 621-624 may opt to take 681-684 respectively. Speak with your teacher for more information. Students needing to take or strengthen skills from Algebra I prior to enrolling in an Algebra II course should enroll in **Math 620.**

Math 1

611 **Math 1 Adv**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Math 1** is for students who have completed the study of Algebra 1 in the eighth grade. It includes topics from Algebra 2 and Geometry such as linear functions, linear systems, variation and simplification of algebraic expressions, plane geometry including coordinate geometry, triangle congruence, and geometric proof.

621 **Math 1**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Math 1** is for students who have completed the study of Algebra 1 in the eighth grade or who have completed **Math 620** in grade 9. It begins the study of Algebra 2 and Geometry. Topics include points, lines and angles, geometric transformations, polygons, congruence, direct and inverse variation, linear functions, recursion and arithmetic sequences, and systems.

681 **Math 1 SIMMS**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Math 1** is for students who have completed the study of Algebra 1 in the eighth grade or who have completed Math 620. The course begins the study of Algebra 2 and Geometry. Topics include linear models, areas, volumes, exponential growth, probability, similarity, sequences, inequalities and step functions, and variation.

Math 2

612 **Math 2 Adv**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 2 continues the Algebra 2 and Geometry begun in **Math 1 (611)**. Topics include triangle congruence, perpendicularity and parallelism of lines, quadrilateral properties, area, similarity, families of functions and relations (quadratic, exponential, rational and irrational functions) and conics (including transformations), complex numbers.

622 **Math 2**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 2 continues the study of Algebra 2 and Geometry begun in **Math 1 (621)**. Topics include parabolas, quadratics and complex numbers, composition, powers, roots, recursion and exponential functions, polynomial functions, triangle congruence, perimeter and area, three-dimensional figures, surface area and volume, coordinate geometry, and right triangle trigonometry.

682 **Math 2 SIMMS**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 2 continues the study of Algebra 2 and Geometry begun in **Math 1 (681)**. Topics include the Pythagorean theorem, right triangle trigonometry, measures of central tendency and variation, linear programming, probability, volume, surface area, transformational geometry, negative and fractional exponents, curve fitting, matrices, and geometric properties.

Math 3

613 **Math 3 Adv**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 3 completes the Geometry and Algebra 2 begun in **Math 2 (612)** and begins a formal study of Trigonometry. The topics include exponential growth and the logarithmic function, sequences and series, circles and spheres, perimeter and area, solids, surface area and volume, trigonometric functions (graphs and properties) and their inverses, right and oblique triangles, permutations, combinations and probability, and graphs of rational functions.

623 **Math 3**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 3 completes the Algebra 2 and Geometry begun in **Math 2 (622)** and begins the study of trigonometry**.** Topics include similarity, circles, right and oblique triangle trigonometry, series, organizing and analyzing data, curve fitting to data, power, exponential and logarithmic functions, and trigonometric functions and their graphs.

683 **Math 3 SIMMS**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 3 completes the study of Algebra 2 and Geometry begun in **Math 2 (682)** and begins the study of trigonometric functions. Topics include circular and logarithmic functions, polynomials and rational functions, limits, conic sections, vectors and parametric equations, logic and reasoning, function transformations, and combinatorics.

Math 4 - Precalculus

(also see Senior Mathematics Options)

614 **Math 4 - Precalculus Adv**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 4 continues the study of Trigonometry begun in **Math 3 (613)** and covers topics from Precalculus including polynomial functions, analytic geometry, polar coordinates and complex numbers, vectors, sequences and series with iteration and limits, matrices, combinatorics, and probability.

624 **Math 4 - Precalculus**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 4 continues the study of trigonometry begun in **Math 3 (623)** and includes Precalculus topics. Topics include sequences, probability, exponential, logarithmic, polynomial, and rational functions, trigonometric functions and their graphs, trigonometric identities and equations, conics, systems of equations and inequalities, and matrices. Students completing Math 623 with a strong showing may elect this course.

684 **Math 4 - Precalculus - SIMMS**

Periods per week: 4 Full year Credits: 5 Weighting: I

Math 4 continues the study of mathematics from **Math 3 (683).** This a Precalculus course covering such topics as polar coordinates, natural logarithms, polynomial and rational functions, finite geometry, hypothesis testing, operations on functions, parametric equations, periodic functions, finite differences and sequences, induction, probability, complex numbers, iteration, and derivatives.

Senior Mathematics Options

Math 615 and 618 are open to seniors only. The ability to run these courses will be determined by the number of students registered and the needs of the school as a whole. Students MUST select alternate courses when registering for **615/618**.

615 **Precalculus** (Prerequisite: Successful completion of 613 or a B- or better in 623)

Periods per week: 4 First half Credits: 2½ Weighting: I

Topics include polynomial and rational functions, analytic geometry, conic sections, sequences and series with iteration and limits, matrices, combinatorics and probability.

618 **Statistics** (Prerequisite: Successful completion of 613 or a B- or better in 623)

Periods per week: 4 Second half Credits: 2½ Weighting: I

Statistics is a semester course designed to present the basics of statistical analysis. Topics include: collecting statistical data, descriptive statistics, basic concepts of probability and normal distributions. A graphing calculator (TI-83 or TI-84) is required for this course.

Curriculum II

Math 620 is a standard Algebra I course for students who have not successfully completed an Algebra I course prior to entering Newton South High School. **Math 630-634** is a four-course sequence emphasizing a more concrete approach to mathematics. The curriculum is spiraling in nature – topics are revisited from year to year at an increasing level of difficulty, abstraction and depth.

620 **Algebra 1**

Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **Algebra 1** is a first year course in Algebra. Topics include addition, subtraction, multiplication, and division as these relate to signed numbers algebraic expressions, equations, sets, probabilities and geometric objects. Topics also include linear equations, slope and linear function, exponents, exponential growth, polynomials, and systems. Also included are concepts of geometry, statistics, and probability that relate to the algebra concepts. A student completing **Math 620** with a B or higher is eligible to take **Math 621** (a Curriculum I course) as a sophomore. Otherwise the student should enroll in **Math 631**.

630 **Foundations of Mathematics**

Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **Foundations of Mathematics** covers the basics of algebra, geometry, number theory and statistics necessary for further study of high school mathematics. Topics include representations of data, the real number system, variables and equations, equation and inequality solving, percents, proportions, functions and their graphs, 2- and 3-dimensional geometry, and probability.

631 **Math 1**

Periods per week: 4 Full year Credits: 5 Weighting: II

Math 1 continues the study of algebra, geometry and statistics begun in **Foundations of Mathematics (630)**. Topics include statistics, properties of algebra and real numbers, equation solving, probability, logic and geometry, right triangle trigonometry, similarity, Pythagorean theorem, systems of equations and inequalities, and polynomials.

632 **Math 2**

Periods per week: 4 Full year Credits: 5 Weighting: II

Math 2 continues the study of algebra, geometry and statistics begun in **Math 1 (631)**. Topics include polynomials, quadratic functions, similar triangles, quadrilaterals, polygons, systems of equations, right triangle trigonometry, circles, probability and statistics.

633 **Math 3**

Periods per week: 4 Full year Credits: 5 Weighting: II

Math 3 continues the study of mathematics begun in **Math 2 (632)** with an emphasis on mathematical modeling. Students study linear, exponential, logarithmic, and trigonometric functions (with all the prerequisite skills required) within the context of real-world problems. Additional topics include area and volume of 3-dimensional figures.

634 **Math 4** (Grade 12)

Periods per week: 4 Full-year Credits: 5 Weighting: II

Math 4 is a full-year course continuing the study of mathematics begun in **Math 3 (633).** The course covers topics from precalculus including exponential functions and models, logarithms and logarithmic functions, right triangle trigonometry, oblique triangle trigonometry, and trigonometric/circular functions.

Other Offerings

Concepts and Skills

661 Periods per week: 2 First half (Grade 10) Credits: 1 1/4 Weighting: P-F
662 Periods per week: 2 Second half (Grade 10) Credits: 1 1/4 Weighting: P-F

This course is open by recommendation to students who have yet to complete the state MCAS requirements in mathematics. The course emphasizes test-taking strategies and the content necessary to pass the Mathematics portion of the MCAS exam. **Concepts and Skills** may not be applied towards mathematics graduation requirements.

670 **Mathematics Assistant**
Periods per week: + Full year Credits: + Weighting: P-F

Mathematics Assistant provides an opportunity for a limited number of qualified students to assist in certain mathematics classrooms and the Mathematics Center. Tutoring methods are discussed and practiced.

Independent Study in Mathematics

697 Periods per week: + First half Credits: 2 1/2 Weighting: P-F
698 Periods per week: + Second half Credits: 2 1/2 Weighting: P-F

Seniors who have successfully completed all of pre-calculus mathematics may apply through the Mathematics Department for Independent Study.

+ = To be arranged by the department

908 **Instructional Technology Assistant**
New! See page 59 for description.

COMPUTER PROGRAMMING

Computer programming courses are elective courses offered through the Mathematics Department. These courses will only run if enrollment and staffing allocations are sufficient. These courses do not satisfy the mathematics requirements for graduation.

650 **Computer Programming (Honors)**
Periods per week: 2 Full year Credits: 2 1/2 Weighting: H

✯ **Computer Programming** (650) teaches students how to design and program computer software. This course is available only to students enrolling in mathematics 602, 603, 604, or 608 <u>or</u> students who have completed 651. Students should expect to spend an additional period per week in the computer lab for project work. This course is a prerequisite for AP Computers 656.

651 **Computer Programming**
Periods per week: 2 Full year Credits: 2 1/2 Weighting: I

✯ **Computer Programming** (651) teaches students how to design and program computer software. This course is available only to students who have completed 612 or 682 or have completed 622 with a grade of B- or better. Students should expect to spend an additional period per week in the computer lab for project work.

656 **AP Computer Science A w/Advanced Topics (Honors)**
Periods per week: 4 Full year Credits: 5 Weighting: H

✯ **AP Computer Science A w/Advanced Topics,** open by recommendation, is an advanced course that prepares the student for the AP Computer Science exam and contains advanced topics beyond the exam. Topics include: a rigorous introduction to modern Object-Oriented programming using the Java Programming language, data structures, programming methodology, issues in the historic development of computing (both software and hardware), ethical issues of technology, development of a virtual machine, programming support for the virtual machine, and emerging issues in computing technology. Student should expect to spend an additional 2 hours per week working on projects.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

MUSIC

The Music Department offers a wide variety of courses. No specific sequence is required, but students planning serious study should attempt to include at least one core performance class each year: Chorus, Band or Orchestra. Entry into Honors sections requires the signature of the Instructor. Honors sections will include completing two projects per semester as specified by the Instructor.

Theory

The following courses extend students' understanding and appreciation of the principles of music.

701 **Theory of Music 1**
✯ Periods per week: 2 Full year Credits: 2½ Weighting: H
❾ **Theory of Music 1** is designed for students with a strong musical background who would like to better understand how music is constructed. The course reviews the fundamentals of music (clefs, meter, and notation) and proceeds through the study of intervals, all scales, chords and terminology. Students will not only analyze the music of the great composers, but also begin to write and arrange their own music. Practice in and analysis of commonly used progressions provide the foundation for composition.

702 **AP Music Theory**
Periods per week: 2 Full year Credits: 2½ Weighting: H
✯ **AP Music Theory** is designed for advanced musicians. The course prepares students for the College Board Advanced Placement examination. Pre-requisite: Successful completion of Theory of Music 1 or permission of the Department Head.

Music Technology

Music Technology and Composition 1
709 Periods per week: 2 First or Second half Credits: 1¼ Weighting: P-F
711 Periods per week: 2 Full year Credits: 2½ Weighting: P-F
❾ **Music Technology and Composition 1** is an introduction to music through songwriting and the correct use of sound
✯ recording equipment. Student will learn to create their own MP3s while discovering the core concepts of music: Rhythm, Harmony, Melody, Improvisation, Form and Composition. The course includes use of computer sequencing software, computer-generated sounds, and multi-track recording equipment.

712 **Advanced Music Technology and Composition**
Periods per week: 2 Full year Credits: 2½ Weighting: I
✯ **Advanced Music Technology and Composition** deals specifically with advanced composition and recording techniques. Emphasis is placed on the creation of original compositions, the analysis of song writing, world music and recording, and the correct use of sound gear such as amplifiers, microphones, mixers and recorders. Students will create their own MP3s and record Music department concerts at NSHS. Prerequisite: **Music Technology and Composition 1** and permission of the instructor. Enrollment is limited. This cause may be repeated with permission of instructor.

Students are encouraged to consider the offering **Physics & Music**, course #839/840 on page 56.

General Music

716 **American Popular Music**
✯ Periods per week: 2 First half Credits: 1¼ Weighting: P-F
❾ If you are an avid music fan, who would like to know how popular music got to where it is today then **American Popular Music** is the course for you. **American Popular Music** will look at the evolution of pop music from early American folk music through the origins of Jazz, and Rock-n-Roll of the 1950s and 60s; we will take a look at music in our society as it pertains to current events. Coursework will include listening to and analyzing music, researching various topics, discussing opinions and working with others.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

Instrumental Music

Symphonic Band and String Orchestra are the core performance groups for all instrumentalists.

Symphonic Band

722 Periods per week: 4 (Grades 9 - 12) Full year Credits: 5 Weighting: I
723 Periods per week: 4 (Grades 10 - 12) Full year Credits: 5 Weighting: H

❾ **Symphonic Band** is the large performing group for winds, brass, and percussion. A wide range of music literature is performed from the Renaissance to twentieth century music in community, exchange, and tour concerts. All instrumentalists are encouraged to elect Symphonic Band, as it is the core music group for all instrumentalists. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours.

String Orchestra

724 Periods per week: 4 (Grades 9 - 12) Full year Credits: 5 Weighting: I
725 Periods per week: 4 (Grades 9 - 12) Full year Credits: 5 Weighting: H

❾ **String Orchestra** features the preparation of traditional, classical, and contemporary music for concerts, school and
✯ combines with selected members of the Symphonic Band two times per week to form the Newton South High School Orchestra. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours.

726 **Chamber Ensemble** (Grades 10 - 12)
Periods per week: 2 Full year Credits: 2½ Weighting: P-F

✯ For instrumentalists enrolled in Symphonic Band or Orchestra, Chamber Ensemble studies the history, interpretation and performance of chamber music. Students will form ensembles and audition in February. Students will rehearse chamber music of various style periods and perform at concerts throughout the year. Open by audition only and enrollment in Symphonic Band or Orchestra is mandatory.

Sonata Duo (Grades 10 – 12)

727 Periods per week: 2 First half Credits: 1¼ Weighting: P-F
728 Periods per week: 2 Second half Credits: 1¼ Weighting: P-F
729 Periods per week: 2 Full year Credits: 2½ Weighting: P-F

✯ For pianists! Join students in the chamber ensemble class and perform duos such as sonatas, or concertos. Depending on
New! enrollment there may be opportunities for trios and more. Music options will range from the Renaissance to the present. The small ensembles may perform in school or at various concert and community opportunities. We will have a beautiful baby grand piano to rehearse with and other various upright pianos for practice. Join us!

730 **Select Wind Ensemble**
Periods per week: 2 Full year Credits: 2½ Weighting: H

✯ **Select Wind Ensemble** is for Symphonic Band members who want musical and technical challenge along with a chance
New! to study additional repetoire at grade levels 5 and 6. This group is for winds, brass, and percussion players who are currently enrolled in Symphonic Band. The course will meet Wednesday mornings before school and during J Blocks to be determined at the first morning rehearsal. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours. Enrollment is by audition/permission of the instructor.

Jazz Improvisation courses are for those students who have developed an advanced technique on their instrument and are prepared for solo performance.

731 **Jazz Improvisation 1**
Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Jazz Improvisation 1** students perform and compose jazz standards and contemporary music styles in the small group
✯ ensemble with an emphasis on solo improvisation. Students are immersed in a comprehensive study of the rhythmic language of jazz. Harmonically, students begin with a study of the blues form as it relates to jazz, and continue work on chord/scale theory to include an understanding of ii-V progressions. All instrumentalists (including strings and non-traditional jazz instruments) are welcome. Prerequisite: students should study privately and must be able to execute all 12 major scales from memory.

732 **Jazz Improvisation 2**

Periods per week: 2 Full year Credits: 2½ Weighting: I

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

733 **Jazz Combo**

Periods per week: 2 Full year Credits: 2½ Weighting: I

✯ **Jazz Combo** is for select students who are seeking advanced study of Jazz improvisation. Jazz Improvisation II is a pre-requisite. Enrollment is limited and by audition only. Auditions will take place in March.

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

736 **Lab Jazz Ensemble** (Grades 9 - 12)

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Lab Jazz Ensemble** is the main jazz group open to all instrumentalists (cello, bassoon, oboe, f horn, etc) who wish to perform music of the big band tradition. Lab Jazz Ensemble serves to introduce these students to the jazz big band vocabulary. Students perform traditional and contemporary big band music at concerts and in the community.

737 **Jazz Ensemble**

Periods per week: 4 Full year Credits: 5 Weighting: H

✯ **Jazz Ensemble** is a select group that features the performance of traditional and contemporary big band music. Jazz Ensemble uses a specific instrumentation of 5 trumpets, 4 trombones, 5 saxophones (2 alto, 2 tenor, and bari), piano, guitar, bass, and drums. Membership is by audition and the permission of the instructor. Auditions take place in March. The group rehearses twice per week during school and for an additional two hours each Monday night. Prerequisite: Lab Jazz Ensemble or permission of the instructor. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours.

Vocal Music

741 **Singing for Beginners** (Grades 9 – 12)

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ Do you love to sing? Do your friends and family make strange faces and/or noises when you sing? Then this is the course for you! "Singing for Beginners" is designed to explore the joy of singing without the added pressure of solo or public performance. Students sing in groups, learn basic musicianship and singing techniques, listen to famous (and not so famous) singers, and study music from a wide variety of genres to discover their own voice. This course serves as an introduction to both the solo voice classes as well as the choruses

743 **Vocal Ensemble**

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ Vocal Ensemble is a performing group for all 9th grade students. Singers will learn group vocal technique, musicianship and sight-reading while singing a wide variety of music including classical, jazz, and pop for school and community concerts. Upperclassmen may select this course with permission from the instructor.

744 **Harambee Gospel Choir**

✯ Periods per week: 2 Full year Credits: 2½ Weighting: I

❾ **Harambee** (pronounced Huh-rahm-bay) **Gospel Choir** is a group of music enthusiasts dedicated to building a community of singers to appreciate and perform primarily Gospel music (contemporary, traditional and spirituals). Students will learn group vocal technique, musicianship and listening skills. Sight-reading is not a requirement. An exposure to and appreciation for the jazz and blues genres will also be incorporated.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

Newton South Chorale (Grades 10 - 12 or by audition)

745	Periods per week: 4	Full year	Credits: 5	Weighting: I
746	Periods per week: 4	Full year	Credits: 5	Weighting H

✯ **The Newton South Chorale** is an advanced mixed choir for upperclassmen. Students will learn advanced group vocal technique, musicianship and sight-reading while preparing music from medieval through contemporary arrangements for concerts. Ninth graders may audition with the director. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours.**Madrigals** (Grades 11 - 12 or by audition with the director)

747	Periods per week: 4	Full year	Credits: 5	Weighting: I
748	Periods per week: 4	Full year	Credits: 5	Weighting: H

✯ **Madrigals** is the most advanced vocal group. Three to eight part music from the classical, jazz, traditional, folk and pop tradition will be performed in concerts within the school and community. Sight-reading of music, advanced vocal technique and strong musicianship is a prerequisite. By audition only. Students electing this Honors course are expected to attend all rehearsals and concerts during and outside regular school hours.

749 **Solo Voice Training** (grades 10 - 12)

Periods per week: 2	Full year	Credits: 2½	Weighting: I

✯ **Solo Voice Training is** an introduction to the many facets of solo singing: vocal technique, stage deportment, diction, sight-reading and musicianship. Students study and perform music in a wide variety of styles including classical, jazz, musical theater and pop. Two required recitals will be given each year.

750 **Advanced Solo Voice Training**

Periods per week: 2	Full year	Credits: 2½	Weighting: I

✯ **Advanced Solo Voice Training is** a continuation of Solo Voice Training with particular emphasis on jazz, sight reading and singing in foreign languages. Two recitals are given each year. Prerequisite: **Solo Voice Training or** permission of instructor.

*Seniors should consider taking the new CONNECT course Songwriting, course # 253/ 254/ 255, see description on page 22.

Independent Study in Music

Independent Study in Music

757	Periods per week: +	First half	Credits: 1¼	Weighting: P-F
758	Periods per week: +	Second half	Credits: 1¼	Weighting: P-F

✯ **Permission to enroll in Independent Study in Music must be obtained from the department head**. Students should submit a project and a program for its development.

+ = To be arranged by department.

❾ = course is open to ninth graders.
✯ = counts toward Fine, Performing, and Technical Arts credit.

WELLNESS

All Newton South students are required to complete **seven** credits in Wellness in order to graduate. Ninth and tenth grade students are enrolled in core Wellness classes. Eleventh and twelfth grade are required to complete three capstone courses. Students are encouraged to take one course from each Wellness strand but **must** take from at least two strands. The capstone courses can be taken in any order, but cannot be taken simultaneously. Most capstone courses are for juniors and seniors only.

Ninth Grade

771 **Ninth-Grade Wellness**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

Ninth graders are presented with the components of the "Wellness Model Curriculum". This mind/body approach to health and fitness includes the following courses: Introduction to Wellness Education, Fundamentals of Physical Fitness, Project Adventure and various Active Lifestyle & Lifetime Activities.

772 **Ninth-Grade Wellness**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

Each year Critical Health Issues are introduced. The 9th grade Critical Health Issues I is Drug & Alcohol Abuse Resistance Education. Critical Health Issue II is Sexuality & Health. This course is designed to help ninth-grade students explore issues that are important to everyone.

Tenth Grade

773 **Sophomore Wellness**

Periods per week: 2 First half Credits: 1 Weighting: P-F

Sophomores expand on applying the Components of Wellness to their daily activities. In this semester students will experience the following courses: Group Dynamics/Ultimate Frisbee, CPR/AED certification, Functional Training, and Lifetime Activity/Badminton.

774 **Sophomore Wellness**

Periods per week: 2 Second half Credits: 1 Weighting: P-F

The 10th grade Critical Health Issues is Introduction to Nutrition & Health. In this unit students will learn effective strategies to improve nutritional choices, explore the digestive system, and complete a diet analysis. Other units in this semester include, Dance, Physical Fitness and Lifetime Activity/Team Handball.

WELLNESS CAPSTONE COURSES

(Grades11-12)

Strand I: Fitness for Wellness

781 **Resistance Training for Wellness**

Periods per week: 2 Second half Credits: 1 Weighting: P-F

Resistance Training for Wellness is an opportunity to develop and implement a resistance program that is safe, productive, and practical. Conditioning involves the progressive use of a wide range of resistance loads and variety of training modalities (e.g., bodyweight, medicine balls, elastic cords, free weights, and machines). Simple to complex training at your own pace.

782 **Cardiovascular Fitness for Wellness**

Periods per week: 2 First half Credits: 1 Weighting: P-F

Cardiovascular Fitness for Wellness is a cardio training course that offers students an opportunity to develop and improve their cardiovascular fitness through the use of heart rate monitors, treadmills, stationary bicycles, elliptical and rowing machines and other exercise. During this course students will learn how to apply “heart zone training” to develop an individualized program for health and well-being. This course will also offer CPR/AED recertification through the American Heart Association.

783 **Group Exercise**

Periods per week: 2 First half Credits: 1 Weighting: P-F

The Group Exercise course will explore the different types of exercise that is done in a group setting such as step aerobics, kickboxing, muscle conditioning, indoor cycling, hi-low, Yoga and Pilates.

Strand II: Lifetime Activities

785 **Recreational Activities**

Periods per week: 2 First half Credits: 1 Weighting: P-F

Recreational Activities is a course that explores ways in which to stay fit through socially engaging activities. Students will participate in lifetime activities such as racket sports, golf, and other cooperative games to develop competence and enjoyment for daily physical activity.

786 **Global Games**

Periods per week: 2 Second half Credits: 1 Weighting: P-F

Global Games is a course that provides students the opportunity to incorporate leadership qualities into their lifestyle by engaging in games that are played around the world! Focus units will travel the globe, discovering diverse cultural and societal values through games like team handball, cricket, rugby, badminton, pelota, and more!

787 **a.m. Wellness**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

a.m. Wellness is a course that follows the Recreational Activities curriculum first half or Global Games curriculum second half. These classes meet from 6:40 – 7:30am. This class counts for credit requirements for strand II: Lifetime Activities.

788 **Project Adventure**

Periods per week: 2 Second half Credits: 1 Weighting: P-F

Using the Project Adventure curriculum students will be able to understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in Adventure activities. Curriculum includes both high and low ropes elements, belay techniques, and knot tying techniques.

Strand III: Mind/Body/Spirit

791 **Dance from Video, Broadway, and Beyond** -Beginner, no experience necessary First half

792 **Dance from Video, Broadway, and Beyond** -Intermediate/Advanced Second half

✯ Periods per week: 2 Credits: 1 Weighting: P-F

❾ Dance from Video, Broadway, and Beyond will explore many styles of dance from freestyle to Broadway shows and everything in between. Come learn, create, and have fun! This course is open to student in all grades but may be taken for Wellness credit for Grades 11 and 12. (792 Prerequisite: Minimum 3 years of dance training or department approval.) required)

793 **Yoga/Pilates**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

Yoga/Pilates is a course that teaches the mentally relaxing but physically challenging art of Yoga and Pilates. A wide variety of techniques will be taught. Students will discover new strength and flexibility, increased concentration and focus, and integrate meditation for positive personal change. For the athlete, artist, and wellness conscious individual.

794 **The Centered Self**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

The Centered Self is a course that cultivates self-awareness and personal growth through advanced stress management techniques. Students will be introduced to tools such as various breathing methods, progressive relaxation, meditation, creative visualization and more. Full participation with an open, non-judgmental mind is required for this course.

❾ = course is open to ninth graders.

✯ = counts toward Fine, Performing, and Technical Arts credit.

509 **Sports Nutrition**

✯ Periods per week: 2 First or Second half Credits: 1¼ Weighting: I

❾ **Sports Nutrition** explores nutrition and its link to physical fitness, sports performance, and health promotion. Emphasis is on examining how much foods and fluids active people require, what types of food to eat and when. Students learn through class discussion, projects and interpretation of current nutrition information. Laboratory experience focuses on the preparation of nutritious meals and snacks that are specific to meeting the nutritional needs of active people. This course is offered jointly through the Family & Consumer Science and Wellness departments. It is open to student in all grades but may be taken for Wellness credit for Grades 11 and 12.

795 **Leadership Teaching Assistant**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

Leadership Teaching Assistant is a program in which students assist members of the Wellness department with the ninth and tenth grade core curriculum courses. Departmental approval is required.

796 **Inclusion Program Wellness Assistant**

Periods per week: 2 First or Second half Credits: 1 Weighting: P-F

Inclusion Program Wellness Assistant is a Wellness department program in which students assist members of the Inclusion Program who have special needs in Wellness. Approval from Inclusion Program Facilitator (Room 4115) is required.

Alternative Wellness

798 Periods per week: + First half Credits: 1 Weighting: P-F

799 Periods per week: + Second half Credits: 1 Weighting: P-F

Alternative Wellness is a course that allows juniors and seniors to take a department approved, instructional Wellness course outside of the regular school day. This course counts as a Strand III Capstone Wellness course and will be a minimum of 20 hours per term (40 hours per semester). Students may only take this class one time. **Alternative Wellness** will include a pre and post fitness assessment to qualify for the class and a final project will be due at the end of the semester in order to receive credit. **No student who has earned an F or an N in any term of Wellness, regardless of the circumstances, is eligible for Alternative Wellness.**

+ = To be arranged by the department.

SCIENCE

The science department offers students an opportunity to explore the physical and biological world at a level and intensity appropriate to his or her interest and ability. We recognize that it is as important for students to experience how science develops explanations, as it is to master the content of a given course. Therefore, laboratory investigations are an important part of most courses. Survey courses in physical science, biology, chemistry, and physics are offered as well as electives that explore more specific topics.

Ninth-Grade Physics

810 **Physics and Technology**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ This course is for ninth grade students. Students planning to elect this course should be proficient in mathematics (Math I curriculum or higher) and have better than average reading ability. The course is co-taught by a science teacher and a technology teacher requiring students to alternate between the science and technology classes. Science topics include measurement, motion and forces, heat, atomic structure, electricity and magnetism, and waves. This course prepares students for the Introductory Physics MCAS exam. The technology topics stress the engineering process as well as woodworking and CAD design. Students will synthesize the material the material they have learned in science class with the hands-on projects completed in the technology portion of the class.

811 **Introductory Physics I**

Periods per week: 4 Full year Credits: 5 Weighting: I

❾ **Introductory Physics I** is a course for ninth graders. Students planning to elect this course should be proficient in mathematics (Math I curriculum or higher) and have better than average reading ability. The course stresses experimental design, laboratory investigation, data collection and analysis through traditional or computer-based methods, critical thinking skills, and problem solving. Topics include measurement, motion and forces, heat, atomic structure, electricity and magnetism, and waves. This course prepares students for the Introductory Physics MCAS exam.

812 **Introductory Physics II**

Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **Introductory Physics** is a course for ninth graders. This course is for students whose reading and math abilities may require additional support. The course emphasis is more conceptual than mathematical. The course stresses experimental design, laboratory investigation, data collection and analysis through traditional or computer-based methods, critical thinking skills, and problem solving. Topics include measurement, motion and forces, heat, atomic structure, atomic structure, electricity and magnetism, and waves. The emphasis of this course is more qualitative than quantitative, while still preparing students for the introductory physics MCAS exam.

813 **Concepts in Physics**

Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **Concepts in Physics** (813) and **Concepts in Biology** (823) form a two-year sequence. Students in the 813/823 sequence follow a parallel curriculum to **Introductory Physics II** (812) and **Introductory Biology** (822). **Concepts in Physics** stresses arithmetic skills and topics in physics that help students understand everyday events, solve practical problems, and learn organizational skills. Additional teaching support is made available.

Technology and Engineering

Technology and Engineering (Grade 10)

818 Periods per week: 4 Full year Credits: 5 Weighting: I

819 Periods per week: 4 Full year Credits: 5 Weighting: II

Technology and Engineering is an integrated course that has both curriculum I and II options. The course of study allows students to continue applying the principles that they studied in the ninth grade Physics courses. This course provides an inquiry-based, hands-on approach to learning. Students will be exposed to a variety of cornerstone activities. Individual and group projects form a significant portion of this course.

❾ = course is open to ninth graders

Biology

803 **AP Biology**

Periods per week: 4½ Full year Credits: 5 Weighting: H

AP Biology is open to juniors or seniors who have successfully completed a full year course in chemistry. It is a survey course equivalent to an introductory college course. It covers the topics and laboratory activities outlined by The College Board in preparation for the Advanced Placement examination in biology. Students are expected to be highly motivated and willing to spend considerable time and effort in mastering the material. Students are expected to take the AP exam in May

804 **Honors Biology** (Grade 11)

Periods per week: 4 Full year Credits: 5 Weighting: H

Honors Biology follows a full year of chemistry and is open to students by teacher recommendation. This course is an intense survey of modern biology with an emphasis on functional processes in living organisms in the context of evolution. Weekly laboratory activity expands upon and reinforces course concepts. Conservation biology and ecology are the foci early in the course. Biochemistry, cell and molecular biology, genetics, evolution, human physiology, and introduction to the different biological domains are major second semester topics.

808 **Neurobiology**

Periods per week: 4 Full year Credits: 5 Weighting: H

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

820 **Biology** (Grade 10)
821 **Biology** (Grade 11)

Periods per week: 4 Full year Credits: 5 Weighting: I

Biology is a general survey, college preparatory course in life sciences. Biology is a laboratory science that includes weekly laboratory activities emphasizing process skills, experimental design, data analysis, and critical thinking. The minimum course requirements include strong reading skills, good study habits, the ability to work independently, and concurrent enrollment in Curriculum I mathematics.

822 **Introductory Biology**

Periods per week: 4 Full year Credits: 5 Weighting: II

Introductory Biology is a general survey course in the life sciences. Introductory biology is a laboratory science that includes weekly laboratory activities. Introductory biology will cover the same general topics in the life sciences as Biology 821, with less dependence on mathematical concepts and reading skills. Support will be provided in identifying important ideas, and in developing science process and critical thinking skills.

823 **Concepts in Biology (Not offered in 2009-10)**

Periods per week: 4 Full year Credits: 5 Weighting: II

Concepts in Physical Science (813) and **Concepts in Biology** (823) form a two-year sequence. Students in the 813/823 sequence follow a parallel curriculum to **Introductory Physics II** (812) and **Introductory Biology** (822) **Concepts in Biology** stresses qualitative skills and topics in biology that help students understand everyday applications and learn organizational skills. Additional teaching support is made available.

Chemistry

802 **Honors Chemistry**

Periods per week: 4½ Full year Credits: 5 Weighting: H

Honors Chemistry is a rapidly paced and in-depth survey of the principles of chemistry. Admission to the course depends on performance in science, the recommendation of the science teacher, and the successful completion of a two-part diagnostic test. Course topics include atomic structure, stoichiometry, chemical reactions, kinetic theory, states of matter, thermochemistry, periodicity, bonding, kinetics, equilibrium, and nuclear chemistry. Emphasis is placed upon the quantitative aspects of chemical principles. Students are expected to have a strong mathematics background, excellent reading skills, exceptional study habits, and the ability to work independently and in small groups. Laboratory work is an integral part of the course and comprehensive lab reports are required.

806 **AP Chemistry**

Periods per week: 4½ Full year Credits: 5 Weighting: H

AP Chemistry covers the topics recommended for the AP Chemistry course developed by the College Board. Students entering this course are expected to have a strong mathematical background and to have mastered the fundamentals of stoichiometry. Emphasis will be placed on descriptive chemistry and chemical reactivity as well as the mathematical formulation of principles. The course includes 22 challenging laboratory activities recommended by the College Board. Students are expected to demonstrate a deep understanding of the principles applied. Emphasis will be placed on lab technique, quality of results, and error analysis. AP Chemistry is open with science department approval to students who have completed 830, 831 or 802. Students electing this course are expected to take the Advanced Placement exam in Chemistry.

830 **Chemistry** (Grade 10)
831 **Chemistry** (Grade 11)

Periods per week: 4 Full year Credits: 5 Weighting: I

Chemistry presents a survey of the principles of chemistry with emphasis on both conceptual understanding and a development of quantitative skills. Topics may include atomic structure, stoichiometry, chemical reactions, kinetic theory, states of matter, thermochemistry, periodicity, bonding, and equilibrium. Laboratory work is an integral part of the course and formal lab reports are required. Students are expected to have strong reading skills, good study habits, the ability to work independently and in small groups, and concurrent enrollment in Curriculum I Mathematics.

832 **Introductory Chemistry**

Periods per week: 4 Full year Credits: 5 Weighting: II

Introductory Chemistry focuses on selected chemistry topics such as atomic structure, stoichiometry, chemical reactions, and states of matter. The necessary mathematical skills are reinforced throughout the course, but students are expected to have command of basic arithmetic operations. Emphasis is placed on the development of study habits, laboratory skills, problem solving, and the ability to work independently and in small groups. The course can serve as background for future study in allied health fields and technical science work.

833 **Concepts in Chemistry** (Note: This course runs alternating years. It is expected to run in 2009-10)

Periods per week: 4 Full year Credits: 5 Weighting: II

Concepts in Chemistry stresses arithmetic skills and topics in chemistry that help students understand everyday events, solve practical problems, and learn organizational skills. Additional teaching support is made available.

Physics

807 **AP Physics C Mechanics**

Periods per week: 4½ Full year Credits: 5 Weighting: H

AP Physics C Mechanics is open to students who are taking **AP Calculus BC** (604) or **Math 4 AP Calculus AB** (608). This course is equivalent to a first semester college course in classical mechanics for students in a physical science or engineering curriculum. Calculus is used throughout the year and students should expect to apply topics covered in AP Calculus directly in AP Physics. A major focus is on developing systematic approaches to solving complex problems. The laboratory component of this course is emphasized. Students use computer based probes to collect data. Both spreadsheet programs and statistical techniques are used to analyze data. After successfully completing this course, students are prepared to take the Advanced Placement Physics C: Mechanics exam.

Physics & Music (Grades 11 - 12)

839 Periods per week: 4 Full year Credits: 5 Weighting: I
840 Periods per week: 4 Full year Credits: 5 Weighting: II

Physics & Music is a linked course with at least one period per week devoted to working in the electronic music lab. The course includes the study of traditional physics topics with an extra emphasis on the study of simple harmonic motion and waves. Students develop an understanding of the physics behind sound while completing original music projects.

841 **Physics I**

Periods per week: 4 Full year Credits: 5 Weighting: I

Physics focuses on concepts through a laboratory and problem solving approach. Students develop an understanding of how things work and the importance of being a scientifically literate member of our society. Emphasis is placed on reinforcing laboratory skills and developing a mathematical understanding of fundamental concepts in physics. Students taking this course should possess better than average skills in algebra and geometry. Students should also be enrolled in one of the following math courses: 603, 614, 624, or 684. Topics include: laws of motion, forces, gravity, electricity, and energy-related issues. This course may be taken on a pass/fail basis with permission of the instructor and department head.

842 **Physics II**

Periods per week: 4 Full year Credits: 5 Weighting: II

Introductory Physics focuses on concepts through a laboratory and problem solving approach. Students develop an understanding of how things work and the importance of being a scientifically literate member of our society. Emphasis is placed on reinforcing laboratory skills and developing a qualitative understanding of fundamental concepts in physics. Both Physics 841 and 842 cover the same topics and students participate in similar laboratory activities, but the level of mathematical interpretation is less in the Physics 842. Topics include: laws of motion, forces, gravity, electricity, and energy-related issues. This course may be taken on a pass/fail basis with permission of the instructor and department head.

For an introduction to **Engineering**, the science department strongly encourages you to consider course number 564 offered on page 39 by the Technical Education Department.

Other Science Offerings for Grades 11 and 12

Astronomy and Earth Science (Grade 12)

851 Periods per week: 4 Full year Credits: 5 Weighting: I

852 Periods per week: 4 Full year Credits: 5 Weighting: II

Astronomy and Earth Science is an elective course introducing basic concepts of astronomy and earth science. Topics covered in astronomy range from the solar system to cosmology. Earth science topics include geology, meteorology, and oceanography. The course is available to seniors who have completed physical science, biology, and chemistry.

861 **Marine Biology** (Grade 12)

Periods per week: 4 Full year Credits: 5 Weighting: I

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

Biotechnology (Grades 11 - 12)

871 Periods per week: 4 Full year Credits: 5 Weighting: I

Biotechnology is an elective laboratory course open to juniors and seniors who have successfully completed a yearlong course in biology and chemistry. The course will cover current science related issues dealing with molecular and cellular biology (cloning and stem cell research), microbiology and virology (antibiotic resistance and infectious disease), the chemistry and neuroscience of addiction, forensic science and environmental concerns. One formal lab report per term will be required to emphasize the importance of a written component in science. Laboratory activities will be modeled after what is being done in today's high-tech labs and how they relate to issues in the news.

Science and Society (Grades 11-12)

872 Periods per week: 4 Full year Credits: 5 Weighting: II

Science and Society is a laboratory course open to juniors and seniors that deals with important issues of life science in today's headlines. A considerable portion of this course involves laboratory activities and is designed to develop critical thinking skills. Emphasis will be placed on the ability to relate core science issues and to discuss their impact on society.

881 **Anatomy and Physiology** (Grade 12)

Periods per week: 4 Full year Credits: 5 Weighting: I

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

*It is highly recommended to take this course in conjunction with either **Art, Mind, and Body** (course # 024; page 8) or **3D Animation and the Human Body** (course #096, page 12). These linked courses offer a dynamic approach to understanding the mechanics of human life through creative expression. Experience in drawing or 3D imaging will enable students to enhance their two- and three-dimensional visualization and observation skills. This course is a part of Newton south's Smaller Learning Communities CONNECT initiative. Students taking either one of the art courses in addition to Anatomy will meet together periodically to collaborate on projects and to attend in-school field trips. Please see page 2 to learn more about this CONNECT program.

Other Offerings

Introductory Physics Study (Grade 9-10)

891	Periods per week: 2	First half	Credits: 2½	Weighting: P-F
892	Periods per week: 2	Second half	Credits: 2½	Weighting: P-F

❾ **Introductory Physics Study** provides ninth grade students an opportunity to practice for the science MCAS test. Students will be selected by a combination of prior MCAS score, curriculum level, teacher recommendation, and enrollment in special programs.

Science Assistant

895	Periods per week: +	First half	Credits: +	Weighting: P-F
896	Periods per week: +	Second half	Credits: +	Weighting: P-F

Science Assistant provides an opportunity for a limited number of qualified students to assist in certain science classrooms or science tutoring center. Opportunities for tutoring are located in the Science Learning and Information Center (SLIC).

Independent Study in Science

897	Periods per week: +	First half	Credits: 2½	Weighting: P-F
898	Periods per week: +	Second half	Credits: 2½	Weighting: P-F

Independent Study in Science is generally for seniors who have successfully completed biology, chemistry, and physics and have made prior arrangements with the department head. Some possibilities for independent study that might lead to an affiliation with a science-related career are horticulture (working in the greenhouse), laboratory teacher aides, and a meteorological project. There is a physics option available for the study of electromagnetism. Juniors or seniors interested in tutoring students in the domains of physical science, biology, or chemistry must inform their teacher regarding availability and register with the department head for credit.

+= To be arranged by the department.

ALL SCHOOL OPPORTUNITIES

901 **Guidance Group** (Grades 9-12) (With permission of guidance counselor)
Periods per week: 1 First or Second half Credits: 5/8 per semester Weighting: P-F
❾ **Guidance Group** is designed as a small group class where students are supported to become more aware of themselves in relation to others, to express themselves more comfortably and effectively in a safe and supportive environment, to discover and explore common ground with peers, to encourage empathy and growth around human differences, and to learn effective ways to cope with everyday issues. The group will focus on a particular theme each term/semester. Possible topics might include social issues, stress and anxiety, divorce.

902 **Advisory Leader** (Grades 11-12) (With permission from instructor)
Periods per week: Advisory block Full year Credits: 1 Weighting: P-F
Advisory Leader is a voluntary service opportunity for juniors or seniors to attend freshman advisories twice a month to provide leadership and peer mentoring for freshman students, as well as assist Advisory teachers. Advisory Leaders are responsible for initiating one program per semester with the freshman students, attending one large group meeting per term with the coordinator of the program and assist Advisory teachers as needed. Permission of the Program Coordinator and application are required. Please see Ms. Santos in Wheeler house if interested. This class is graded A-P-N.

903 **Leadership and Diversity** (Grades 10 - 12)
Periods per week: 2 + First or Second half Credits: 1 1/4 Weighting: P-F
Leadership and Diversity is for students who wish to explore issues regarding diversity in the world as well as have an opportunity to understand their own leadership strengths and weaknesses. The course explores styles of leadership, identity development theory, and a variety of contemporary issues through discussions, readings, outside speakers and video. Students participate in class discussions, attend a mandatory overnight retreat, and seek to have a greater understanding of themselves and the world in which they live. Permission of the student's counselor is required to register. Interested students should see their counselor for recommendation.

904 **One to One** (Preference will be given to seniors)
Periods per week: 2* Full year Credits: 5 Weighting: P-F
The **One to One Program** is a yearlong service-learning program in which participants serve as big brothers/sisters to needy children in Newton. Boston students will be matched with young NPS students who also live in Boston. Students participate in an orientation/training program in September and October, which is led by a social worker, who is director of the program. High school students are matched with little brothers and little sisters in November. Participation in the program is contingent on the number of youngsters needing a big brother or big sister and the suitability of students in the matching process. This course is graded A-P-F.
*1 class and 1 meeting per week with little brothers/sisters

905 **Peer Education** (Grades 10 – 12, with permission of the instructor)
Periods per week: 2 Full year Credits: 2 1/2 Weighting: P-F
Peer Education is based on the premise that young people can be effective teachers. High school students are involved in a learning process to prepare them to visit classrooms and lead activities or facilitate discussions about alcohol and other drugs in the middle schools and high school. Self-examination of values, attitudes, and choices is an integral part of the program.

906 **METCO Advisory** (Grade 9 only)
Periods per week: 1 First half Credits: 5/8 Weighting: P-F
❾ This course is required for all ninth graders in the METCO program. Lead by the NSHS METCO coordinator, it provides support, orientation, and community building to students as they adjust to the academic and social challenges of high school.

907 **Academic Coach Tutorial** - (With permission of the instructor)
Periods per week: + Full year Credits: 1 1/4 Weighting: P-F
❾ This course provides an opportunity for students to volunteer as tutors. Academic coaches tutor middle and high school students with their class work. Through guidance counselor and teacher referrals, students are matched with the academic coaches on a one-to-one basis. The coaches actively work as homework helpers and mentor students on a weekly basis in either English or Math. In addition to the tutoring sessions, tutors meet to develop strategies and techniques as a group.

908 **Instructional Technology Assistant**

New! Periods per week: + First or Second half Credits: + Weighting: P-F

Instructional Technology Assistant offers technology-knowledgeable students the opportunity to assist faculty with the use of technology. Students will help maintain the computer labs, troubleshoot technology issues, and support the school's Instructional Technology Specialist. Requires permission of the Instructional Technology Specialist located in room 4110. Credits will be based on the number of periods per week.

910 **W.I.S.E.**

Periods per week: 1 (counts as 4 periods second half) Credits: 2½ Weighting: P-F

The **W.I.S.E.** (WISE Individualized Senior Experience) program provides an opportunity for seniors to create projects or internships of their own design and receive academic credit. Although the WISE supervised projects or internships start at the beginning of the second semester, students will meet with a WISE coordinator once weekly throughout the year to discuss project proposals, internships, journal writing, mentor selection, and other WISE issues. These projects and internships give students a chance to explore a career, gain relevant work experience and expertise, while learning decision-making skills in the "real world". Students work closely with a faculty mentor, keep a journal, do readings related to their topic, and give a final presentation. With permission of the instructor. Seniors must be in good academic standing and have fulfilled necessary graduation requirements by the end of the first semester.

Inclusion Program Tutor Aide

911 Periods per week: 2 First half Credits: 1¼ Weighting: P-F

912 Periods per week: 2 Second half Credits: 1¼ Weighting: P-F

❾ **Inclusion Program Tutor Aide** program is designed for students who would like to work in the Inclusion Program classroom as an aide. This course can be taken for 2 to 4 periods per week for prorated credit. Scheduling is done on an individual basis with the Inclusion Program Teacher.

Please see page 52 for Inclusion Program Wellness Assistant

Office Assistant

915 Periods per week: 2 First half Credits: 1¼ Weighting: P-F

916 Periods per week: 2 Second half Credits: 1¼ Weighting: P-F

❾ **Office Assistant** provides the opportunity for students to assist in House Offices or the Main Office on a regular basis. Students who volunteer would assist in such ways as answering phones, distributing mail, office filing and assisting with school mailings. Permission of housemaster or other administrator is required.

Bilingual Academic Peer Education (Grades 11 - 12)

917 Periods per week: 2 First half Credits: 1¼ Weighting: P-F

918 Periods per week: 2 Second half Credits: 1¼ Weighting: P-F

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

LIBRARY SERVICE

Library Service (Grades 10 - 12)

919 Periods per week: 2 First half Credits: 1¼ Weighting: P-F

920 Periods per week: 2 Second half Credits: 1¼ Weighting: P-F

Library Service offers students the opportunity to assist with the daily operation of our state-of-the-art library. Student assistants gain experience in organizational and communication skills. They learn to work with a variety of electronic resources, including the library's automated circulation system.

❾ = course is open to ninth graders

SPECIAL EDUCATION COURSES AND SERVICES

In order for students to be entered in courses or programs in Special Education, they must have an Individual Education Plan. Entrance into or exit from these courses is a team decision. Referral, evaluation, and placement procedures are in accordance with Massachusetts General Law Chapter 766.

COURSES

Mathematics

The following Mathematics courses are taught through the Special Education Department.

640 **Prealgebra**
❾ Periods per week: 4 Full year Credits: 5 Weighting: II

641 **Elementary Algebra**
❾ Periods per week: 4 Full year Credits: 5 Weighting: II

Speech and Language

Communication Skills

945 Periods per week: 1 Full year Credits: 1¼ Weighting: P-F
946 Periods per week: 2 Full year Credits: 2½ Weighting: P-F

❾ **Communication Skills** is a course in which a speech and language pathologist provides instruction in learning skills/ strategies and social discourse to students with an identified language disability.

Learning Center

Academic Strategies - Grades 9, 10

932 ❾ Periods per week: 2 Full year Credits: 2½ Weighting: P-F
934 ❾ Periods per week: 4 Full year Credits: 5 Weighting: P-F

Academic Strategies - Grades 11, 12

942 Periods per week: 2 Full year Credits: 2½ Weighting: P-F
944 Periods per week: 4 Full year Credits: 5 Weighting: P-F

Academic Strategies is for students who are able to access regular education classes with accommodations and/or modifications. Services, which may include support in reading comprehension, essay writing, and study/organizational skills, are provided in small group settings either two (2) or four (4) times per week.

PROGRAMS

Connections

The Connections Program provides support to students with moderate to severe disabilities. Students are able to access courses and services that are provided within the school. The goal of the program is to prepare students to participate in the school and local community. The program stresses developing the following skills: academic, independent living, vocational, social, communication. A post-grad option is available for students over the age of 18; the focus is on vocational skills, community involvement and life skills.

Compass

The Compass Program provides support for students who are having social/emotional or academic adjustment problems. The program addresses a variety of needs by providing the individual student with support and advocacy. Ongoing communication with parents, guardians, and school personnel is an integral part of the program. Students have access to the range of courses and services that are available within the school.

Compass Program Structured Study

967 Periods per week: 2 Full Year Credits: 2½ Weighting: P-F
968 Periods per week: 4 Full Year Credits: 5 Weighting: P-F

This course is designed to offer students support with managing anxiety and stress related to both home and school environments. Skills that are developed include self-advocacy, coping strategies, thinking skills, organizational strategies, and remedial learning strategies. Student performance is monitored closely by maintaining effective communication with school personnel, teachers, and the student's home.

Compass Wellness

760	Periods per week: 2	First half	Credits: 1	Weighting: P-F
761	Periods per week 2	Second half	Credits: 1	Weighting: P-F

Integrated

The integrated model is designed to enhance the social and academic success of students through good teaching practices. Special education teachers and teaching assistants provide services both in the classroom, as well as during integrated studies.

Integrated Program Structured Study- Grades 9, 10

922	❾	Periods per week: 2	Full year	Credits: 2½	Weighting: P-F
924	❾	Periods per week: 4	Full year	Credits: 5	Weighting: P-F

Integrated Program Structured Study- Grades 11, 12

926	Periods per week: 2	Full year	Credits: 2½	Weighting: P-F
928	Periods per week: 4	Full year	Credits: 5	Weighting: P-F

Learning Program

The Learning Program is for students who are best supported by a language-based teaching methodology. Emphasis in all courses is on study skills and organizational strategies. Course offerings and curriculum may vary from year to year in order to meet the needs and individual learning styles of the students.

291 **Learning Program English 1**

Periods per week: 6 Full year Credits: 7½ Weighting: II

❾ This course provides an introduction to literature, literary terminology, and techniques. Writing instruction includes an introduction to prewriting strategies and practical usage skills, such as sentence and paragraph construction and punctuation. Reading selections are short stories and novels of high interest and are adjusted to individual reading skill. This course also provides MCAS support.

292 **Learning Program English 2**

Periods per week: 6 Full year Credits: 7½ Weighting: II

This course provides students with intensive practice in developing their reading and writing skills. The course concentrates on the basic competencies of English: the ability to write with clarity and precision effective sentences, paragraphs, essays, personal narratives, poetry and stories; the ability to read, understand and analyze what they read (novels, stories, plays, poetry); the ability to listen, observe and speak. This course also provides MCAS support.

293 **Learning Program English 3**

Periods per week: 4 Full year Credits: 5 Weighting: II

This course continues the work started in 292 Learning Program English 2. Students will continue to work on developing their reading and writing skills. This course continues to concentrate on effectively writing sentences, paragraphs, essays, stories, poetry and personal narratives. The course also concentrates on improving the student's ability to read, understand and analyze what they have read (novels, stories, plays, poetry).

294 **Learning Program English 4**

Periods per week: 4 Full year Credits: 5 Weighting: II

Learning Program English 4 encourages and redefines students' skill in writing about literature. Students write compositions on a variety of subjects. Reading materials may include works of nonfiction, short stories, plays, and poetry.

491 **Learning Program History 1**

Periods per week: 4 Full year Credits: 5 Weighting: II

❾ **Learning Program History 1** focuses on the study of the history of peoples and their cultures in Asia, Africa, Europe, and the Americas, from the time of the Roman Empire up to 1800. Students study significant historical developments, including the influence of organized religion upon various cultures. In addition, students discover ways that people have adapted to and changed their environments. Skills addressed include using resources, writing papers, note taking, and drawing analogies to present-day cultures.

492 **Learning Program History 2**

Periods per week: 4 Full year Credits: 5 Weighting: II

Learning Program History 2 covers history from 1800 to the present and is introduced from a global perspective. Students work with a text; in addition, students learn to use and to make inferences from pictorial, historical, and documentary sources. Study strategies such as graphic organizers, outlines, and mnemonic devices aid students in acquiring and retaining skills.

493 **Learning Program History 3**

Periods per week: 4 Full year Credits: 5 Weighting: II

Learning Program History 3 includes the study of the development of American institutions and culture, the roles of ethnic groups in that development, the industrialization and urbanization of the nation, and the emergence of the United States as a world power.

Learning Program Structured Study

971 Periods per week: 2 First half Credits: 1 1/4 Weighting: P-F

972 Periods per week: 2 Second half Credits: 1 1/4 Weighting: P-F

This course focuses on providing training and reinforcement of organizational skills and study skills. It is designed to provide support for the completion of classroom assignments. Emphasis is on transitioning students towards greater independence in their approach to learning.

Turnaround

Turnaround is an alternative educational program for students in grades 11 and 12 and the exceptional 10th grader, who are considered at risk for not graduating. The program offers academic and non-academic classes and provides a strong monitoring component.

950 **Turnaround English 1**

951 **Turnaround English 2**

Periods per week: 4 Full year Credits: 5 Weighting: II

This course assists students in further developing and refining their writing and comprehension skills. Students will study short stories and progress to reading novels and plays, with emphasis on developing critical thinking skills. A considerable amount of time is spent on the writing and revising of papers with the aim of producing a research paper and autobiography. A primary goal of the course is to assist students in developing appropriate organizational and time management skills.

952 **Turnaround U. S. History**

953 **Turnaround Social Studies**

Periods per week: 4 Full year Credits: 5 Weighting: II

This history/social studies course will follow a thematic approach to the study of American History. Some general themes to be covered include the American Revolution, the formation of our government, immigration, and the depression. Students will also study causal factors and ramifications of the world wars, Vietnam and the Holocaust.

Turnaround social studies will survey topics in Psychology, Sociology and Anthropology. Activities will focus on understanding the brain, addiction, personality, child development, social mores, as well as comparing other cultures.

Turnaround Wellness

954 Periods per week: 2 First half Credits: 1 Weighting: P-F

955 Periods per week: 2 Second half Credits: 1 Weighting: P-F

956 **Turnaround Health Education**

Periods per week: 1 Full year Credits: 1 Weighting: P-F

This course counts toward the Wellness requirements for graduation. A wide range of topics is covered including teen dating relationships, drug and alcohol issues and conflict resolution. Students receive support around decision making and planning for the future. The format is group discussion.

960 **Turnaround Community Meeting**

Periods per week: 1 Full year Credits: 1 Weighting: P-F

The emphasis in this class is to provide a forum for issues and decisions making that impact the Turnaround community. It is also an opportunity to recognize success and provide team building.

Turnaround Structured Study

962 Periods per week: 2 Full year Credits: 2 1/2 Weighting: P-F

964 Periods per week: 4 Full year Credits: 5 Weighting: P-F

This is an opportunity for students to get assignments completed within a structured and supportive environment.

Southside

The Southside Program is designed for students in grades 9-12 who need a small, highly structured and supported school environment.

Southside Creative Arts

1001	Periods per week: 2	First half	Credit: 1 1/4	Weighting P-F
1002	Periods per week: 2	Second half	Credit: 1 1/4	Weighting P-F

In this course students will explore different art forms using a variety of artistic media; scheduled activities include drawing, painting and building. Participation in a full-year ceramics class also available.

Southside Elective

1003	Periods per week: 2	First half	Credit: 1 1/4	Weighting P-F
1004	Periods per week: 2	Second half	Credit: 1 1/4	Weighting P-F

✯ This elective class allows students to cover a range of topics of interest to adolescents. The flexibility of this class allows students to learn basic photography techniques, study current events or other issues related to psychology and human behavior. Topics and activities are often intertwined with one another to help build a sense of cohesion across the term.

1201 **Southside English 1**
1202 **Southside English 2**
1203 **Southside English 3**
1204 **Southside English 4**

Periods per week: 4 | Full year | Credits: 5 | Weighting: II

All courses involve reading a variety of materials (i.e. novels, plays, short stories, poetry, and nonfiction) with a focus on improving vocabulary and comprehension. In addition, students use the writing process to produce well-developed papers in a variety of styles.

1401 **Southside World History 1**

Periods per week: 4 | Full year | Credits: 5 | Weighting: II

These courses cover historical events from a global perspective with a multi-cultural understanding of how different people and events interrelate and impact Western Civilization. Students will use both primary and secondary sources to gain a deeper understanding of the time period being studied. World History 1 will explore such topics as: Medieval Europe, Early Islamic Empires and the Renaissance, while World History 2 will focus on such historical events as: industrialism, World War I and World War II.

1403 **Southside U.S. History 1**

Periods per week: 4 | Full year | Credits: 5 | Weighting: II

These courses cover historical events that impacted the development of society and government in the United States. The focus is on celebrating diversity and recognizing the contributions of different cultures to our current society. Students will use both primary and secondary sources to gain a deeper understanding of the time period being studied. U.S. History 1 will begin with reconstruction, and move on to explore America's imperialistic doctrines and ideologies. While U.S History 2 takes students further into the future covering such topics as America's role in World War I, World War II, and America's response to communism.

1500 **Southside Affective Education**

Periods per week: 4 | Full year | Credits: 5 | Weighting: P-F

Students enrolled in this course will actively participate in a program-wide community meeting, community service learning projects, a work study class (when applicable), a specialized activity period and a counseling group (all on a weekly basis) to help them gain a better understanding of themselves, improve self-control and self-advocacy, and enhance interpersonal respect.

Southside Directed Study

1501	Periods per week: 2	First half	Credit: 1 1/4	Weighting P-F
1502	Periods per week: 2	Second half	Credit: 1 1/4	Weighting P-F

This course provides an opportunity for students to receive academic support and to develop their study skills.

Southside Wellness

1701	Periods per week: 2	First half	Credit: 1	Weighting: A-P-F
1702	Periods per week: 2	Second half	Credit: 1	Weighting: A-P-F

Students participate in a variety of physical activities and team-building exercises. This course emphasizes the importance of choosing an active lifestyle to achieve mind/body health.

1801 **Southside Introductory Physics II**

Periods per week: 4 | Full year | Credits: 5 | Weighting: II

Students will study introductory concepts from Chemistry and Physics to build a strong foundation for further studies in the physical sciences. The course emphasizes the development of critical thinking skills and study skills.

1802 **Southside Biology II**

Periods per week: 4 | Full year | Credits: 5 | Weighting: II

Students will study major concepts from Biology to build a strong foundation for further studies in the life sciences. This course builds upon knowledge students have developed during Introduction to Biology

CAREER AND TECHNICAL EDUCATION

AT NEWTON NORTH HIGH SCHOOL

Please log onto www.newton.k12.ma.us/nnhs/dept/careertech/Courses.html for full descriptions of Career and Technical Education courses

The Newton North Career and Technical Education course of study offers young women and men opportunities to explore and develop technical and occupational competencies in a variety of technical fields. These courses are designed for students to develop marketable, technical and employability skills, build self-confidence, and provide exposure to a range of career options offered in each technical cluster. The sequencing of technical and academic courses prepares students for post-secondary education and /or the world of work, whether they choose to enter the work place directly from high school, or select to pursue post-secondary education in a technical training program, apprenticeship, and/or a two, or four-year college. Most of the Career Major programs are approved under Massachusetts General Law Chapter 74 Regulations. Students who complete a three-year Major will receive a certificate of completion in their vocational/technical course of study.

Career and Technical Education Courses:

Automotive Technology	Culinary Arts	Electrical
Carpentry	Cosmetology	Graphics Communication
Early Education and Care	Drafting	Design &Visual Communication

The technical levels are: Exploratory Major 1, 2, & 3

Additional experiential learning opportunities include:

Internships Work Study Post-graduate Programs Cooperative Education Experience

Exploratory courses provide students with the opportunity to discover what aptitudes, skills, and interests they have as they explore a technical field of study that interests them. Students participating in the Exploratory program work on developing a foundation of competency-based skills that are designed to prepare the student to advance to the Major I course of study. Students will be introduced to career pathway options in their field of study and will begin developing their own individualized Career Plan. The Exploratory courses meet four blocks a week for one semester, and is an excellent way to receive hands-on-training while learning about different vocational/technical career opportunities. First preference will be given to 9th and 10th grade students.

MAJOR 1 courses are recommended for students who have completed an Exploratory course and would like to pursue additional training in the same technical field of study. Students will refine, and further build upon the foundation they established in the Exploratory course. They will also begin developing their leadership and team-building skills, learn about work ethics, and continue working on their Career Plan. The Major I is an important step for the student who is deciding to pursue the full-time Major in their junior and senior year. Major I is a level I course that meets four blocks per week for the full year.

MAJOR 2 & 3 courses are recommended for the student who has decided to pursue this career pathway and is contemplating postsecondary education and/or the world of work in this field after graduation. These courses are each full-year courses that meet 12 blocks per week for 11th and 12th grade students who have completed the Exploratory and Major I. As a career and technical education Major, students will divide their day between their academic and vocational/technical training. This combined sequence of studies, along with the opportunity to continue developing their Career Plan, offers students the chance to develop a solid foundation of academic knowledge and vocational/technical skills that will prepare them to transition to postsecondary education, advanced training programs, apprenticeships, pursue a journeyman's license, and/or enter the workplace.