

TABLE OF CONTENTS

WELCOME.	2
COURSE DESCRIPTION KEY	3
ACADEMIC PROGRAM	3
Course Levels	3
Multilevel Course Offerings.	3
GRADUATION REQUIREMENTS	4
ACADEMIC ENROLLMENT POLICIES	5
Credit Distribution Samples over Four Years	6
REGISTRATION AND SCHEDULING	8
Academic Scheduling Policies	10
ACADEMIC GRADING POLICIES	11
Special Grades.	12
OPEN COURSE LIST	13
GRADE 9 COURSE LIST	14
FINE, PERFORMING AND TECHNICAL ARTS COURSE LIST	15
NNHS ACADEMIC EXPECTATIONS RUBRIC	16
CERTIFICATE PROGRAMS.	16
SEALS OF RECOGNITION	16
NNHS Seals of Recognition	17
TRAVEL AND STUDY ABROAD OPPORTUNITIES	18
COURSE DESCRIPTIONS	
All School Programs (including Special Education Courses and Programs)	20
Art.	21
Business Technology	21
Career & Technical Education Programs.	22
Computer Science	26
Counseling	27
CAPS Program for the Deaf and Hard of Hearing.	27
English	28
English Language Learning	29
History and Social Sciences	32
Mathematics	33
Music	35
Physical Education, Health & Wellness	37
Science	37
Technology/Engineering	39
Theatre	40
World Language	42
Career & Technical Education Application Form	44

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

WELCOME

Welcome to the 2023-2024 edition of "Opportunities in Secondary Education." The Newton North High School course catalog is titled "Opportunities" because that is what it represents, the breadth and depth of opportunities available to every student at NNHS. We encourage students and families to spend significant time reading and exploring Opportunities together. This course catalog contains a wealth of information about our courses, and our academic philosophy, along with our policies and procedures.

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

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

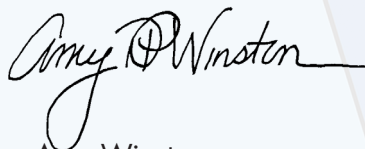
The Newton North Registration and Scheduling process is structured in a way to create equitable access to opportunities within the school and to encourage a balance in terms of the breadth and depth of student choice. Newton North High School builds the school-wide schedule based on requests made by students. Our process has allowed the majority of students to receive all of the courses they request in Spring. Consequently, student requests impact the number of courses and sections of each course that the school is able to run. This impacts staffing decisions that are made in the Spring of each school year.

In order to meet the needs of students, appropriately staff the building, create optimal class sizes, and remain within budget constraints, we are firm in our position that students may not change course requests after Verification Week 2023, the final week of the registration process.

Sincerely,



Henry Turner
Principal



Amy Winston
Vice Principal

COURSE LINE DESCRIPTION KEY

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

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

b. **Name of Course**

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

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

These numbers indicate which grade levels may take the course.

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

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

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

ACADEMIC PROGRAM

SCOPE, SEQUENCE, AND COURSE PLACEMENT PHILOSOPHY

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

COURSE LEVELS

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

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

MULTILEVEL COURSE OFFERINGS

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

We believe in the power of multilevel courses which:

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

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

GRADUATION REQUIREMENTS

REQUIREMENTS BY DEPARTMENT

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

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

REQUIREMENTS BY THE STATE OF MASSACHUSETTS

The Massachusetts Education Reform Law of 1993, state law, G.L. c. 69, § 1D, requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. Students must earn a competency determination in each of the following three disciplines via the Massachusetts Comprehensive Assessment System (MCAS): English Language Arts, Mathematics, and Science and Technology/Engineering. Students may fulfill the CD requirements through the standard MCAS tests or the MCAS Alternate Assessment. Students who do not pass the MCAS tests in grade 10 may take retests according to these participation guidelines in grades 11 and 12 and beyond.

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

See the MA Department of Elementary and Secondary Education’s website for more information:
www.doe.mass.edu/mcas/graduation.html.

MASSCORE

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

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

NEWTON SUMMER SCHOOL @ NCE

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

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

Both grades will appear on the transcript.

The Newton Summer School information number is 617-559-6999 and the website: www2.newtoncommunityed.org

CREDIT

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

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

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

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

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

ACADEMIC ENROLLMENT POLICIES

PROMOTION POLICY

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



NUMBER OF REQUIRED CLASSES

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

STUDENTS WHO LEAVE NNHS FOR EXTENDED PERIODS OF TIME

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

NNHS teachers will not be asked to send work to such students.

NNHS transcripts will not treat coursework from other schools as our own

RETURNING STUDENTS WHO HAVE NOT YET GRADUATED

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

CREDIT DISTRIBUTION OVER 4 YEARS

SAMPLE ONE

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

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

SAMPLE TWO

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

SAMPLE FOUR-YEAR SEQUENCE WITH CTE MAJOR			
9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ENGLISH (12 credits)	ENGLISH (12 credits)	ENGLISH (12 credits)	ENGLISH (12 credits)
MATHEMATICS (12 credits)	MATHEMATICS (12 credits)	Mathematics (12 credits)	Mathematics (12 credits)
WORLD HISTORY (12 credits)	WORLD HISTORY (12 credits)	US HISTORY (12 credits)	Max 24 credits including: <ul style="list-style-type: none">•History Electives•Science Electives•World Language•Special Education Services•FPA Electives
INTRODUCTORY PHYSICS (12 credits)	Chemistry (12 credits) or Special Education Services	BIOLOGY (12 credits)	
World Language (12 credits)	World Language (12 credits) or Special Education Services	World Language (12 credits) or Special Education Services	CTE Major 3 (36 credits) includes PEHW and Entrepreneurship
PEHW (6 credits)	PEHW (3 credits)	CTE Major 2 (24 credits) includes PEHW	
Electives (FPA, CTE, Engineering etc) 6 to 18 credits total	CTE Major 1 (12 credits)		
Special Education Services (0 to 18 credits)	Other Electives (3 to 9 credits)		
MINIMUM CREDITS: 72 MAXIMUM CREDITS: 84	MINIMUM CREDITS: 72 MAXIMUM CREDITS: 84	MINIMUM CREDITS:66* MAXIMUM CREDITS: 84 *66 allowed with Dean permission. Standard requirement is 72	MINIMUM CREDITS:66* MAXIMUM CREDITS: 84 *66 allowed with Dean permission. Standard requirement is 72

REGISTRATION AND SCHEDULING

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

STEP	WHAT	WHEN	WHO
1 REGISTRATION	Review recommended courses and request additional courses.	February/March	Teachers and Students
2 VERIFICATION	Review course requests. Verify that they are complete.	March 22-30, 2023	Students and Counselors
3 BUILD SCHEDULE	The staffing of the building is determined and the master schedule is built.	April/May	Administrators and Scheduler
4 COUNSELOR REVIEW	Counselors review their students schedules for the next year. Errors are corrected.	June	Counselors and Scheduler
5 ERROR CORRECTION	Students review the list of courses on their schedule and report errors via Google form.	July and August	Students and Scheduler
6 VIRTUAL ARENA FOR ERROR CORRECTION	Students report schedule errors via Google form.	September	Students, Counselors, and Scheduler

1 STEP ONE: REGISTRATION (FEBRUARY/MARCH)

Students receive a course registration worksheet in advisory and the course catalog is viewable from the Newton North Website: www.newton.k12.ma.us/nnhs.

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

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

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

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

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

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

2 STEP TWO: COURSE REQUEST VERIFICATION 2023 (MARCH)

At the beginning of the Verification Period, students will receive their official registration cards posted in Aspen. These cards will include the courses the teachers recommended and the courses the students added themselves.

Students can make changes to their officially requested courses during the Verification Period. In cases where a change requires a teacher recommendation, students will need to see the appropriate teacher and the teacher will initiate the change. All other changes will take place via the school counselor. Note that during the Verification Period, students may not make any changes themselves in Aspen.

Students will be sent a virtual Google form they must submit with a “signature” finalizing their course requests no later than April 1.

3 STEP THREE: BUILDING SCHEDULES (APRIL/MAY)

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

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

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

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

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

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

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

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

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

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

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

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

Schedule changes will be made only for the following reasons:

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

ACADEMIC SCHEDULING POLICIES

WAITLIST POLICY

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

When a waitlist is formed, students will be notified.

SCHEDULE CHANGE POLICY

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

COURSE CHANGE POLICY

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

Course Changes will only be considered for the following reasons:

1. To correct an error. Errors include:
 - a. Missing a course you requested by March 30 and not receiving an alternate for it.
 - b. Missing a required course (for example English or PE)
 - c. Being enrolled in two sections of the same course
 - d. Needing to drop a course as a result of summer school
 - e. Having unbalanced quarters/semesters (many more free/study blocks in one semester than the other)
 - f. Being under-enrolled
2. In exceptional cases, such as:
 - a. Illness
 - b. Family emergency
 - c. Mental Health needs (with counselor support)
 - d. Other exceptional case circumstance

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

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

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

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

CURRICULUM LEVEL CHANGES

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

NUMBER OF REQUIRED CLASSES

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

ACADEMIC GRADING POLICIES

TRANSCRIPTS

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

HONOR ROLL

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

GRADE POINT AVERAGE

NNHS calculates an unweighted GPA each year. NNHS does not calculate a cumulative GPA. Courses that contribute to the GPA are courses with curriculum levels. When a student graduates from NNHS, their transcript will include an unweighted GPA for each year the student is at North. GPAs will be shared/published starting in January of grade 11. The grade 11 midyear transcript will include the grade 9 GPA, the grade 10 GPA, and the grade 11 midyear GPA. GPAs are updated and re-posted in January of grade 11, at the end of grade 11, in January of grade 12, and at the end of grade 12.

ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

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

FINAL ASSESSMENTS

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

Parameters for Final Assessments

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

NNHS FINAL GRADES TIMELINE FOR POSTING AND CORRECTIONS

In the Month of June:

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

The last student day:

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

GRADE POINTS

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

The last staff day:

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

A few days later:

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

July:

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

September:

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

October:

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

November 1:

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

SPECIAL GRADES

THE "M"

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

THE "P" (PASS/FAIL GRADING)

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

THE "I"

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

When a grade of incomplete is appropriate:

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

Communications and grade change:

- Teachers communicate with parents when assigning a grade of D, F, and I.
- The teacher and student create a plan for the student work to be completed. The plan must include a specific time frame (generally less than four weeks in length). This information is shared with parents, department head, and, when appropriate, the case manager, counselor, and/or dean.
- When a student receives more than one I on their report card, the dean and counselor will take note when reviewing report cards. When appropriate/necessary, the counselor will check in with the student regarding progress on making up the incomplete work.

- Upon completion of work, teachers will change the quarter grade. Teachers must do so before the end of the next quarter or the grade is changed to an F.
- At mid quarter the registrar will run a list of remaining incompletes from the previous quarter. Department heads will check in with teachers regarding the incompletes.
- Department heads will request information from teachers about remaining incompletes (including 4th quarter and final grades) during check out.

THE "AU" – AUDITING COURSES

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

OPEN CLASSES

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

CLASSES THAT MEET FULL YEAR

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

CLASSES THAT MEET BY SEMESTER

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

CLASSES THAT MEET BY QUARTER

- 163 Write On 1
- 165 Write On 2
- 342 Stress Management Workshop
- 348 Group Workshop in Human Relations
- 653 Introduction to Sustainability
- 654 Sustainable Communities
- 656 Engineering Design
- 715 Photography Minor 1
- 814 Music Technology
- 816 History of Rock Music
- 819 Music of The Beatles
- 822 Introduction to Technical Theatre
- 836 Costume, Hair and Makeup Design for the Theatre/Stage 1
- 861 Financial Planning & Banking
- 867 Money Matters: Intro to Personal Finance
- 963 Exploring Technology: DAC
- 964 Exploring Technology: PET
- 965 Introductory Robotics
- 7012 Animation
- 8382 American Musical Theatre

CLASSES THAT MEET OUTSIDE REGULAR SCHOOL HOURS

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

GRADE 9 COURSES

ALL SCHOOL

334	Peer Tutoring: Tutees	no level	SM
350	Peer Classroom Aide	no level	SM

ART

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

BUSINESS TECHNOLOGY

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

CAREER AND TECHNICAL EDUCATION

880	Exploratory Automotive Technology	no level	SM
887	Exploratory Carpentry	no level	SM
902	Exploratory Culinary Arts	no level	SM
911	Exploratory Drafting	no level	SM
894	Exploratory Child Development	no level	SM
932	Exploratory Graphic Communications	no level	SM
173	Exploratory TV Media Arts	no level	SM

COUNSELING

342	Stress Management Workshop	no level	Q
348	Group Workshop in Human Relations	no level	Q

ENGLISH

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

ENGLISH LANGUAGE LEARNERS

All courses should be chosen in consultation with the Bilingual/ELL staff

HISTORY AND SOCIAL SCIENCES

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

MATHEMATICS

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

MUSIC

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

PHYSICAL EDUCATION

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

SCIENCE

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

TECHNOLOGY/ENGINEERING

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

THEATRE

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

WORLD LANGUAGE

221	Novice French 1	CP	FY
211	Novice French 1	ACP	FY
222	Novice French 2	CP	FY
202	Novice French 2	ACP	FY
212	Intermediate French 2	ACP	FY
241	Novice Spanish 1	ACP	FY
251	Novice Spanish 1	CP	FY
232	Novice Spanish 2	ACP	FY
252	Novice Spanish 2	CP	FY
242	Intermediate Spanish 2	ACP	FY
276	Novice Italian 1	CP	FY
271	Novice Italian 1	ACP	FY
277	Novice Italian 2	CP	FY
262	Novice Italian 2	ACP	FY
272	Intermediate Italian 2	ACP	FY
2812	Latin 1	CP	FY
281	Latin 1	ACP	FY
291	Novice Chinese 1	ACP	FY
292	Chinese 2	ACP	FY

FINE, PERFORMING, AND TECHNICAL ARTS

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

ARTS – VISUAL

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

ARTS – PERFORMING

MUSIC

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

THEATRE

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

ARTS – APPLIED

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

ARTS – TECHNICAL

CAREER & TECHNICAL EDUCATION

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

- 880 Exploratory Automotive Technology
- 887 Exploratory Carpentry
- 902 Exploratory Culinary Arts
- 911 Exploratory Drafting
- 894 Exploratory Child Development
- 832 Exploratory Graphic Communications
- 173 Exploratory TV Media Arts

TECHNOLOGY / ENGINEERING

ALL Technology / Engineering courses fulfill technical arts requirements.

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

BUSINESS TECHNOLOGY

- 855 Accounting 1
- 856 Accounting 2
- 863 Marketing and Management
- 860 Entrepreneurship
- 861 Financial Planning and Banking
- 867 Money Matters

ENGLISH ELECTIVES

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

MATHEMATICS

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

PHYSICAL EDUCATION, HEALTH & WELLNESS

- 034 Child Studies in Physical Education

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

NEWTON NORTH ACADEMIC EXPECTATIONS RUBRIC

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

CERTIFICATE PROGRAMS

BUSINESS CERTIFICATE

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

CAREER & TECHNICAL EDUCATION CERTIFICATIONS

Some CTE programs offer industry specific certifications. Please see pages 25–33 for more information.

PHYSICAL EDUCATION, HEALTH & WELLNESS CERTIFICATES

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

SEALS OF RECOGNITION

MASSACHUSETTS SEAL OF BILITERACY

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

Every 12th grader is eligible to apply for the Seal of Biliteracy during the fall of senior year. Information and the application are available at www.newton.k12.ma.us/Page/2806. Students do not need to study the non-English language here at NNHS in order to apply.

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

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

NNHS SEALS OF RECOGNITION

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

SEAL OF APPLIED STEM

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

SEAL OF CIVIC ACTION

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

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

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

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

Questions? Please contact nnhs.ccesinfo@gmail.com

SEAL OF ENGINEERING

The Engineering Seal recognizes students who have acquired significant proficiency in Engineering. They will demonstrate this proficiency through a portfolio of evidence, which can include writing, detailed drawings, images, video, etc. Evidence in the portfolio may be drawn from work done at Newton North High School and various outside of school activities. These can include classes, academic teams, clubs, summer work, or other extracurricular activities. For more detailed descriptions please visit the Seals Page of the NNHS website.

SEALS OF FINE AND PERFORMING ARTS

The NNHS Fine & Performing Arts Department offers 3 seals:

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

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

SEAL OF SOCIAL JUSTICE

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

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

TRAVEL AND STUDY ABROAD OPPORTUNITIES

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

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

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

THE DECISION TO RUN ANY AND ALL TRAVEL PROGRAMS WILL BE MADE DURING THE 2023-24 SCHOOL YEAR BASED ON THE STATUS OF THE PANDEMIC, RECOMMENDATIONS FROM THE CDC, AND SAFETY REGULATIONS FROM NPS ADMINISTRATION.



WORLD LANGUAGE TRAVEL PROGRAMS

NEWTON - BEIJING JINGSHAN EXCHANGE PROGRAM - BEIJING, CHINA The oldest US-China secondary public school exchange in the country. Language & culture-focused homestay. Newton students host Chinese students for four months in the fall, then live with host families and attend school abroad for four months in the spring. Applicants do not have to have previously studied Chinese, but must do so in the fall before they travel. Candidates apply in the spring of the year prior to travel through the World Language Department	Frequency: Annual Chinese student visit: Sept. – Jan. Dates of travel to China: Jan.-May
FRENCH EXCHANGE - MARSEILLES AND ARLES, FRANCE NNHS has established for the first time during the 2022-2023 year new relationships with high schools in Arles and Marseilles. Newton students live with French host families and go to school with their French correspondents in the morning. During the first two weeks, Newton students participate in cultural excursions. In the third week of their exchange, Newton students vacation with their French hosts. Applicants must be in grades 10, 11, or 12, and be enrolled in French courses at Newton North. Applications become available in the fall through the World Language Department.	Frequency: Annual Dates of travel to France: 3 weeks including February break French student visit: 3 weeks in April
ITALIAN EXCHANGE - FLORENCE, ITALY Language & culture-focused homestay. Newton students live with host families and attend school abroad for four weeks and host Italian students for three weeks in the fall prior to travel. Applicants must be in grades 10, 11, or 12, and must be enrolled in Italian. Applications become available in September through the World Language Department.	Frequency: Annual Dates of travel to Italy: 4 weeks including February break Italian student visit: 3 weeks in September
SPANISH EXCHANGE - BURGOS, SPAIN OR GUANAJUATO, MEXICO Language & culture-focused homestay. Travel destinations typically rotate between Burgos, Spain in even years, and Guanajuato, Mexico in odd years.. Newton students live with host families and attend school abroad for three weeks, and host Mexican or Spanish students in return. Applicants must be in grades 10, 11, or 12, and be enrolled in a Spanish course. Applications become available in the fall through the World Language Department.	Frequency: Annual Dates of travel to Spain or Mexico: 3 weeks including February break Mexican student visit (odd years): 3 weeks in early April Spanish student visit (even years): 3 wks in late October/early November

CHINESE EXCHANGE – P.R. CHINA Language & culture-focused homestay & travel. Newton students live with host families and attend school abroad for two weeks and host Chinese students in return for two weeks. Applicants must be enrolled in Chinese. Applications become available in the fall through the World Language Department.	Frequency: Biennial; not running in 2023-2024 Dates of travel to China: 2 weeks including April break Chinese student visit: 2 weeks in October
LATIN CROSSROADS OF HISTORY – ROME, ITALY Exploratory travel program with hotel stays focused on the significance of Latin through history. Students explore cultural sites relevant to the art, architecture, history, and literature of the ancient, Medieval, Renaissance, and Baroque worlds. Applicants must be enrolled in Latin. Applications become available in the fall through the World Language Department.	Frequency: In February every other year (next year is 2024-25) Dates of travel to Italy: 9 days including February break
FINE & PERFORMING ARTS TRAVEL PROGRAMS	
FINE & PERFORMING ARTS EXCHANGE – MELBOURNE, AUSTRALIA Music, theatre, & art-focused homestay. Newton students live with host families and attend school abroad for a week to two weeks and host for 5-7 days in return. Applicants must currently be taking an FPA class. Applications become available in the fall through the FPA Department.	Frequency: Every 2-3 years Dates of travel to Australia: 12 days including April break Australian student visit: 7 days in April
HISTORY TRAVEL PROGRAMS	
PRAGUE SUMMER – KRAKOW, POLAND; PRAGUE, CZECH REPUBLIC; DRESDEN & BERLIN, GERMANY History-focused enrichment program with hotel stays. Students earn credits for their work through the Newton summer school, take on-site history lessons from Newton teachers, and explore historical sites relevant to medieval times, World War II, and more. Applicants cannot be seniors and must have a strong interest in history. Applications become available in the fall through the History Department.	Frequency: Annual Dates of travel: 2.5 weeks directly after classes end in June
NNHS NIGERIA SERVICE TRIP – TO ETINAN, AKWA IBOM STATE, NIGERIA Global citizenship, cross-cultural experience and community service: The Summer Enrichment Program (SEP) in which North students (rising juniors and rising seniors only) will be participating is a core component of Etinan Children's Scholarship Foundation, Inc. Participants will learn hands-on strategies for leadership, mentorship and community service, and access unique educational, cross-cultural and emotional growth opportunities. They will be working as classroom aides with the local SEP teachers under the trip chaperone's direct supervision; and assist in a variety of academic, outdoor, and field trip activities. Their overall role will be like those of counselors-in-training (CIT). Participants will also have sight-seeing opportunities in Abuja, Nigeria, and visit and have an audience with traditional stakeholders in Etinan and neighboring villages and towns.	Frequency: Annual Dates of travel: 4 Weeks, 2nd week of July – 1st week of August
SERVICE TRAVEL PROGRAMS	
NNHS GREECE SERVICE TRIP – KAMENA VOURLA, GREECE Service-focused program with stays in volunteer housing. Students volunteer with Happy Caravan, a Greek NGO service organization which provides structured teaching & safe spaces for refugee children from Syria, Iraq, and Afghanistan. Newton students lead activities in arts and craft, English, reading, math, yoga, and more. Students may engage in cultural excursions on weekends.	Frequency: Annual Dates of travel to Greece: 2 weeks in April or May

ALL SCHOOL PROGRAMS

- 334 Peer Tutoring** no level 9, 10, 11, 12 varies varies
 The Peer tutoring program matches upperclassmen with underclassmen who would benefit from additional academic help. Tutors will be trained and supervised by a faculty member and individually matched with tutees based on need. Tutoring will include assistance with concepts and content in specific subjects, classroom assignments, and general study skills such as note taking, outlining, test preparation, and organization. This course will meet once a week and will count for 1 credit per term per block. The course will be graded pass/fail based on attendance and participation.
 Tutors must complete an application process found on the Peer Tutoring Program page of the NNHS website. This includes approval from the program coordinator and recommendation from a teacher in one of the subject areas tutored.
 Tutees should contact their school counselor or subject teacher to initiate the referral process to join the program.
- 350 Peer Classroom Aide** no level 9, 10, 11, 12 varies varies
 Students who would like to share their talents with others, consider working in the Special Education Department. With guidance from teachers, students may help other students with a variety of subjects, encouraging them to succeed and gain self-confidence. Students may also provide important peer support through tutoring and other activities. Number of credits and blocks are negotiable.

SPECIAL EDUCATION COURSES AND PROGRAMS

In order for students to be enrolled in courses and/or programs, they must have an Individualized Education Program (IEP), which calls for the particular course(s) or program(s). Entry into or exit from Special Education courses or programs is a team decision. The IEP Team will determine enrollment in these classes.

Please refer to the district-wide program guide for available special education supports: www.newton.k12.ma.us/Page/3887

ART

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

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

- 708 Art Major 1** ACP 9, 10, 11, 12 FY 12 credits
 If you love art and really want to improve your skills as an artist this is the class for you. By looking at artwork from a range of artists and cultures for inspiration, you will learn to use a variety of media and techniques in the areas of drawing, painting, printmaking, and mixed media. You will gain knowledge in both the creative and technical areas of making your own original artwork. In this course you will be introduced to the idea of keeping a sketchbook with weekly additions.
- 701 Art Minor 1** no level 9, 10, 11, 12 SM 6 credits
 This course is a great introduction to the art department, and offers art lovers something different in the school day. It covers foundation principles of art in the areas of drawing, painting, print-making, and collage. The focus is on observation, imagination and developing basic techniques.
- 718 Photography Major 1** ACP 10, 11, 12 FY 12 credits
Prerequisite: Photography Minor 1 or teacher recommendation.
 In this in-depth course, you will begin learning all about digital photography, while continuing to learn advanced techniques and alternative processes in the darkroom. You will learn Photoshop and how to edit color for digital printing. Advanced projects will be given with a lot of freedom to explore what you can do with digital and analogue photography, and develop your own individual style. As a class we will begin to critique work, giving you the vocabulary and analytical skills to better understand images in our media saturated world. While beneficial, it is not necessary to own a camera.
- 715 Photography Minor 1** no level 9, 10, 11, 12 Q 3 credits
 An introduction to photography for students with little or no experience. Learn the basics of how a film camera works, how to develop film, and how to enlarge pictures in the darkroom. Understanding the technical fundamentals will lead into the creative aspects of the art of photography and making better photographs. You do not need to own a camera.
- 705 Ceramics Minor 1** no level 9, 10, 11, 12 SM 6 credits
 This introductory course will explore a variety of hand building techniques, including pinch, slab, coil, and sculpture. In addition, the adventure of learning how to throw on the potter's wheel begins. Students will work with high-fire clay and glaze.

- 731 Sculpture** no level 9, 10, 11, 12 SM 6 credits
 This is a great course for those who like to build with their hands. The class will examine volume, negative space, kinetic movement and more. You will sculpt forms large and small with cardboard, paper mache, wood, wire clay and found objects. Students will leave with a strong foundation of building three-dimensional forms.
- 7012 Animation** no level 9, 10, 11, 12 Q 3 credits
 This course will introduce students to a variety of techniques to create both analog and digital animations. Students will experiment with creating and photographing moving elements through claymation, pixilation, puppetry, silhouettes, objects, and cut-out motion. Additionally, students will get to work using digital tools such as Blender and Photoshop. No previous experience is required - just a desire to be creative!

BUSINESS TECHNOLOGY

- 867 Money Matters: Intro to Personal Finance** no level 9, 10 Q 3 credits
 This course is designed to introduce students to financial literacy and related concepts. Students will learn important consumer skills such as financial goal setting, decision making, career choices and planning. Students will work to earn the FitMoney Financially Fit Certification at the completion of the course after studying paychecks & taxes, budgeting, credit cards, credit scores, loans, fraud, insurance, and compound interest. Professional speakers in the field of finance will visit throughout the quarter.

BUSINESS TECHNOLOGY CERTIFICATE

To earn a Business Technology Certificate students must successfully complete 24 credit units from the course list below. The two required courses will earn a student a total of 9 credits. The other 15 credits can be earned by completing any combination of the elective courses.

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

DECA CLUB

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

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

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

COMPETITION CAREER CLUSTER CATEGORIES

Business Management & Administration
Finance
Hospitality & Tourism

Entrepreneurship
Marketing
Personal Finance & Literacy

CAREER & TECHNICAL EDUCATION PROGRAMS

The Career & Technical Education (CTE) programs offer our Newton Public School students unique opportunities to explore a variety of career fields. Through a comprehensive sequencing of technical and academic courses, students develop a solid foundation of knowledge and 21st century competency skills essential for a smooth transition to college/university and or the workforce. During the students' CTE program experience, they will access, analyze, and synthesize information, create and problem solve using critical and innovative thinking skills as well as collaborate in teams, develop leadership skills and enhance their communication skills. Additionally, students who participate in CTE programs develop an individual Career Plan designed to help them make informed choices, now and for their futures. Upon graduation, students will be prepared to pursue a college education at either a 4 or 2 year institution, or a technical training institute, an apprenticeship, and/or enter the workforce. Students who complete a CTE Major program receive a high school diploma, as well as a certificate of completion in the CTE program of study, an OSHA 10 Certification, and an industry recognized certification where applicable (Automotive Technology, Carpentry, Culinary Arts, Drafting and Early Education & Care). Six of the Newton Public Schools CTE programs are Chapter 74 approved, meaning they meet rigorous state requirements including a set number of hours of study in a field.

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

CTE CHAPTER 74	
Automotive Technology	Culinary Arts
Carpentry	Drafting
Early Education & Care	Graphic Communications

CTE NON-CHAPTER 74
TV Media Arts

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

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

Major 2: the amount of time in this course is equivalent to 2 full year courses

Major 3: the amount of time in this course is equivalent to 3 full year courses.

EXPLORATORY PROGRAM

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

Preference is given to Freshman and Sophomores.

MAJOR 1

Students who have successfully completed the Exploratory Program course and would like to continue their education and training in the chosen CTE program apply to pursue Major 1. During Major 1 students enhance and expand on the foundation of knowledge and skills established in Exploratory. Students continue to develop their career plans, and learn the value of a strong work ethic while focusing on skills necessary for the 21st century. Career planning at this level requires students to explore labor market trends in the chosen CTE program and related fields, build a personal budget based on an occupation of interest and earn a Safety Training Certificate. Major 1 students are required to participate in one WIN period every other week for a year or one WIN every week for a semester.

To apply to a CTE program as a Major 1, students need to have placed well according to the Exploratory Program Rubric, received the teacher's recommendation and completed the CTE program application. For applications see the CTE teacher, counselor, CTE office or refer to the form at the end of this Opportunities Book.

MAJOR 2

Major 2 is the next course in the sequence of a CTE program of study and is for students who want to cultivate their knowledge and skills in the field of study, who have successfully completed Major 1 and who have been recommended by the teacher. During Major 2 students apply and strengthen their knowledge and skills by engaging in real-world experiences in their CTE learning environment.

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

MAJOR 3

For students who have developed a genuine interest in the CTE program, who have successfully completed Major 2 and who have been recommended by the teacher, Major 3 is the last course in the sequence of the CTE program of study. Students refine their foundation of academic knowledge and technical competency skills.

Students in the Major 3 will be registered for one WIN period for the year and Entrepreneurship (759) in the fall of their senior year (with exception to those in Culinary Arts and Graphic Communications; it's an embedded aspect of these two programs).

Entrepreneurship is a requirement to be eligible for a cooperative education work-place learning experience second semester senior year.

Students who complete Major 3 in a CTE program may be eligible to receive college credits through post-secondary articulation agreements when they continue their education in the career pathway. These credits are issued after the completion of the first semester of their post-secondary studies. At the end of the Major 3 description for each CTE program there is a list of the postsecondary institutions offered in the articulation agreement.

HONORS OPTION FOR MAJOR 2 AND MAJOR 3:

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

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

CAREER & TECHNICAL EDUCATION COOPERATIVE WORK EXPERIENCE

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

POST-GRADUATE

Consideration for post-graduate CTE study will be made on a space available basis, and only with the approval of the principal and Director of Career & Technical Education. Applicants should see their guidance counselor to begin this process mid-way through their senior year. The guidance counselor will contact the CTE Director about the request who will then notify the principal and schedule an interview to meet with the student.

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

AUTOMOTIVE TECHNOLOGY

For students interested in taking apart and building, the Automotive Technology program is designed to equip students with the knowledge and critical thinking skills required to meet the growing demands of today's automotive industry. Students will learn to diagnose, service and repair both domestic and foreign automobiles. Using the latest engine analyzers, hand-held scanners, and computerized diagnostic equipment students will learn how to troubleshoot problems of all kinds. Our program is nationally certified by NATEF (National Automotive Technical Education Foundation).

880 Exploratory Automotive Technology no level 9, 10 SM 6 credits

Requirement: Proper dress and footwear. *Preference is given to Freshman and Sophomores.

Exploratory students acquire the fundamental knowledge and understanding of the basic automobile systems including the use of tools and equipment, and safe workplace practices. Students in the Automotive Technology Program learn by working on vehicles in our garage classroom using state of the art Mitchell 1 repair software, as well as related-theory instruction in the technical classroom using CDX interactive experimental curriculum.

CARPENTRY

The Carpentry program is designed to provide students the knowledge and skills needed to be successful in entry-level positions in the Carpentry and Construction Industry. Students begin their learning by completing standard and required projects; simple maintenance and repair of school property as well as custom client projects may be worked on. By graduation, students will have learned applications of technology in the construction field, basic home construction, and home interior remodeling.

887 Exploratory Carpentry no level 9, 10 SM 6 credits

Requirement: Proper dress and footwear. *Preference is given to Freshman and Sophomores.

Exploratory students will develop entry-level competency skills and an understanding of safe and proper methods as well as the safe use and handling of hand tools. Students will engage in all basic operations, including planning, layout, industry related math skills, measuring, cutting, installing, fastening, sanding, and finishing.

CULINARY ARTS

The Culinary Arts Program provides students with knowledge and skill competency in the areas of Institutional Food Service, Culinary Arts, Hospitality, Baking, and Pastry-Making. Students gain authentic food preparation, front-of-the-house management, and hospitality skills as they operate our on-campus Tiger's Loft Bistro. Students have the opportunity to practice professional table service, banquet, and catering services during special events hosted by the Tiger's Loft. The Culinary program may be where you find your own recipe for success!

CAREER & TECHNICAL EDUCATION • TYPICAL FOUR YEAR SEQUENCE

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

902	Exploratory Culinary Arts	no level	9, 10	SM	6 credits
<i>Requirement: Proper dress and footwear. *Preference is given to Freshman and Sophomores.</i>					
Exploratory students will develop and apply basic food service principles as well as kitchen safety and sanitation codes. With this fundamental knowledge and skills students will rotate through a variety of learning stations on a daily basis. Students will be introduced to the commercial food preparation of a bakery and a restaurant; making homemade pasta is a favorite student lesson. If you are interested in learning about the fine art of cooking and the operations of a restaurant the Tiger's Loft is the place to start! Students also learn to enjoy meeting people, building customer relations, solving daily challenges, have high energy and enjoy a fast paced work environment.					
For more detailed information see our Google site: https://sites.google.com/newton.k12.ma.us/tigersloftbistro/home					

DRAFTING

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

911	Exploratory Drafting	no level	9, 10	SM	6 credits
<i>*Preference is given to Freshman and Sophomores.</i>					
Exploratory students learn to draft exciting 3-dimensional spaces and objects on the computer using two different industry standard software programs: Autodesk's Revit® and Inventor® programs. These drafting software programs allow students to see their creations in a realistic 3-dimensional shape, create walk through videos of buildings, assemble parts and even make them move! The course introduces the basic drafting principles of reading drawings, and creating spaces and objects. Many assignments allow students to apply their drafting skills to projects of their own design such as a house, a golf course, or even a cell phone case! If you like exploring how spaces or parts are designed and would like to try drawing them on the computer, then this is the class for you! Please check out our website for images of past projects: https://sites.google.com/a/newton.k12.ma.us/nhdsdrafting/ .					

EARLY EDUCATION AND CARE

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

894	Exploratory Child Development	no level	9, 10	SM	6 credits
<i>*Preference is given to Freshman and Sophomores.</i>					
Exploratory students will study the intellectual, emotional, social, and physical domains of early child development. Students will identify components of development domains as related to play, discipline, reasoning and psychological theories. Class time will include observing and assisting in the preschool laboratory setting. Students will participate in periodic staff meetings where discussions regarding questions and observations of the children will take place. Actual infant simulators will be used in conjunction with the study and analysis of general infant development. Professional articles will be used to further discuss topics of study, in addition to the textbook, <i>The Developing Child</i> , by Holly Brisbane					

GRAPHIC COMMUNICATIONS

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

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

TV MEDIA ARTS

Have you ever wondered what goes into creating your favorite TV show or what it takes to be a Reporter, Director, Producer or Editor? TV Media Arts will give you the ability to explore these roles while telling stories through a visual medium. This program provides students with the hands-on skills necessary to develop into creative professional media artists. Using state-of-the-art multimedia equipment students' work with images and sounds to inform, persuade, and entertain their viewers.

173 Exploratory TV Media Arts no level 9, 10 SM 6 credits
**Preference is given to Freshman and Sophomores.*

Exploratory students are given the opportunity to develop into creative professionals and media artists, working with images and sounds to entertain, inform, and persuade viewer, using state-of-the-art multimedia equipment. Students will learn the fundamental aspects of visual storytelling to create multiple original short films and news stories. Working in teams, they either report stories on camera or direct from behind the scenes to shoot, edit, and weave together short video segments. Projects will take students beyond the traditional classroom setting to new environments where they'll participate in authentic learning opportunities, capturing stories throughout the school.

COMPUTER SCIENCE

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

549 Introduction to Computer Science ACP 9, 10, 11, 12 SM 6 credits
 In this course, students will be introduced to such topics as data analysis, graphic design, robotics, computer programming, and HTML. Intro to Computer Science enables students to dip their toes into principles of computer science and prepares them to take more advanced courses in the future. No previous programming experience is needed.

COUNSELING

342 Stress Management Workshop no level 9, 10, 11, 12 varies varies
 Positive and negative stress is a part of everyday life. Test anxiety, relationships, time management, sleep difficulties and feeling overwhelmed can adversely affect physical and mental health as well as successful functioning. This workshop will focus on mindfulness practices, coping skills, and specific strategies to reduce stress. This workshop is scheduled when there is interest. Please do not register for these groups; rather students should contact their school counselor throughout the year to participate.

348 Group Workshop in Human Relations no level 9, 10, 11, 12 varies varies
 These workshops are for anger management, emotional regulation, DBT coping skills, and/or alcohol and other drug groups. Students learn to become more aware of their feelings about self and others, and learn how to change patterns of behavior that have become obstacles to their success. These groups are scheduled when there is interest. Please do not register for these groups; rather students should contact their school counselor throughout the year to participate.

CAPS PROGRAM FOR THE DEAF AND HARD OF HEARING

577 Academic Concepts & Skills no level 9, 10, 11, 12 Q 3 credits

677 Academic Concepts & Skills no level 9, 10, 11, 12 FY 12 credits
 This course is designed to support students working on developing strategies to improve academic, study, organizational skills and life skills by using lessons and assignments from core content area classes.

352 Transition Skill Development no level 9, 10, 11, 12 Q 3 credits
 This course is designed to support a student's understanding of themselves as deaf or hard of hearing people, and to specifically to deepen their understanding and use of executive functioning skills: Attention and Focus, Organization, Time Management, Memory and Self-Regulation. This course will assist students in meeting their post-secondary goals (gainful employment, post-secondary education or training, independent living). Additionally, students will explore key information designed to augment their understanding of hearing loss and the use of assistive technology.

353 Understanding Deafhood no level 9, 10, 11, 12 Q 3 credits
 This course is an introduction to the Deaf Community and the sum of all positive meanings of the word "Deaf". This course exposes students to the history, culture, contributions and contemporary lives of Deaf people in America.

192 English 9 CP 9 FY 12 credits
 This small group course is designed to explore genres of literature (i.e. novel, short story, poetry). Students will explore and analyze themes and develop their critical-thinking skills. Students will practice responding to writing prompts to develop their writing skills with an emphasis on finding evidence in the text.

193	Language & Composition	CP		Q	3 credits
194	Language & Composition 9	CP	9	SM	6 credits
This small group course is designed to emphasize and reinforce English literacy skills. Students will broaden their vocabulary and improve their critical reading and writing skills. Texts and work are modified to meet individual student needs.					
490	World History	CP	9, 10	FY	12 credits
This small group course is part of a two-year World History sequence. Beginning with a study of ancient world religions, students will examine the fall of the Roman Empire up to the French Revolution. The focus will be on developing historical analytical skills by working with primary source documents, secondary readings, maps and videos. Basic research skills will also be addressed.					
491	Modern World History	CP	9, 10	FY	12 credits
This small group course is part of a two-year World History sequence. It includes the study of nationalism, industrialization and imperialism within the context of World War I, World War II, and the Cold War. Students will continue to develop analytical skills and be expected to write analytical essays and a major research paper.					
537	Mathematics 9	CP	9	FY	12 credits
This small group course reinforces basic mathematical operations within the context of pre-algebra, algebra and geometry. Students will learn skills and their application to the real world.					
521	Sexuality & Health	no level	9, 10, 11, 12	Q	3 credits
This small group course counts as one credit towards the PEHW graduation requirement. It is designed to help students explore sexuality issues important to everyone. Friendships, romantic attractions, sexual orientation, dating, love, building healthy relationships, ending relationships, decision making, support for choosing abstinence, ways to refuse unwanted sexual encounters, ways to reduce the risk of pregnancy and sexually transmitted infections, sexual harassment, and other relevant topics will be discussed in an open and supportive environment.					

ENGLISH

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

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

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

Scope, Sequence, and Course Placement Philosophy:

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

GRADE NINE

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

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

ENGLISH ELECTIVES

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

163	Write On	no level	9, 10, 11, 12	F or S	6 credits
-----	----------	----------	---------------	--------	-----------

Does the very thought of writing frustrate you? Do you find yourself putting off assignments because you're afraid of getting started? Do you struggle figuring out what to write? You are not alone! Writing is not something people either can or cannot do. Everyone can learn to be a stronger writer, and it starts with Write On. This mixed-grade course will provide goal-oriented small group and individualized instruction on the basics of the writing process. We will target brainstorming, outlining, organization, idea development, and editing and revision. We will also cover literary analysis and close reading while also addressing upper level writing strategies like debate-style arguments and personal writing. Beyond these forms of writing, we will be developing ways to create nuanced arguments, incorporate dynamic evidence, and make introductions and conclusions not only functional, but impressive. A great course to complete the high school writer's arsenal. This course is an absolute must for anyone seeking to improve in form, confidence, and sophistication. (Students may sign up for this course multiple times as a means to support their writing.)

165	Journalism	no level	9, 10, 11, 12	F or S	6 credits
-----	------------	----------	---------------	--------	-----------

If you are interested in how a newspaper works; if you want to make your writing more concise, accurate; if you are interested in reporting, writing, and editing for a newspaper or website; if you want to make your writing more concise, accurate, and appealing; and, especially if you are interested in working on The Newtonite, Newton North's news source, take Journalism. As you write and analyze news stories, sports stories, features, and editorials, you will learn to write for different audiences. Exercises in research, reporting, interviewing, writing, copyediting, and layout will teach you about the process of putting newspapers and websites together. Students can expect to write several short articles about our school throughout each term. Readings and discussions focus on practical and ethical problems of news-gathering.

168	Advanced Journalism: Newtonite Management and Editorial Board	no level	9, 10, 11	S	6 credits
-----	---	----------	-----------	---	-----------

Prerequisite: Students must complete Journalism prior to completing an application for an editorial position on the Newtonite.

Students develop their journalistic skills as they work to produce this school's award-winning newspaper and website. Through assigning, writing, and editing articles, shooting and editing photographs, designing and laying out pages, and acquiring and maintaining advertising accounts, Newtonite editors and managers complete independent projects for course credit each semester. They advance their understanding of producing a publication through their projects, as well as through ongoing discussions, challenges, and critiques regarding the website and print editions.

All Newtonite editors and managers are required to enroll in this course. Editors must meet the prerequisite of successfully completing the introductory Journalism course. Editors and managers are required to be enrolled for three blocks each week. Students unable to meet the three block requirement in full may appeal to the English department head or designee for alternative scheduling to earn their 2.5 credits on a case-by-case basis.

171	Public Speaking	no level	9, 10, 11, 12	F or S	6 credits
-----	-----------------	----------	---------------	--------	-----------

Newton North's Speech class is, essentially, a course in public speaking. Students develop speaking skills—articulation, pace, inflection, volume, pauses—how to organize speeches, and how to deliver speeches through use of logic and rhetoric. Some speeches delivered are impromptu in nature—on topics both hilarious and serious—and some require meticulous research (informative, persuasive). Aside from evaluating speeches of famous speakers throughout history and the present day, students evaluate and critique each other. This course is for novices looking to gain confidence in public speaking, as well as students who like speaking in front of others, but may lack the skills to successfully organize and deliver a speech with finesse.

ENGLISH LANGUAGE LEARNING

The English Language Learning courses are offered in the academic areas of Science, History, Math and English for students for whom English is not a first language. Placement in these courses is determined based on previous schooling as well as a score on the WIDA Screener Placement Test. This English language proficiency screener is administered at the ELL Office to incoming students who may be designated as English Language Learners. Results of the assessment are used to determine a student's English proficiency level and course placement. All courses listed below should be chosen in consultation with ELL staff.

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

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

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

COURSES RECOMMENDED BY LITERACY LEVEL

LEVEL	ENGLISH	MATH	SCIENCE	HISTORY	WORLD LANGUAGE	PEHW	ELECTIVE
Literacy	179 ELL Reading AND 180 ELL Writing	5401 ELL Math	652 ELL Science and Engineering	417 ELL American History for Beginners	Language not recommended	4191 ELL PEHW	Student Choice
1	1811 ELL English 1 AND 194 ELL Components of Reading	5402 ELL Algebra	648 ELL Pre-Physics	426 ELL World History	Language not recommended	4191 ELL PEHW	Student Choice
2	1812 ELL English 2	Mainstream	644/646 ELL Physics	426 ELL World History	Language not recommended	Student Choice	Student Choice
3	182 ELL English 3	Mainstream	644/646 ELL Physics OR Mainstream	436 ELL US History	Language not recommended	Student Choice	Student Choice
4	183 ELL English 4	Mainstream	Mainstream	Mainstream	Student Choice	Student Choice	Student Choice
5	184 ELL English 5	Mainstream	Mainstream	Mainstream	Student Choice	Student Choice	Student Choice

ENGLISH LANGUAGE LITERACY PROGRAM

We have a rich English Language Literacy curriculum at Newton North. This six-course program is for newcomers who may have interrupted schooling or specific language needs. This program will provide students with literacy instruction as well as school readiness skills. Students typically take all six courses together. The courses are:

179	ELL English Literacy – Reading	CP	9, 10, 11, 12	FY	12 credits
180	ELL English Literacy – Writing	CP	9, 10, 11, 12	FY	12 credits
417	ELL American History for Beginners	CP	9, 10, 11, 12	FY	12 credits
5401	ELL Math	CP	9, 10, 11, 12	FY	12 credits
652	ELL Science and Engineering	CP	9, 10, 11, 12	FY	12 credits
4191	ELL PEHW	no level	9, 10, 11, 12	Q	3 credits

ELL ENGLISH CLASSES

179	ELL English Literacy – Reading	CP	9, 10, 11, 12	FY	12 credits
This course is taught in conjunction with 180 ELL English Literacy – Reading. Students will learn foundations of English phonics and spelling as well as reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop social and academic language through listening and speaking. They learn to expand oral communication and write complete sentences. They will learn how to write a standard narrative and expository paragraph.					
180	ELL English Literacy – Writing	CP	9, 10, 11, 12	FY	12 credits
This course is taught in conjunction with 179 ELL English Literacy – Reading. Students will learn writing strategies in order to advance their writing skills. Students at this level are beginning to develop social and academic language through listening and speaking. They will learn to expand oral communication and write complete sentences. They will learn how to write a narrative and expository paragraph.					
1811	ELL 1 / Entering English	ACP	9, 10, 11, 12	FY	12 credits
This course is taught in conjunction with 194 ELL Components of Reading. This course is for students who have had some exposure to English. Students entering this class are able to express basic ideas through writing and speaking, and are beginning to read and understand conversational English. Students will use a variety of materials to develop reading strategies. They will focus on writing as they work on sentence structure, expression, and paragraph development. Students will develop vocabulary and learn how to engage in academic conversations.					
1941	ELL Components of Reading	ACP	9, 10, 11, 12	FY	12 credits
This course is taught in conjunction with 1811 ELL English 1. The focus is on building skills and strategies for reading. Lessons focus on a sequence that includes phonemic awareness, phonics and decoding, understanding sentence structure, developing fluency, and analyzing text. Work on vocabulary and reading stamina are also important parts of the curriculum.					
1812	ELL 2 / Emerging English	ACP	9, 10, 11, 12	FY	12 credits
This course builds on the skills learned in ELL English 1, and is for students who are becoming comfortable with expressing their thoughts and feelings through writing and speaking. Students at this level are beginning to read and understand academic texts. Students will continue their development of reading comprehension through both narrative and informational texts, while continuing to expand their vocabulary. Students will write well developed paragraphs, working toward writing an essay.					
182	ELL 3 / Developing English	ACP	9, 10, 11, 12	FY	12 credits
This course builds on skills learned in ELL English 2. Students will read a range of texts and produce a variety of forms of writing. Students learn to use textual evidence to justify or defend ideas and opinions. Students continue to expand their academic vocabulary in all modes of communication. Activities will help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.					
183	ELL 4 / Expanding English	ACP	9, 10, 11, 12	FY	12 credits
This course builds on the skills learned in ELL English 3 class. Students will interpret and analyze a variety of texts and genres. The class focuses on reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Basic research, presentation, and computer skills are also part of the curriculum.					
184	ELL 5 / Bridging English	ACP	9, 10, 11, 12	FY	12 credits
This course prepares students to transition to a mainstream English class. Students learn to analyze literature and write multi-draft essays of various forms. Emphasis is placed on literary analysis and studying the conventions of English writing through both personal as well as analytical essays. In this course, English language learners use their strong vocabulary, grammar, and communication skills more strategically and effectively for academic purposes.					

ELL HISTORY CLASSES

417	ELL American History for Beginners	CP	9, 10, 11, 12	FY	12 credits
This Common Core based course is offered to new ELL students with very limited English proficiency. Units are thematic, and may include map literacy, geography, economics and government. Students develop academic English vocabulary related to history. Course goals include development of academic skills, learning strategies, vocabulary building, and expository writing.					
426	ELL World History	ACP	9, 10, 11, 12	FY	12 credits
This is a standards-based World History course for students at WIDA levels 2/3. Map skills, development of civilization, and the rise and fall of civilizations such as the Roman Empire are covered in this course. The course addresses political, economic, and social aspects of a society. In addition, emphasis will be on developing academic vocabulary and language, developing critical thinking skills, and writing analytically.					
436	ELL U.S. History	ACP	9, 10, 11, 12	FY	12 credits
This is an intensive, standards-based U.S. History course for students at WIDA levels 4/5. In addition to covering major U.S. History topics, emphasis will be on improving academic study skills, vocabulary, reading comprehension and writing ability. Students will begin by gaining foundational language through the study of geography, climate and location during colonial American History. The course will also explore political, economic and social history of the U.S. through the twentieth century. Students will use a variety of materials including primary and secondary sources and U.S. History texts. Students will be required to conduct research, write analytical and biographical essays, as well as participate in discussions.					

ELL MATH CLASSES

5401	ELL Math	CP	9, 10, 11, 12	FY	12 credits
This course is aligned with the Common Core based standards and is for students with very limited English who are new to the study of secondary school mathematics. The math content is highly differentiated based on the needs of individual students. Students will learn the content and vocabulary necessary for the successful study of high school mathematics. The goal is for students to progress to ELL Algebra or Math 1 after this course.					
5402	ELL Algebra	CP	9, 10, 11, 12	FY	12 credits
This course is aligned with the Common Core based standards and is for students with limited English who are continuing the study of secondary school mathematics. ELL Algebra focuses on pre-algebra and beginning algebra concepts and skills. The math content is highly differentiated based on the needs of individual students. This class is for students who are able to access mathematical content and make connections in their learning with structures designed to build independence. Students generally progress to Math 1 or Math 2 after this course.					

ELL SCIENCE CLASSES

652	ELL Science and Engineering	CP	9, 10, 11, 12	FY	12 credits
This thematic, Next Generation Science Standards based introductory laboratory science course is for students with very limited English proficiency. The course draws connections between physical and life sciences and connects to our ELL American History for beginning English learners class through the development of science related skills and content. Course goals include development of academic skills, learning strategies, vocabulary building, and scientific writing. The goal is for students to progress to 648 ELL Pre-physics					
648	ELL Pre-physics	ACP	9, 10, 11, 12	FY	12 credits
This Pre-physics lab science course is designed to support students with emerging English proficiency, generally for students also taking ELL 1 and Components of Reading. Students will learn accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, and applications of science concepts to the real world. Laboratory experiments will include topics from forces, motion, electricity, magnetism, waves, light, sound, and heat. This student-centered course will provide the foundation for a full year of ELL introductory physics. Study skills, reading strategies, vocabulary-building and scientific writing will be emphasized.					
644	ELL Introductory Physics	ACP	9, 10, 11, 12	FY	12 credits
646	ELL Introductory Physics	CP	9, 10, 11, 12	FY	12 credits
This Introductory Physics lab science course is designed to support students with developing and expanding English proficiency. Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, motion, electricity, magnetism, waves, light, sound, and heat. Energy will be emphasized throughout the entire course. This student-centered course will provide the foundation for all future science courses. Study skills, reading strategies, vocabulary-building and scientific writing will be emphasized.					

ELL PHYSICAL EDUCATION, HEALTH AND WELLNESS CLASSES

4191	ELL PEHW	no level	9, 10, 11, 12	Q	3 credits
This course is for all grade levels. The class will learn the language of Physical Education, Health, and Wellness. The teacher will focus the class on key concepts for the students/class grade-level. The teacher's instruction will also focus on expanding the physical and communicative skills affiliated with personal fitness for the students.					

OTHER ELL CLASSES

197	ELL Independent Study	no level	9, 10, 11, 12	varies	varies
Under special circumstances, a student may be placed in an independent study to achieve specifically designated goals, under the supervision of a teacher. Enrollment only after consultation with ELL staff.					

HISTORY AND SOCIAL SCIENCES

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

- Appreciate the historical and cultural influences that shape their individual identities, our national identity, and the cultures and countries that share our planet.
- Understand and reason about successes, failures, triumphs, and tragedies in human history, particularly as they are reflected in the ideas and actions of the people we study.
- Gain a clear understanding of American institutions and traditions.

- Prepare for adult lives of informed and active citizenship and civic engagement.
- Learn to work as historians and social scientists, demonstrating analytical thinking, clear oral and written expression of ideas, and strong research skills.

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

Scope, Sequence, and Course Placement Philosophy:

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

GRADE NINE

412	World History I, 300-1787	CP	9	FY	12 credits
411	World History I, 300-1787	ACP	9	FY	12 credits
World History I is a global history course that traces the development of the world's civilizations and how they have interacted with one another. The course includes the study of India, China, the Middle East, Sub-Saharan Africa, Europe, and the Americas. The focus will be on comparing the way societies organize their government, economic and social structures, as well as an overview of the major world religions and how they have impacted history. This course has a strong emphasis on skill building (analytical writing, critical thinking, research, group collaboration) and relies heavily on the use of primary and secondary sources, maps, and video. The goal of this course is to provide students with a strong foundation for their understanding of history and social sciences while at North and beyond.					

MATHEMATICS

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

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

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

New registrants may take a placement test upon registration to designate appropriate placement in courses. Students in Newton Public Schools go through a placement process at their respective Middle Schools in collaboration with the High School. It is expected that students in Grade 9 take a Math 1 course and progress through Math 2-4. Deviations from this sequence are not permitted. There are opportunities to access courses at different curriculum levels (CP, ACP, Accelerated, and Honors) depending on student skill development and mastery. Some math classes are offered in a multilevel format in order to provide students with equitable access and opportunity to study mathematics at increasing levels of complexity with the right amount of support, challenge and flexibility. Descriptions of all course offerings, including electives, are listed on the next few pages.

Scope, Sequence, and Course Placement Philosophy:

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

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

COURSE LEVEL EXPECTATIONS

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

MATHEMATICS COURSES LEVELS

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

*508 Earns Honors Credits

OTHER OFFERINGS

505	AP Statistics
561/562/563	Data Science
580	Classroom Aide in Mathematics

COMPUTER SCIENCE

549	Introduction to Computer Science
551, 552	Computer Programming
553	Computer Science Principles

GRADE NINE – MATH 1

541 Math 1	CP	9	FY	12 credits
516 Math 1	ACP	9	FY	12 credits
Students in College Prep and Advanced College Prep may take this course together in a multilevel classroom with all students being appropriately challenged and supported.				
511 Math 1 Accelerated	ACP	9	FY	12 credits
501 Math 1	H	9	FY	12 credits
Students in Accelerated and Honors may take this course together in a multilevel classroom, with all students being appropriately challenged and supported.				
Math 1 provides an integrated study of mathematics traditionally covered in algebra, geometry, and probability/statistics.				

COMPUTER SCIENCE

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

549 Introduction to Computer Science	ACP	9, 10, 11, 12	SM	6 credits
In this course, students will be introduced to such topics as data analysis, graphic design, robotics, computer programming, and HTML. Intro to Computer Science enables students to dip their toes into principles of computer science and prepares them to take more advanced courses in the future. No previous programming experience is needed.				

MATH FOR ENGLISH LANGUAGE LEARNERS

- 5401 ELL Math** CP 9, 10, 11, 12 FY 12 credits
This course is aligned with the Common Core standards and is for students with very limited English who are new to the study of secondary school mathematics. The math content is highly differentiated based on the needs of individual students. Students will learn the content and vocabulary necessary for the successful study of high school mathematics. The goal is for students to progress to ELL Algebra or Math 1 after this course.
- 5402 ELL Algebra** CP 9, 10, 11, 12 FY 12 credits
This course is aligned with the Common Core standards and is for students with limited English who are continuing the study of secondary school mathematics. ELL Algebra focuses on pre-algebra and beginning algebra concepts and skills. The math content is highly differentiated based on the needs of individual students. This class is for students who are able to access mathematical content and make connections in their learning with structures designed to build independence. Students generally progress to Math 1 or Math 2 after this course.

OTHER OFFERINGS

- 548 Foundations of Mathematics** CP 9, 10, 11, 12 FY 12 credits
This course is aligned with the Common Core State Standards and is designed to provide targeted instruction for students who are continuing the study of secondary school mathematics. This course focuses on further development of pre-algebra and algebra concepts and skills with instruction that is highly differentiated based on the backgrounds and needs of individual students. Students generally progress to Math 1 after this course.

MUSIC

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

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

PERFORMING ENSEMBLES

Important for students in Performing Ensembles

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

CHORAL ENSEMBLES STRUCTURE

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

- 801 Vocal Ensemble** ACP 9 SM 6 credits
Vocal Ensemble is the chorus for ninth grade students and is the beginning of North's choral program. This non-auditioned group prepares you for Concert Choir and eventually to audition for the Jubilee Singers, Tiger BeBop, and the Family Singers. In Vocal Ensemble you will develop choral singing skills, perform music in a variety of styles, and have a ton of fun making music together at North. The Vocal Ensemble performs regularly with other ensembles on music department concerts.

INSTRUMENTAL ENSEMBLES STRUCTURE

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

805 **Symphony Orchestra – Strings** ACP 9, 10, 11, 12 FY 12 credits

Join fellow violinists, violists, cellists and string bass players and make music with the NNHS orchestra. Play a variety of orchestral repertoire from baroque to contemporary, from Bach to Coldplay. Recent works performed include Mozart's Impresario Overture, selections from Mendelssohn's A Midsummer Night's Dream and Copland's Hoedown. Wind and percussion instruments, auditioned from Wind Ensemble, join in to make a full orchestra.

Each winter, the Orchestra collaborates with the Family Singers, Concert Choir and Vocal Ensemble to perform a major choral work; recent concerts include Vivaldi's Gloria and Beethoven's Choral Fantasy. Additionally, Juniors and Seniors are invited to audition for the yearly Concerto Competition. The accepted students will have the opportunity to perform solo with the NNHS Orchestra.

808 **Symphonic Band** ACP 9, 10, 11, 12 SM 6 credits

Many students add an additional term of Symphonic Band to their schedule during 3rd Term – this can be added once the school year begins.

Symphonic Band is an essential foundation for anyone who wants to participate in Wind Ensemble, Orchestra Winds & Percussion, the Jubilee Band, Jazz Ensemble and as well as school musical pit orchestra. Symphonic Band members are provided a rich spectrum of opportunities to gain skill on their instrument, develop ensemble playing and perform on department concerts. The Symphonic Band explores the vast spectrum of band literature for high school level band. Symphonic Band is an opportunity allowing students to gain skills in a variety of styles and sufficiently prepare them for other Newton North performing ensembles.

833 **Jazz Workshop** no level 9, 10, 11, 12 SM 6 credits

Jazz Workshop provides students with the opportunity to explore various forms of jazz, Latin, funk, fusion and pop music. The learning in this group focuses on establishing the foundations of understanding how to interpret the musical styles in these various genres. Jazz Workshop is a performance group and an essential foundation for anyone who wants to participate in Jazz Ensemble. 9th Grade students interested in jazz are strongly encouraged to select this course as a gateway into the jazz program. It is also encouraged that serious 9th Grade students also select 808–Symphonic Band to round out their musical experience. Jazz Workshop is open to all instruments. Jazz Workshop performs on School Concerts as well as for various community events.

831 **Rock Workshop** no level 9, 10, 11, 12 SM 6 credits

Do you love music, play an instrument and want to play with other musicians? If so, this class offers you the opportunity to play in a modern band setting and learn about various styles of modern music. Rock Workshop explores the musical roots of the sounds you hear in our current musical trends. Thus, the class emphasizes the blues, jazz, Latin, and rock as the core styles. This class is open to all instrumentalists and especially students that play drums, bass, guitar, and piano. We also welcome all wind instrumentalists (saxophone, trumpet, trombone, flute, oboe, horn, bassoon, cello, and more). Learning about song forms, styles, improvisation, theory and related history through applied performance will be the learning method of the Rock Workshop. Students may perform at concerts at North or within the community.

NON-PERFORMING COURSES

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

Recommended for all music students.

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

813	Advanced Placement Music Theory <i>Requirement: Music Theory or teacher permission.</i> Advanced Placement Music Theory is the continuation of Music Theory. It includes advanced harmony, analysis and ear training. This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own exam registration fees.	H	9, 10, 11, 12	FY	12 credits
814	Music Technology If you love music and love to create, music technology is for you. This class utilizes some of the leading music technology available, including Logic Pro X and Sibelius. Through a series of projects students will learn basic music composition skills, create beats, edit music and realize their own ideas through the use of technology. By the end of the term students will have a completed portfolio of music to share with others. Additionally, students will learn basic recording techniques and current trends in music production. Music Technology is the recommended prerequisite for the Film Scoring course.	no level	9, 10, 11, 12	Q	3 credits
815	Film Scoring <i>Music Technology is recommended as the precursor to Film Scoring, but not required.</i> Ever watch a movie without sound and realize how much of the drama disappears? Music is one of the key elements to creating a successful film, television show, or advertisement. Film Scoring students create individual music compositions (scores) for short films, scenes, and commercials by using some of today's top music technology. Throughout this process you will learn dramatic scoring concepts, how to achieve a musical 'setting' or steer an emotion musically. Additionally, you will explore the history of film music through the study of historically significant scores and composers, technological developments, and current trends. This class is open to all students - musicians and non-musicians alike - just bring a curious mind and a desire to be creative.	ACP	9, 10, 11, 12	SM	6 credits
816	History of Rock Music Popular music is a powerful, ever-changing force that has had a profound effect on American society and social issues. Come listen and learn about the incredible musicians who have shaped our listening styles since the end of WWII. The Pop Music curriculum includes studies in Blues, Jazz, Rhythm and Blues, Punk, New Wave, Reggae, Hip Hop, Rap, Metal, Alternative, Folk, Grunge – this list is truly endless! Your listening to Pop Music in class is enhanced with documentaries and movies about the life and times of some of the greatest performing artists! Student presentations allow for you to share the music and personalities that inspire you as well. This course is designed for all students of all levels and abilities. You just need to bring your passion for learning about Rock Music!	no level	9, 10, 11, 12	Q	3 credits
819	The Music of The Beatles The Beatles' recorded output took place over roughly 8 years. What occurred musically in that incredibly short time has forever altered the course of the music world. This course will follow John, Paul, George, and Ringo's career from Liverpool on throughout the world through extensive watching and listening.. A must for all fans of the Beatles' music as well as for anyone interested in music from the last 50 years.	no level	9, 10, 11, 12	Q	3 credits
8382	American Musical Theatre In this class you will trace the history of this American art form from its origins in vaudeville and operetta through the twentieth century to the present. You will listen to the music of the great composers of Broadway and Hollywood, including Cole Porter, Richard Rodgers, Leonard Bernstein, and Stephen Sondheim, and see how the genre evolves from skits with interchangeable songs to tightly knit theatre pieces where the music propels the drama and develops the characters. You will look at how Broadway has remained current by incorporating contemporary trends in popular music, from the jazz of Anything Goes and West Side Story to the rock of Hair and Rent and the hip-hop of In the Heights and Hamilton.	no level	9 10, 11, 12	Q	3 credits

PHYSICAL EDUCATION, HEALTH & WELLNESS

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

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

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

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

FRESHMEN YEAR PROGRAM

001	Foundations of PEHW This ninth grade program is designed to give the students the background knowledge and skills for entering into the elective program their sophomore, junior, and senior years. The course consists of the following units: Wellness Concepts, Introduction to Health Fitness Concepts, Emergency Skills, and Aquatics Safety.	no level	9	Q	3 credits
002	Sexuality and Health This course is designed to help ninth grade students explore sexuality and health topics important to teens. By using a skills based approach, students will have opportunities to improve the following skills: communication, decision making, analyzing influences, accessing information, and advocacy. Topics may include: healthy relationships, LGBTQ+ topics, consent, substance prevention (alcohol, nicotine, and other drugs), refusal skills, ways to reduce the risk of pregnancy and sexually transmitted infections, and other relevant topics in an open and supportive environment.	no level	9	Q	3 credits

SCIENCE

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

Scope, Sequence, and Course Placement Philosophy:

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

INTRODUCTORY PHYSICS

670	Introductory Physics	CP	9	FY	12 credits
614	Introductory Physics Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. Laboratory experiments will examine forces, motion, electricity, magnetism, waves, light, sound and heat. Energy will be emphasized throughout the entire course. This activities-based course will provide the foundation for all future science courses The STE intends to schedule some sections of CP and ACP courses together as a multilevel class pending enrollment. See page 3 for NNHS's statement on multilevel courses.	ACP	9	FY	12 credits
644	ELL Introductory Physics	ACP	9, 10, 11, 12	FY	12 credits
646	ELL Introductory Physics This Introductory Physics lab science course is designed to support students with emerging English proficiency. Content will include forces, motion, momentum, energy, and heat. Students will learn important science related skills including experimental design, accurate measurement using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. There will be a strong focus on English literacy skills, as well as strategies for learning science vocabulary and for problem solving.	CP	9, 10, 11, 12	FY	12 credits
648	ELL Pre-physics This science course is designed to support students with emerging English proficiency, generally for students also taking ELL 1 and Components of Reading. Students will learn accurate measurements using a variety of instruments and technologies, quantitative and qualitative observations, construction and interpretation of data tables and graphs, and applications of science concepts to the real world. This student-centered course will provide the foundation for a full year of ELL Introductory Physics. Study skills, reading strategies, vocabulary-building and scientific writing will be emphasized.	ACP	9, 10, 11, 12	FY	12 credits

- 652 Science and Engineering (for Beginning English Learners)** CP 9, 10, 11, 12 FY 12 credits
Requirement: Must be taken in conjunction with ELL Literacy for History.
 This thematic, frameworks-based introductory laboratory science course is for students with very limited English proficiency. This course draws connections between physical and life sciences and connects to our ELL Literacy for History class through the development of science related skills and content. Course goals include development of academic skills, learning strategies, vocabulary building, and scientific writing.

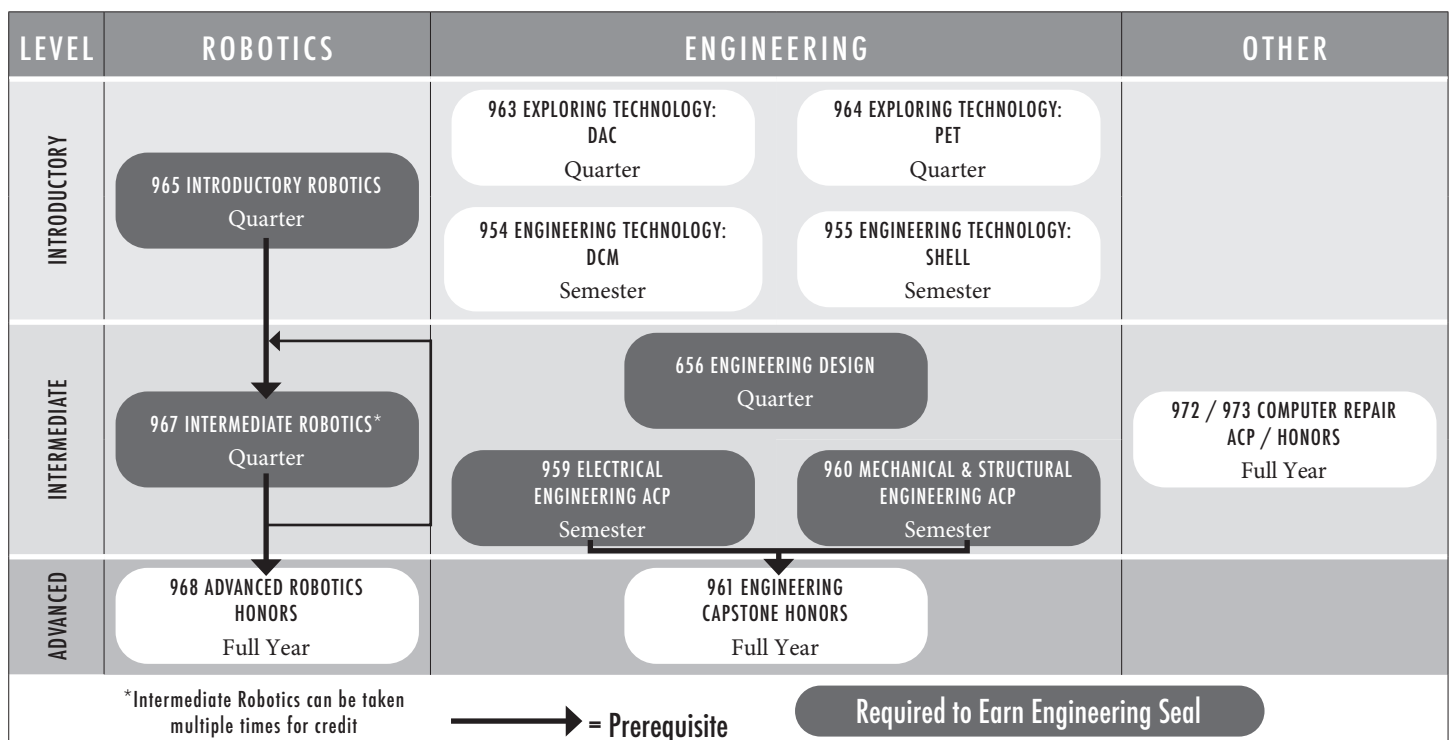
SUSTAINABILITY ELECTIVES

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

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

TECHNOLOGY/ENGINEERING

The Engineering program at Newton North has two main strands: Robotics and Engineering. Within these strands, there are a variety of courses at the introductory, intermediate, and advanced level to cater to students' interests and schedules. Students with a deep interest in Engineering may choose to pursue the Engineering Seal.



ROBOTICS

965	Introductory Robotics Introductory Robotics is a hands-on building and demonstration course. In small groups, students will build a robot, and control the robot to perform specific tasks. In the process, students will learn about mechanical hardware, simple machines, transmission systems, and pneumatic systems. They will also learn about robotic control using pulse width modulation, and about programming using the Arduino Uno platform or similar.	no level	9, 10, 11, 12	Q	3 credits
967	Intermediate Robotics <i>Prerequisite: Introductory Robotics is a prerequisite for Intermediate Robotics.</i> Intermediate Robotics is a completely project based hands-on course where students will work in small teams of 3 or 4. Each team will choose an engineering design problem that requires an automated solution. The student teams will create a custom design to solve these problems. A working prototype will be created by each engineering team by the end of the quarter. Students are encouraged and may choose to participate in Intermediate Robotics for multiple quarters and receive credit for each quarter taken. As each student progresses with their own Robotics skills and knowledge the projects may increase in size and complexity.	no level	9, 10, 11, 12	Q	3 credits

ENGINEERING

963	Exploring Technology: DAC Exploring Technology: Design, Automation, & Communication (DAC) is taught as a hands-on project-based course where the students will learn about the basics of engineering design, automation of machines, and various communication systems. The students will extensively work in cooperative teams to complete hands on projects.	no level	9, 10, 11, 12	Q	3 credits
964	Exploring Technology: PET Exploring Technology: Power, Energy, & Transportation (PET) is taught as a hands-on project-based course, similar to Exploring Technology: DAC. Students will learn about Electrical/Power Technology, Mechanical Technology, and Transportation Technology. Through the building and testing of projects, students will learn the concepts behind these technologies as well as skills of working within engineering design teams.	no level	9, 10, 11, 12	Q	3 credits
954	Engineering Technology: DCM In Engineering Technology: Design, Construction, & Manufacturing (DCM), students will learn important technological and engineering related skills and concepts, including an introduction to Engineering Design, Construction Technologies, and Manufacturing Technologies. Students will be designing, building and testing prototype models that cover these concepts. Students will also learn about product design, accurate measurements using a variety of instruments and technologies, application of algebra to engineering problems, and application of physics concepts to real world products.	no level	9, 10, 11, 12	SM	6 credits
955	Engineering Technology: SHEL In Engineering Technology: Sound, Heat, Electricity & Light (SHEL), students will learn important technological and engineering related skills and concepts, including an introduction to Communication Technologies, and Energy and Power Technologies (Fluid, Thermal and Electrical systems). Students will be designing, building and testing prototype models that cover these concepts. Students will also learn about product design, accurate measurements using a variety of instruments and technologies, application of algebra to engineering problems, and application of physics concepts to the real world.	no level	9, 10, 11, 12	SM	6 credits
972	Computer Repair and Support	ACP	9, 10, 11, 12	FY	12 credits
973	Computer Repair and Support This is an intensive full year course that will instruct students on the basics of computer hardware and operating systems. Through the use of lecture and hands-on activities the students will learn about all aspects of the personal computer (PC). Some of the topics include: Hardware Basics: Basic electronics, mother boards, computer cases/power supplies, battery backups, system settings: BIOS, IRQ, I/O, and DMA, CPUs, expansion bus architecture, physical memory, data storage, I/O ports and connectors, I/O devices, printers and scanners, system startup sequences, and portable computers. The operating systems that will be covered are DOS, Windows, Linux, and OSX. (A+ Certification) The honors level course prepares students to sit for the CompTIA A+ computer certification exams. Students who take the Honors level must be highly motivated and prepared for more substantial assessments in class. The course moves at an accelerated pace with emphasis on preparation for the rigorous A+ examination.	H	9, 10, 11, 12	FY	12 credits

THEATRE

"Theatre and Storytelling has the power to change lives"

Liesl Tommy-Class of '89

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

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

- | | | | | |
|--|-----------------|----------------------|------------|-------------------|
| 8201 Acting 1 | ACP | 9, 10, 11, 12 | SM | 6 credits |
| Experiencing an acting class is a fun experience that you will not regret! Students will have the opportunity to learn the craft of acting through improvisation, character development, performing monologues and scenes as well as creating original pieces. Using trust and team-building activities, the class will be a fun and safe environment where students will explore self-awareness, develop a strong sense of self-confidence and be themselves. Introduction to Acting is for all students regardless of their theatre background and is guaranteed to be a great experience! The class also gives you direct access to our after-school program where you can get involved in all areas of the theatre. | | | | |
| 8202 Acting 2 | ACP | 10, 11, 12 | SM2 | 6 credits |
| <i>Prerequisite: Acting 1 or teacher approval.</i> | | | | |
| Acting II takes the craft of acting and performance to the next level. Students will explore the in-depth creation and development of characters through monologue and scene work while continuing to build on fundamentals started in Introduction to Acting. Every student will focus on fine-tuning their voice, body, and physical movement for the stage while exploring different methods of the craft developed by well-known acting teachers such as Sanford Meisner, Stella Adler, Michael Chekhov, Constantin Stanislavski, Lee Strassburg, Uta Hagen and Viola Spolin. The course culminates with a final project/performance that is directed, designed, and performed by the class. Acting II is for intermediate to advanced students. Whether you plan to pursue theatre or not, you will develop personal self-confidence and gain universal skills for future success in any endeavor. If you liked Introduction to Acting, then Advanced Acting will take you to a higher level! | | | | |
| 822 Introduction to Technical Theatre | no level | 9, 10, 11, 12 | Q | 3 credits |
| This class gives you a front row seat to the inner workings of Newton North's teaching and working theatre program. During this course you will learn about the basics of scenic, sound, and lighting design through hands-on experience. If you have ever wanted to paint a set, use power tools, or learn more about theatre history, then this course is for you. Whether you are into theatre or not, "Intro to Tech Theatre" offers amazing skill-sets that you can use for a lifetime. Students also have the opportunity to design their own shows by joining the Technical Theatre Production and Design Class after school. | | | | |
| 836 Costume, Hair and Makeup Design for the Theatre/Stage – Level 1 | no level | 9, 10, 11, 12 | Q | 3 credits |
| This introductory course focuses on developing an understanding of characters and appearance in theater, film, fashion and other storytelling media. Students will begin developing their creative design process by learning the fundamental elements and processes of costume, hair and makeup through various projects and activities. This class is open to all students and a great way to get connected to the Theatre Program as well! | | | | |
| 8382 American Musical Theatre | no level | 9, 10, 11, 12 | Q | 3 credits |
| In this class we will trace the history of this American art form from its origins in Vaudeville and operetta through the twentieth century to the present. We will listen to the music of great composers of Broadway and Hollywood, including Cole Porter, Richard Rodgers, Leonard Bernstein and Stephen Sondheim, and see how the genre evolves from skits with interchangeable songs to tightly knit theatre pieces, where the music propels the drama and develops the characters. We will look at how Broadway has remained current by incorporating contemporary trends in popular music, from the jazz of Anything Goes and West Side Story to the rock of Hair and Rent and the hip-hop of In the Heights and Hamilton. | | | | |
| 823 Technical Theatre Production Design | no level | 9, 10, 11, 12 | FY | 12 credits |
| The Technical Theatre Production Design courses (Level I, II, III, and IV) run after-school and cover a wide variety of backstage learning experiences. | | | | |
| In these hands-on classes, students will learn about technical theatre design, organization, management and implementation in the areas they choose to work on. Students may select to work on Set, Lights, Sound and Props or Costume, Hair and Makeup or Stage Management and Student Producing. Depending on the area of interest students will also be a part of the stage, costume, hair, or makeup crews. Students should initially sign up for their area of interest below but will be encouraged and allowed to work across these disciplines for credit. The Theatre Director, Technical Director, Assistant Technical Director and Costume Coordinator will supervise these courses. (See below: Theatre Ink) | | | | |
| For specific information about each area of interest contact Adam Brown, Director of Theatre, brown@newton.k12.ma.us. | | | | |

Students have the opportunity to explore theatre by serving as a classroom aide for any theatre arts class. See your guidance counselor, the Theatre Director, or Technical Director for details.

THEATRE INK

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

WORLD LANGUAGE

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

PROFICIENCY: Newton North measures proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale, which ranges from Novice to Distinguished and embraces the skills of listening, speaking, reading and writing. The proficiency target for a student who completes four years of high school study at the ACP level in addition to middle school study is Intermediate High.

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

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

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

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

FRENCH

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

SPANISH

241	Novice Spanish 1	ACP	9, 10, 11, 12	FY	12 credits
251	Novice Spanish 1	CP	9, 10, 11, 12	FY	12 credits
This course, designed for students who have never studied Spanish, engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities and likes and dislikes. Students will practice and develop listening, reading, writing, and speaking skills through the use of various resources as well as interactive activities in the classroom. They will also begin to explore the various cultures of the Spanish-speaking world.					
232	Novice Spanish 2	ACP	9, 10, 11, 12	FY	12 credits
252	Novice Spanish 2	CP	9, 10, 11, 12	FY	12 credits
This course is appropriate for students who begin the study of Spanish in a single-year course at the high school level as well as middle school students who have studied Spanish for less than the typical three-year sequence and/or whose proficiency level is at novice mid. While continuing to expand their vocabulary around topics concerning daily life, students will also gain the linguistic skills necessary to readily communicate one's interests and needs at the novice high level of proficiency. They will likewise expand their cultural knowledge of Spanish-speaking communities through an emphasis on several Latin American countries including Guatemala, Peru, and Ecuador.					
242	Intermediate Spanish 2	ACP	9, 10, 11, 12	FY	12 credits
In this course, students will explore everyday themes such as school, daily routines, fashion, shopping, pastimes, places around town, and sports. Students will also engage in cultural comparisons as they explore various aspects of the Spanish-speaking world. Conducted primarily in Spanish, this course will provide students with an immersion environment. Opportunities for conversation, discussion and communication in authentic contexts will advance students' oral proficiency. Students will also broaden their interpretive skills and reinforce cultural understanding through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Spanish.					

ITALIAN

271	Novice Italian 1	ACP	9, 10, 11, 12	FY	12 credits
276	Novice Italian 1	CP	9, 10, 11, 12	FY	12 credits
This course, designed for students who have never studied Italian, engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities and likes and dislikes. Students will practice and develop listening, reading, writing, and speaking skills through the use of various resources as well as interactive activities in the classroom. They will also begin to explore the geography and culture of Italy.					
262	Novice Italian 2	ACP	9, 10, 11, 12	FY	12 credits
277	Novice Italian 2	CP	9, 10, 11, 12	FY	12 credits
This course is appropriate for students who begin the study of Italian in a single-year course at the high school level as well as middle school students who have studied Italian for less than the typical three-year sequence and/or whose proficiency level is at novice mid. While continuing to expand their vocabulary around topics concerning daily life, students will also gain the linguistic skills necessary to readily communicate one's interests and needs at the novice high level of proficiency. At the same time, they will expand their cultural knowledge of Italy.					

272	Intermediate Italian 2	ACP	9, 10, 11, 12	FY	12 credits
In this course, students will explore every day themes such as daily routines, school, meals, fashion, the home, entertainment, sports, health, travel, and vacation. Students will also engage in cultural comparisons as they explore the major cities and the different regions of Italy. Conducted primarily in Italian, this course will provide students with an immersion environment. Opportunities for conversation, discussion, and the creation of skits will strengthen students' speaking skills with an emphasis on correct pronunciation. Students will also broaden their interpretive skills and reinforce cultural knowledge through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Italian.					

LATIN

281	Latin 1	ACP	9, 10, 11, 12	FY	12 credits
2812	Latin 1	CP	9, 10, 11, 12	FY	12 credits
Come devote your mind to studying the Romans and the Mediterranean world in which they lived. Designed for a range of students who have not yet studied a world language or who wish to start studying a second world language, students will immerse themselves in the world of the Romans through a study of their language, history, mythology and other aspects of culture. Through the specific study of vocabulary, including derivatives, and linguistic comparison, students will increase the depth of their knowledge of the English languages while learning Latin. They will also begin to develop close reading skills along with essential study and organizational strategies.					

MANDARIN CHINESE

291	Novice Chinese 1	ACP	9, 10, 11, 12	FY	12 credits
This course lays the foundation for the development of proficiency of the four linguistic skills in Mandarin. Students will be able to greet each other, ask and answer simple questions to communicate basic information about themselves and others. Students will also be able to express likes and dislikes, talk about their daily activities such as classes, weekend plans, extracurricular activities. They will develop their vocabulary, work on pronunciation and tones, and start to build beginning literacy. An introduction to Chinese history and culture will also be integral to the course.					
292	Chinese 2	ACP	9, 10, 11, 12	FY	12 credits
In this course, students will continue to advance their proficiency in the language, and will be able to speak and ask questions about themselves as well as activities, events, and people in their lives. They will also be able to express their needs and wants, makes simple plans, and give and follow directions. At the same time, students will expand their ability to read and write simplified Chinese characters and broaden their knowledge and understanding of Chinese cultural practices related to the curriculum's themes of study					

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

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

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

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

Program Major: _____

Year of Graduation: _____

APPLICANT SECTION

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

Home Address: Street and Number: _____

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

Cell Phone #: _____

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

PARENT/GUARDIAN SECTION

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

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

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

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

Email: _____

SIGNATURE SECTION

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

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

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

Signature of
Student:

Date:

Signature of Parent/Guardian:

Date:

Signature of Current Guidance Counselor:

Date:

Signature of Teacher of

CTE Program of Interest:

Date:

VOLUNTARY INFORMATION SECTION

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

Gender: ☐ Female ☐ Male

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

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

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

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

NOTES

NOTES